STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING IN LISTENING COURSE

A PAPER

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DECLARATION

I hereby declare that the paper entitled "Students' Perception Toward The Use of E-Learning in Listening Course" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

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PREFACE

Alhamdulillahirobbilalamiin, all praises are dedicated to Allah SWT who always guides and gives the researcher health, strength and patience to complete this paper entitled "Students' Perception Toward The Use Of E-Learning In Listening Course". The paper is written to fulfill one of requirements for *Sarjana Pendidikan* examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from being perfect both in writing and content. Therefore, she welcomes all suggestions, constructive criticisms, and corrections to make it better. Finally, it is hoped that this paper will be useful for those who read it.

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ABSTRACT

All aspects of human life, including education, have already transformed as a result of the COVID-19 pandemic that has spread over the world. All educational levels must perform their teaching and learning online due to the pandemic and every part of education recognizes the benefits and sometimes difficulties of the use E-Learning. The aim of this research is to find out what are students' perception toward the use of E-Learning in listening course, focusing on the benefits and the difficulties of joining the courses. The research is conducted to the 4th semester students of English Education Study Program in Pakuan University and there are 27 students from class 4A whose are taken as the respondents. The researcher used mix-method to find out students' perception toward the use of E-Learning in listening course. Focus group discussions, questionnaire distribution, and participant interviews were used to gather the data. The result of the research showed the majority of participants considered the use of E-Learning in listening course are flexible and efficient in terms of time. Even thought, internet connection to be one of difficulties of the use E-Learning. It means they agreed that the use of E-Learning could be beneficial in this pandemic condition, but they also still face several difficulties.

Keywords: E-Learning, Listening Course, Perception.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The impact of the Corona virus disease 2019 (Covid-19) pandemic is now beginning to spread to the world of education (Simamora et al., 2020). The Corona Virus Disease (Covid-19) pandemic, which has affected practically every country in the world, including Indonesia, significantly impacts many aspects of human life, and education is no exception. For the Government of the Republic of Indonesia, since the virus's arrival in early March 2020, there has been concerns that active learning or classes can be conducted virtually. This condition requires residents, including students and educators, to work and study at home. As a result, teachers must be capable of developing innovations like E-learning.

"E-learning is defined as learning facilitated by the use of digital tools and content that involves some form of interactivity, which may include online interaction between the learner and their teacher or peers" (Ministry of Communication and Technology of New Zealand, 2008). E-learning is learning that is facilitated by technology. This virtual learning is being used to prevent the virus from spreading. Mjhool et al., (2021) stated with the implementation of technology, e-learning provides students access to educational materials at any time. The E-learning system is implemented using a personal computer (PC) or laptop connected the network. According

to Hasegawa (2024) E-learning can be used anywhere and at any time, is very convenient and has been introduced to improve learning efficiency. Students can learn together at the same time by using social media groups such as Google Classroom, WhatsApp (WA), Telegram, Edmodo, Zoom, or other platforms. It totally depends on internet connections and supporting applications to carry out learning activities, and the process can be conducted out from home.

Tankard (2009) stated perception is a process of interpreting sensory data through our senses. Perception is the process of recognizing objects that happens as a result of the use of human senses. These senses could be obtained through the nose, tongue, eyes, ears, and skin. The information obtained through the senses is then processed through the nerves until it reaches the brain. As put by Scatena (2018) Perception can be defined as the process of becoming aware of and interpreting information from the external world. The process of creating this perception begins with observation, which involves seeing, hearing, touching, feeling, and receiving something, after which a person selects the information, they receive and converts it into a proper understanding.

The perceptions shaped by these students can then be organized in E-learning activities. Students are able how to learn, think critically, and motivate themselves to achieve learning objectives in each learning material. A listening course is one of the classes where the E-learning process is ongoing. Based on the description above, the researcher is interested in

analyzing students' perceptions of E-Learning in a listening course during the pandemic.

