UTAUT:

An Analysis of Online Learning Media in English Class During Covid-19 Pandemic

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Abstract—**The study aimed to analyze online learning media in English class using Unified Theory of Acceptance and Use of Technology (UTAUT) in Bina Bangsa University. By involving 104 students from 5 faculties, this study investigated students' acceptance using online learning media for English classes during the Covid-19 pandemic. The analysis was divided into four categories with various responsibilities. The analysis was focused on Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Condition (FC). According to the result, the student's acceptance was influenced by PE which all of the subcategories related to the combination of English learning and the media were responded positively by the students. For EE, the students were quite able to adapt to the media. In SI, they had some supports from their peers and lecturers. The last, FC described they had reasonably practical support of the media introductory and tutoring enhancing their ability in online learning. This study revealed that students could adopt online learning media in English class with the ease of using the media, supporting elements from peers, lecturers, and internal or external tutorials.**

Keywords—*online learning, English class, UTAUT, Covid-19 pandemic*

I. INTRODUCTION

Online learning is seen as one of the solutions for educational instruction during pandemic Covid 19. Since earlier of 2020, the pandemic changed educational instruction in almost all over the world, including Indonesia. It was shifted from face-to-face meetings in the classroom to online meetings. During the Covid-19 pandemic, lecturers and students were forced to adapt to the online lecture process by utilizing various online platforms The advantages of using online platforms include supporting the delivery of material attractively, smooth interaction. At the same time, the disadvantages are less interactive, less fluent lecture communication and tend to be one-way, wasteful of quotas, inadequate internet access, less than an optimal understanding of the material, and level of participation. The use of online platforms in lectures during the Covid-19 pandemic requires both infrastructure and non-structural readiness to optimize the online lecture process during the Covid-19 pandemic [1].

Learning English assisted by technology provides the opportunity to study actively, Flanagan and Shoffner [2] stated that using technology in learning English can support student-centered and construct learning environments and benefit students. Further, they added, technology supports higher-order thinking skills, motivation, and engagement. This has many advantages, including relatively low technology costs, reducing the digital divide, easy use of physical classes, portable facilities, study anywhere and anytime [3].

Online learning means learning activities are carried out with online media, and face-to-face meetings are replaced with internet-based virtual [4]. Furthermore, Saifuddin [5] states that online learning is distance learning that connects students with their learning resources using the internet physically separately but can communicate and interact. Students provide a relatively good perception of the online learning process because almost all students understand how to operate an online platform and are willing to be given online learning [6]. The educational instruction of online learning in English class needs to be analyzed for its function, whether online learning, students' acceptance or activities during online learning. The analysis should correspond to the function of media for providing online learning.

The theoretical foundation for our research study is drawn from the basic model of Venkatesh et al. [7], modified model by Liu [8], and model adoption by Wang et al. [9]. Unified Theory of Acceptance and Use of Technology (UTAUT) is a model used to analyze the students' acceptance of the online learning media. UTAUT is an acceptance and adoption model created by Lu [10] to integrate the separated research on individual acceptance of information technology into a unified theoretical model. Below is the concept of the acceptance model (Figure 1):
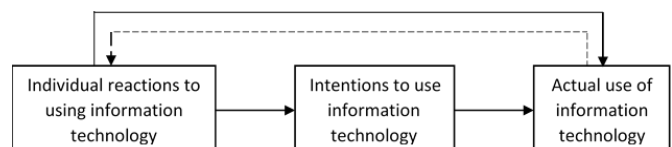

Fig. 1. The basic concept of the acceptance model.

UTAUT was used to know the students' acceptance of online learning media. This model is an acceptance and adoption model to analyze learning applications' learners' adoption behavior [8]. Tan [11] asserted that UTAUT advanced individual acceptance by unifying the theoretical perspective common in the literature. He mentioned four constructs based on those combinations: performance expectancy, effort expectancy, social influence, and facilitating condition. Each of the constructs pertained to one of the UTAUT constructs.

