Analysis Absorption of English Learning Materials in E-Learning

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A B S T R A K

Ilmu komunikasi sangat penting dalam menunjang aktivitas masyarakat dunia. Saat ini seseorang harus mampu berbahasa Inggris agar dapat bersaing. Beberapa mahasiswa menyatakan bahwa penyerapan dan pemahaman kosakata bahasa Inggris pada materi teknologi dan susunan kalimat yang terbatas. Hal ini berdampak pada kemampuan bahasa inggris pada mahasiswa yang rendah. Tujuan penelitian ini yaitu menganalisis penyerapan materi pembelajaran bahasa inggris dalam E-learning. Jenis penelitian ini yaitu kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, Studi Dokumentasi. Jenis dan sumber data pada penelitian ini yaitu data primer dan sekunder. Teknik yang digunakan untuk menganalisis data adalah deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu disimpulkan bahwa setelah pembelajaran bahasa Inggris dilakukan secara E-learning, siswa lebih mudah memahami pembelajaran bahasa inggris karena E-learning dapat membuat siswa dapat belajar dimana saja dan siswa dapat memahami materi pembelajaran Bahasa Inggris dengan mudah. Implikasi penelitian ini yaitu penggunaan E-elarning dalam pembelajaran bahasa Inggris akan meningkatkan pemahaman mahasiswa dalam belajar sehingga berdampak pada hasil belajar mahasiswa yang meningkat.

A B S T R A C T

Communication science is very important in supporting the activities of the world community. Nowadays one must be able to speak English to compete. Some students stated that the absorption and understanding of English vocabulary on technology materials and sentence structure were limited. This has an impact on students' low English skills. The purpose of this study is to analyze the absorption of English learning materials in E-learning. This type of research is qualitative. Data collection techniques used in this study were interviews, Documentation Studies. The types and sources of data in this study are primary and secondary data. The technique used to analyze the data is descriptive qualitative and quantitative. The result of the research is that after learning English is done by E-learning, it is easier for students to understand English learning because E-learning can allow students to learn anywhere and students can understand English learning materials easily. This research implies that the use of E-learning in learning English will improve students' understanding of learning so that it impacts increasing student learning outcomes.

1. INTRODUCTION

Technological advances and fast-paced guidance have made enormous changes in the world of education (Bayles et al., 2021; Liao et al., 2018). Currently, learning is required to use technology to support the online learning process (Kivunja, 2015). Especially now that the world is being hit by the COVID-19 pandemic, which requires learning to be done virtually (Batubara & Batubara, 2020; Yulia, 2020). This is to prevent the spread of the Covid-19 virus. Teachers can design online learning (Satyawan et al., 2021). One system that can be applied by teachers today is E-learning. E-learning is an education system that utilizes technology in the learning process (Madleňák, 2015; Irfan Yusuf & Widyaningsih, 2020). E-learning is distance learning that utilizes computer technology and computer networks (internet). This distance learning process combines learning principles with technology (Eze et al., 2018; Shetu et al., 2021). E-learning is carried out without meeting face-to-face in the same place between teachers and students. The characteristic of E-learning is that it is networked, so it can quickly repair, store or retrieve, distribute, and share learning and information (Dahalan & Hussain, 2010; Fatmawati, 2019).

E-learning is the basis and consequence of the development of information and communication technology. E-learning occurs when internet technology is used to facilitate, deliver, and enable distance learning processes (Aris et al., 2019; Nácher, Badenes-Ribera, Torrijos, Ballesteros, et al., 2021). One of the media used is a computer network. Thus it is possible to be developed in web form. The presentation of web-based E-learning can be more interactive. Information about lectures can also be real-time (Fatmawati, 2019; Sidhu & Gage, 2021). Likewise, with communication, although not directly face to face, lecture-discussion forums can be done online

and in real-time (Simamora, 2020; I. Yusuf & Widyaningsih, 2020). The E-learning system does not have access restrictions; this allows lectures to be carried out in more time. Whenever and wherever, as long as there is an internet network, students can access this system. E-learning activities can be classified according to the time of the learning implementation, namely Synchronous and Asynchronous E-learning (Eze et al., 2018; Mpungose, 2021). Synchronous E-learning is where teachers and students engage in learning activities simultaneously, such as video conferences, chats, and real-time videos (Kiernan, 2020; Simamora, 2020). There are asynchronous learning activities at different times, such as sending/providing teaching materials via email and file sharing (El-Magboub et al., 2016; Mpungose, 2021). Teachers are currently required to use E-learning in learning to still run smoothly, especially in learning English.