B. Reason for Choosing the Topic

There are three reasons for conducting this research. First, the researcher's interest is to find out how students' perception toward E-learning in a listening course during the pandemic. It is due to the fact that in this era, students are familiar with using technology appropriately.

Second, E-learning is a media that one of its functions is used for conducting listening courses. With E-Learning, the students are assisted to improve their understanding or enrich their knowledge and their English listening proficiencies. Since millennial students are familiar with using the internet and technology, E-Learning can be a tool or a new method for them to express their thought.

Third, online learning can make teaching learning more convenient during pandemic. As a result, it's crucial to know the ideal platform for teaching the student. It can be done by using the E-Learning in Listening course.

C. The Aim of the Problem

Referring to the topic of the research, the researcher has one purpose. The researcher aims to investigate the students' perception toward the use of E-Learning in listening course.

D. Research Question

What are the students' perception of the use of E-learning in a Listening Course?

E. Research Focus

As the title of this paper indicates, this paper only focuses on the benefits and difficulties toward the use of E-learning in listening course. The benefits would be regarding the E-Learning accessibility and online listening courses reliability, meanwhile the difficulties involve the technical problems and whether or not students find it convenient to have interactive listening courses.

F. Operational Definition

In this research, two terms need to be defined. Those terms are defined based on the theories in Chapter II and the writer's understanding. The definition of the terms in this research is as follows:

1. Perception

   According to Qiong (2017, as cited in Sri Mulyani 2020:9), Perception is the process of being conscious of or processing sensory information.

2. E-Learning

   According to Ellis 2009, E-learning is defined as information and communication technologies used to support students to improve their learning.

G. Research Significance

The results of this research will be useful for the teacher and the students. For teachers, the researcher hopes this technique makes it easier to teach listening. For the students, the use of E-Learning can help them to develop their understanding in a listening course.

CHAPTER II

THEORETICAL FOUNDATION

A. Perception

1. The Definition of Perception

People have the ability to evaluate what they see, feel, and think. As a reason, people can perceive depending on their thoughts. Perception is the process of observing someone's point of view on anything in the environment. There are some definitions and perspectives of perception offered by some experts. Perception is the organizing, interpreting, and integration of the sensed stimulus into something meaningful in the individual, as stated by (Walgito, 2003). To support this argument, an expert named (McDonald, 2011) stated that perception is an individual interpretation of how someone perceives the world under the influence of many sociocultural elements. It implies that every individual interpretation is highly subjective based on each the individual.

Other than that, perception is a viewpoint that is preceded by sensing objects (objects, humans, ideas, symptoms, and events) through the five senses in such a way that it immediately gives meaning and value to an object by emphasizing the nature typical of an object, and the results of perception can be in the form of responses or evaluations that differ from individual toindividual (Ismail et al., 2020). According to (Akande, 2009), Perception has to do with understanding issues. It is the psychological

ability to process or use the information received through the sense organs. Perception is the cognitive impression that is formed of “reality,” which in turn influences the individual's actions and behavior towards that object.

Tankard (2009) defined perception as a process of interpreting sensory data through our senses. Another definition of perception is stated by Blake & Sekular (2006, p. 1) that perception puts us in contact with the world we live in. It shapes our knowledge of that world. They also said that what is crucial from perception is because it provides people with a useful view of the world, where applicable means being able to interact effectively within our environment.

From all the theories above, it can be concluded that perception is defined as the complex process that is received and experienced by every individual differently depending on their own point of view and others aspects.

2. Perception Process

According to Qiong (2017, p. 18), the perception process has three stages:

a. Selection

The first stage in the perception process is selection, in which environmental stimuli are transformed into meaningful experiences.

b. Organization

Organization is the second stage in the perception process. After gathering information from the outside world, we must organize it by

identifying meaningful patterns. This stage of organization is accomplished by categorizing things or people, which is why some researchers refer to it as categorization. The social and physical events or objects we encounter at this stage of perception will have shape, color, texture, size, and so on.

c. Interpretation

The third stage of perception is interpretation, which refers to the process of assigning meaning to the stimuli that have been chosen.