TABLE I. UTAUT CONSTRUCT MODEL

Core Construct	Definitions
Performance expectancy (PE)	The degree to which an individual believes that using the system will help him or she attain gains in job performance.
Effort expectancy (EE)	The degree of ease associated with the use of the system.
Social influence (SI)	The degree to which an individual perceives that important other believe he or she should use the new system.
Facilitating conditions (FC)	The degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system

Based on table 1, the UTAUT model breaks into four final constructs of performance expectancy, effort expectancy, social influence, and facilitating conditions. Then, those aspects divide into two aspects: behavioral intention and behavioral use. Behavioral intention is when a user starts to use an intention to use the technology [10]. Moreover, behavioral use refers to a user acting on using technology. They mentioned that performance expectancy, effort expectancy, and social influence are direct determinants of behavioral intention while facilitating conditions directly determine user behavior.

II. METHODS

The method used in this research is the descriptive qualitative case study approach. A case study is s a research approach used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context [12]. In this case, the phenomenon under study is the acceptance and use of online learning media in English class during the covid-19 pandemic. The study aims to influence online learning media of English learning performance expectancy, effort expectancy, social influence, and facilitating conditions.

This study used random sampling from the students in Bina Bangsa University as the data. The researchers used primary data obtained through the spread of online questionnaires and semi-structured interviews sent to the group, and all group members are free to answer it and submit it directly online through a link; from the data collecting, the writers analyzed interviews and questionnaires, 104 students. They were chosen randomly from different faculties. The data were used to reveal

the focus of this study about the students' acceptance of using online media for English learning. This study will focus on four primary constructs of the UTAUT model. Secondary data used are data obtained from literature studies. Researchers use various types of documents such as journals, handbooks, related documents on the internet relevant to this research.

The writers used model analysis to investigate the acceptance and use of English learning media. The unified theory of acceptance and use of technology (UTAUT) becomes one of the most integrated and developed technologies acceptance theories by adopting the most useful constructs from other older theories and models [13]. The four factors in UTAUT influence the use of online learning media of English learning performance expectancy, effort expectancy, social influence, and facilitating conditions [11]. On the other hand, moderating aspects found in the study, such as gender, age, experience, and voluntariness of use, will be modified and eliminated to focus more on the four primary constructs. Therefore, the study the adoption from [9].

TABLE II. CATEGORY AND SUBCATEGORY OF UTAUT

Category	Subcategory
Performance Expectancy (PE)	Study Efficiency (PE1) Emotional motivation (PE2) English learning skill development (PE3) Multiple learning sources (PE4)
Effort Expectancy (EE)	Clear and understandable interface (EE1) Integrated functions (EE2) Little time needed (EE3) Easy to get access (EE4)
Social Influence (SI)	Influence from instructors (SI1) Influence from classmates (SI2)
Facilitating Condition (FC)	Orientation program (FC1) Tutorial on learning media (FC2) Technical sup v port (FC3) Outside tutorial guidance (FC4)

Data analysis design was adapted from Liu [8] by fourteen subcategories extracted from the data and organized under four main categories: performance expectancy, effort expectancy, social influence, and facilitating condition.
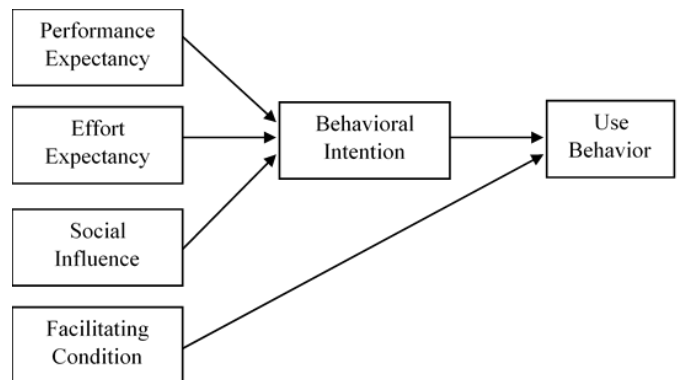

Fig. 2. Adoption UTAUT model.