Communicating using English is an ability that is needed today (Naghdipour, 2021; Sirivedin et al., 2018). The science of communication is essential in supporting the activities of the world community. Mastering communication, especially foreign languages (English), is one of the skills that students must have to know the development of science globally (Chen & Hsu, 2020; Sun et al., 2021). Good English skills can be used in the world of work later. Schools have indeed taught good communication skills to universities (Amin & Sundari, 2020; Effendi M., 2016). One of the information technology-based tertiary institutions provides English lectures, namely STMIK STIKOM Indonesia. Students are required to take this course from the fourth semester. However, today's problem is that there are still many students who have a limited understanding of vocabulary. The initial interviews with several students revealed that the absorption and understanding of vocabulary were limited for technology materials and sentence structure in learning. This has an impact on students' low English skills.

Previous research also stated that learning English is a complex subject for students (Kurniawati, 2019; Megawati, 2016). There are still many students who have difficulty communicating using English. Other research findings also state that there are still many students who have low proficiency in speaking English, both in pronunciation, grammar (grammar), and vocabulary (vocabulary) (Dwi et al., 2013; Liyana & Kurniawan, 2019; Surjono, 2016). This is because students think that speaking in English is very difficult, so students are afraid to make mistakes. In addition, in the learning process, students also have difficulty conveying thoughts and questions in English using various spoken languages correctly and adequately. In addition, students' interest and ability in speaking English are still shallow. This can be seen from the scores obtained by students in the learning process (Kurniawati, 2019; Rosmiati, 2019). Then, some students are still confused about what they should say when speaking verbally. Thus, this has an impact on the teaching and learning process to be less conducive.

Learning English using the E-learning system should make it easier for students to learn. This is because the E-learning system will make it easier for students to learn anywhere and anytime (Daniel & Kamioka, 2017; Shetu et al., 2021). The findings of previous research also stated that E-learning would make it easier for students to study anywhere (Fatmawati, 2019; Mpungose, 2021). The findings of previous studies also state that E-learning will motivate students in learning (Amalia & Brata, 2018; Nácher et al, 2021). There is no study regarding the absorption of English learning materials in E-learning. The purpose of this study is to analyze the absorption of English learning materials in E-learning.

2. METHOD

The research was carried out by analyzing the implementation of a questionnaire survey of students' perceptions about the subject matter of e-learning English 3 at STMIK STIKOM Indonesia and other things to get input on the improvement of the material. This research is divided into several steps which can be seen in Figure 1.

Figure 1. Research Flow

The data collection techniques used in this study are interview, Documentation Study. The interview is a data collection technique from the results of question and answers questionnaires with STMIK STIKOM Indonesia students. Documentation Study is a data collection technique by searching for data in related documents, books, the internet, or journals related to this research. The supporting reference used in this research is in the form of textbooks related to the English language material of several journals related to research. At the data collection stage, the types and sources of data used are as follows. Primary data is data obtained directly from the results of questionnaires for STMIK STIKOM Indonesia students who have taken English lesson 3. Secondary data is data

obtained from literature studies such as data from previous research and other data obtained from books and scientific journals. The technique used to analyze the data is descriptive qualitative and quantitative.