The questionnaire and interviews were focused on four aspects regarding the UTAUT analysis (see Figure 2). (1) Performance Expectancy (PE) is considered one-factor affecting student acceptance of using online media in their English class. (2) Effort Expectancy (EE) measures the effect of a technology user perception about the degree of difficulty using online media on user adoption. (3) Social influence (SI) measures the influence of someone on the students' adoption behavior of technology. Moreover, (4) Facilitating Condition (FC) investigates the support from an organization, in this case, the university, to the students to reach their acceptance of technology.

III. RESULTS AND DISCUSSION

The writers found that the students could accept online learning media in English classes based on the data. Regarding the analysis of the UTAUT model, the students described online learning media's effect on their learning based on the UTAUT categories of performance expectancy (PE), effort expectancy (EE), social influence (SI), and facilitating condition (FC).

In the first category, the students positively described performance expectancy, study efficiency, emotional motivation, English learning skill development, and multiple learning resources. They mentioned the benefits of improving their English learning performance. The functions of online learning, such as using it everywhere, monitoring their grades, practicing their reading and listening skills, learning resources, made online learning accepted by the students for this category.

The second, about the students' effort expectancy, the aspects of subcategories such as clear and understandable interface, integrated functions, little time needed, and easy access were also positively responded. They mentioned that online learning has a simple interface. It was not difficult for anyone who knew basic knowledge about computers. Moreover, the integration of submitting homework, accessing learning resources, and communicating with the teachers and classmates made them feel able to use it. Besides that, they did not need much time to be familiar with it. The lecturers' orientation and training made them understand how to use it. However, not all the students could easily be familiar through that orientation and training; some need extra time to learn.

Third, the social factors influence their learning on online learning media. They stated that they were influenced by the lecturers and their peers in accepting the media in the class. The last category was facilitating condition. It investigated the support for the students from the university or other organizations. They mentioned that training from the university was rarely found. They use relevant training from some sources to enhance their ability and familiarity with the media.

As mentioned in table 2, this study focused on the analysis of fourteen subcategories. They were extracted from four main categories of performance expectancy (PE), effort expectancy (EE), social influence (SI), and facilitating condition (FC).

A. Performance Expectancy (PE)

The category was measured students' consideration of online learning media as a tool in improving their learning performance during the Covid-19 Pandemic. It influenced the acceptance of online learning media in their English classes. This is supported by the previous finding from [12] that the technology is helpful as it allows them to learn quickly and unleash their creativity.

Fig. 3. Percentage of performance expectancy.

The questionnaire data in Figure 3 shows that online learning impacts efficiency. It was caused by online learning seen as practical media and could reach the students learn efficiently. Flexibility is another exciting aspect of online learning [13]. A learner can schedule or plan their time to complete courses available online. Besides that, the accessible materials for students could help them learn English with time and place gaps; they could learn whenever and wherever they were. The result [14] states that using WAG helps group members get information about course materials and assignments with fast access to information anywhere and anytime. Time-consuming could be prevented to be more effective. The students responded that their efficiency in using the media was relatively high. The students found they could manage their time for study efficiently.

Regarding its accessible aspect, the media was their choice for learning. It is also supported by previous research [15]. The data showed that Google Classroom increased student participation and learning and improved classroom dynamics.

The analysis also saw relationships between online learning media and students' motivation. However, the writers did not find significant responses to the students' motivation to learn English online because some preferred classroom learning. The responses stated it was better for them to have classroom meetings because they could directly motivate their peers by taking values of support and competitiveness. This is in line with [16] teachers are expected to modify learning to attract students to continue following the learning process.

Online learning provides the learning situation that fits English skills, making online learning media performances optimistic. It is in line with the results from [17] that majority

of the ESL learners believed that mobile learning helps learn ESL. The influences were on reading, listening, speaking, and writing skills. These skills caused them could adapt the online learning media performances. It is also supported previous research results from [18] that the WhatsApp group as one of online learning media is helpful as a medium media to improve student's English language skills this conditions, let them practice the skills comprehensively without being distracted with time limitation and unavailable equipment (for example, practicing their speaking and listening by recorder). The students could study efficiently using the equipment provided on it. This is in line with the statement from [19] that the competencies were rated between somewhat essential and very important, which signifies the importance of these competencies for online learning.

As mentioned previously, students could have multiple learning resources by the variation of equipment on the online learning media. They could access the sources from YouTube, voice and video recordings, and interactive quizzes from some applications. They were implementing mobile. In the data, they responded that they could access the learning resources once while learning during English class. The resources are usually for enhancing their understanding related to the lecturers' material. For some cases, the lecturers gave them additional discussion from any sources on the media they used. For instance, when assessing their listening skill, the lecturers set the media onto a recording that had been attached or by visiting some listening software applications on the internet.

B. Effort Expectancy (EE)

This category represented the effect of the perception about the difficulty level using online learning or the adoption of their decision to use them. This expectancy focused on the students as the users.
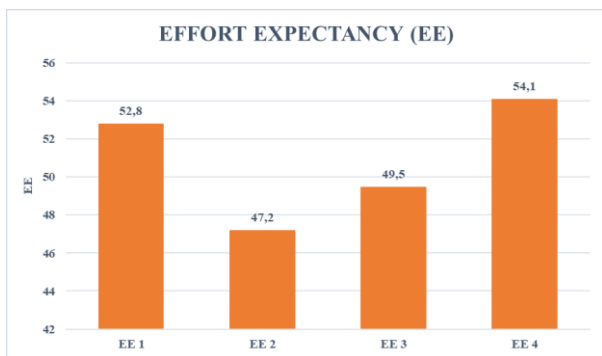

Fig. 4. Percentage of effort expectancy.

English learning could be enhanced by clarity devices or equipment on online learning media. The clear and understandable navigation on the media that the students used to let them solve their technology problem following learning instructional activities. This is supported by [12]. The result of the data depicted that foremost of them did not have a significant problem using the media. The simple navigation

provided by online learning made them could overcome technology issues for users. Also supported by [20], effort expectancy" has proven to be a very influential construct on what social media tools the scholars in the study decided to use and how they use it.

Major of students in this study responded that function of the media had become one of the significant advantages. The integrated functions were seen on the equipment provided. Those could assist them in managing learning activities. Implementing mobile learning for learning ESL posits that learners feel comfortable using mobile for learning ESL [17]. The functions that integrated their learning were communication facilities between students and their peers and the students with the lecturers, accessible material discussions, integrated the discussion to the other learning sources, task submission, feedback for learning improvement, and accessible score tracking.

The analysis also saw the duration they had to use online learning media. Based on the data, they did not need much time to be familiar with the applications (Google classroom and Google Meet) because of those applications' simple navigations. Google Classroom is an efficient portal service to make it easier for teachers to manage teaching materials and assignments [6].

The ease of use of online learning media could determine students' preferences to choose the media. In this study, the writer applied Google Classroom, and Google Meets to facilitate learning experience not only to be similar to face-to-face classroom instruction, which had interactive communication during learning settings but also for better learning experience through the facilities provided on them. Those applications were described as easy to be accessed for students because they have simple navigations, and significant of them could access without the need to install the applications to their devices. This condition lets them get easier learning access without spending on much memory capacity, so that almost every gadget access both of them, whether from a smartphone, computer, laptop, and other related equipment. The students were more attentive; they found answering questions easier and the atmosphere more relaxed in the Google classroom [21]. Students also felt that they were able to learn faster in such classes.
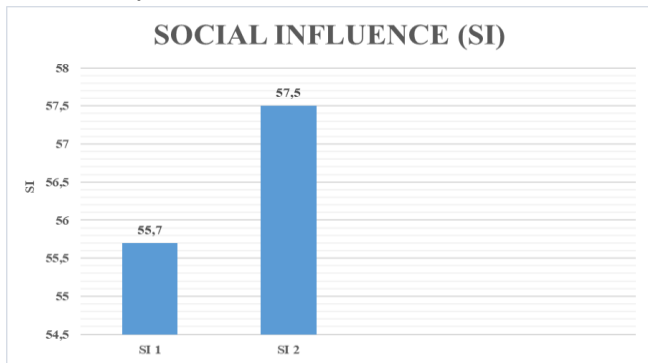
C. Social Influence

Fig. 5. Percentage of social influence.