3. RESULT AND DISCUSSION

Result

       From the questionnaire data to 123 students who gave the most stringent responses to questions taken from the study program plan (RPS) in the ongoing semester to students who had taken English 3 lessons in semester 4 using a scale of 1 to 5 of each question was obtained answer as follows:

Table 1. Questionnaire data are given to students

No	Material	1	2	3	4	5
1	Use of Classroom	1,6%	18%	34,4%	36,1%	9,8%
2	English for computer	0%	9%	36,9%	42,6%	11,5%
3	Software dan hardware	0,8%	11,4%	36,6%	39%	12,2%
4	Reading Activity	0%	8,1%	37,4%	40,7%	13,8%
5	English for Advertisement	0%	9,8%	32%	44,3%	13,9%
6	Future Trend Technology	0,8%	8,2%	39,3%	36,9%	14,8%
7	My Gadget	0%	7,4%	36,1%	42,6%	13,9%
8	Popular Software	0,8%	7,3%	36,6%	39%	16,3%
9	Scope of internet	0,8%	8,9%	38,2%	38,2%	13,8%
10	English for World wide web	0%	8,1%	36,6%	38,2%	17,1%
11	Safety online	0%	8,9%	37,4%	37,4%	16,3%

       From the results above, it is known that the understanding for scale 1 is 4.8% on average; for scale 2, an average of 9.7% is obtained, for scale 3 is obtained an average of 36.7%, for scale 4, the average is obtained 40 %, and a scale of 5 obtained 13.9%. If the scale means for a scale of 1 (wrong), a scale of 2 (bad), a scale of 3 (good), a scale of 4 (good), and a scale of 5 (excellent). Based on the results of the data analysis, it can be concluded that students' understanding is still lacking in learning English given by the lecturer during teaching. However, after E-learning does learning, students are easier to understand learning English. Several factors, namely as follows, cause this.

Discussion

       First, E-learning can enable students to learn English anywhere. Online learning allows students to access lessons whenever they want to find it easier to learn (Hanum, 2013; Hignasari & Supriadi, 2020; Shetu et al., 2021). It is by the characteristics of E-learning, namely utilizing electronic and internet technology services so that it is easy to access (Dhika et al., 2019; Satyawan et al., 2021). In addition, E-learning provides independent teaching materials that can be accessed by students and lecturers anytime and anywhere (Nácher, Badenes-Ribera, Torrijos, Ballesteros, et al., 2021; Ran & Jinglu, 2020). It makes E-learning able to provide flexibility in choosing a time and place to study for students. E-learning will also allow students to learn independently to increase student learning success (Amalia & Brata, 2018; Tere et al., 2020).

       Second, E-learning allows students to understand English subject matter quickly. Because students are given the freedom to learn and review their learning again, making it easier for them to understand the subject matter presented in E-learning (Ambarita, 2021; Shaik Alavudeen et al., 2021). In addition, E-learning also provides teaching materials or visual, audio, and audiovisual learning media to facilitate students in learning (Kuzmanović et al., 2019). Learning by student learning styles will also make it easier for students to absorb learning information (Awaludin et al., 2020; Solehana et al., 2019). E-learning can also support the implementation of the learning process to increase student absorption of the material taught by the lecturer. In addition, E-learning can also increase the active participation of students (Logan et al., 2021; Wu & Plakhtii, 2021). E-learning utilizes the lesson schedule, curriculum, learning progress results so that they can be viewed at any time. In addition, E-

learning also provides cost efficiency, physical facilities, and facilities for learning (Kurtz et al., 2014; Putra & Sudarti, 2015).

The findings of previous studies also state that E-learning is effectively used in learning (Ja'ashan, 2020; Mitra et al., 2021). Other research findings also state that E-learning makes it easier for students to learn independently (Amiti, 2020; Ardini et al., 2020). It can be concluded that E-learning will facilitate students in learning. This research implies that the use of e-learning in learning English will increase students' understanding of learning so that it impacts increasing student learning outcomes.

4. CONCLUSION

It can be concluded that after learning English is done by E-learning, it is easier for students to understand English learning because E-learning can make students able to study anywhere, and students can understand English learning materials easily. It is recommended for lecturers to use E-learning so that students can learn English independently.

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