Students obtained the influence of learning through online learning media majorly from the Covid-19 pandemic. This situation forced them to use online learning without determining their preferences to use it or not. Social influence also took part in using online learning media and choosing the specific ones of Google Classroom and Google Meet. The influence was from two aspects, lecturers and peers.

The first influence from their social life was seen on the lecturers who obliged them by using online learning media to solve the pandemic situation. The lecturers decided to use online learning media specifically on using the platforms because of the accessibility. The lecturers asked students to use the same specific media for a significant learning process. The lecturers required them to use those applications for every learning activity in class. As a result, students became accustomed to using the media. As [22] mentioned earlier, the more accessible using the technology, the higher the possibility of accepting the technology. It is supported by [23] that the educators need to ensure that the students can access the Google Classrooms and the materials posted in the Google Classroom, are easy to access, fun, and straightforward. They should provide the students with information and training on how to utilize the Google Classroom fully; thus, the students perceive that the applications will be helpful for them in achieving better results.

The second was peers. They also influenced the students using the media. However, they only could give less. It was because most of their activity in online learning was directed by the lecturers. The findings are consistent with earlier studies

D. Facilitating Conditions

The category represented on the support for the students from an organization, in this case, is the campus. The analysis described that they had less support from the university. They less obtained orientation programs and training on the specific online learning. However, these conditions did not affect students' use of online learning media because of the ease of use that online learning has. The result also supported a previous study [24] that providing an individual with hardware and software to use the internet is unnecessary since most

individuals in this age of information technology access the internet through their laptop, smartphone, or similar device.
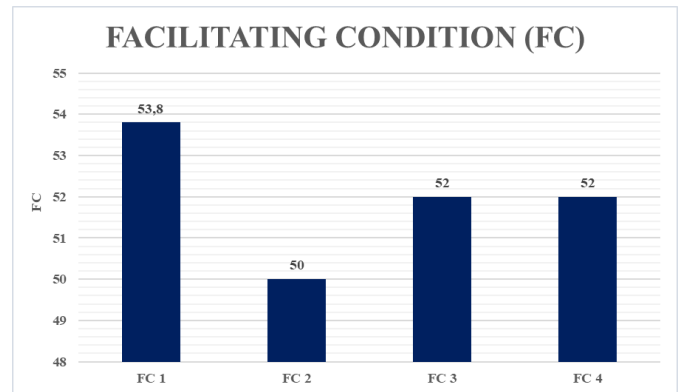

Fig. 6. Percentage of facilitating condition.

The technical support was accessed from three parties, government, campus, and lecturers. The government gave students subvention of the internet quota during the semester. It affected students having active learning in the class because they had supported internet quota accessing the online class. Besides that, the lecturers also helped them when they had some technical issues related to online learning. The campus also provided solutions for both students and lecturers if the issues could not find a solution. It is essential to create multiple opportunities for student engagement in the online environment. The need for engagement has resulted in developing guidelines for designing practical online courses [25].

Based on the respond of the students, the other sources to train them using the media for online learning. They accessed YouTube to train them to overcome the technical issues.

IV. Conclusion

The result showed that their acceptance was influenced by PE which all of the subcategories related to the combination of English learning and the media were responded positively by the students. For EE, the students were quite able to adapt to the media. In SI, they had some supports from their peers and lecturers. The last, FC described they had reasonably practical support of the media introductory and tutoring enhancing their ability in online learning. This study revealed that the students could adopt online learning media in English class with the ease of using the media, supporting elements from peers and lecturers. The conclusion also supported with an earlier study from [26] that the use of classroom virtual are positive and relevant to the students in higher education with the high acceptance value of each dimension of UTAUT, namely performance expectancy, effort expectancy, social influence, and facilitating condition

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