B. E-Learning

According to Gautam and Tiwari (2016), E-learning is education that takes place through the internet. E-learning is the transfer of ability and capabilities across a network. E-learning is the process of learning by the use of electronic applications and processes. Web-based learning, computer-based learning, virtual classrooms, and digital collaboration are all examples of e-learning applications and procedures. In line with this argument, E-learning is the strategic use of networked computers and technology in teaching and learning. Various labels also refer to this way of teaching and learning. Online learning, virtual learning, distributed learning, networked learning, and web-based learning are some of them (Chitra and Raj, 2018).

In conclusion, E-learning is a way of teaching and learning that uses electronic media and technology such as the internet, as a learning system.

1. Benefits of E-learning

One of the benefits of e-learning is its capacity to focus on the

requirements of individual students. To support this, Al-Shamsi et al. (2020) stated that without an internet connection, e-learning would be impossible, suggesting that an internet connection was also a factor for successful online learning. One of the advantages of e-learning in education, according to Marc (2000) in his book review on e-learning strategies for delivering knowledge in the digital age, is that it focuses on the needs of individual learners as an important factor in the educational process rather than the needs of instructors or educational institutions. The following are some of the benefits that the adoption of e-learning in education has yielded based on a reviewof research:

a. When time and location are taken into account, it is adaptable. Every student has the option of choosing the location and time that is most convenient for them. Based on Smedley (2010), the adoption of e-learning offers institutions, as well as their students or learners, with a greatdeal of freedom in terms of when and where learning information is delivered or received.
b. The usage of discussion forums can give possibilities for learners to form relationships. By doing so, e-learning helps to remove barriers to involvement, such as the fear of speaking with other students. Students are encouraged to communicate with one another through e-learning, as well as to exchange and respect diverse perspectives. E-learning facilitates communication and strengthens the bonds that support learning. According to Wagner

et al. (2008), e-Learning provides additional opportunities for interactivity between students and teachers throughout material delivery.

c. Self-pacing is possible with e-Learning. The asynchronous method, for example, allows each student to study at his or her own pace and speed, whether slow or fast. As a result, it boosts happiness while lowering stress (Codone, 2001;Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

2. Difficulties of E-learning

Teachers faced a number of difficulties as a result of the appearance of technical issues. Not all parents have cell phones or personal computers, and Internet signals, particularly in the suburbs,are poor. Aliyah, et al. (2021), as well as Muthisya and Makokha (2016) stated that there is a limit in the access to the internet. The lack of internet access is one of the key issues preventing students and lecturers from using e-learning. According to Amstrong (2011) Online learning is less academic than face-to-face education for students. On the other hand, (Donnelly and McAvinia, P.19, 2012) argue that there are many lecturers have little or no familiarity with the use of communications and technology as a teaching tool. Thus, technological obstacles, in the field of technological study, e-learning poses considerable obstacles. It is necessary to address the development of e-learning resources that

fulfill the needs of users (Rana et al 2014)

C. Teaching Listening

One of the most important language skills is listening. Listening is an effective way of communicating because it allows us to share our thoughtswith others. Underwood (2011) stated listening is the activity of paying attention to the language and seeking to make sense of what we listen to. According to Hasyuni (2006) said, the ability to listen with understanding, awareness, and acknowledgment is referred to as a listening skill. Thelistening activity then requires the integration of language skills, for instance, vocabulary, writing, speaking, and reading.

1. Listening Media

   Teaching and learning are viewed as complicated processes that are influenced by a variety of factors, including the use of mediaor learning aids (Naz & Akbar, 2008). It is implied in the statement that both teaching and learning are two complex processes involving the influence of several different factors, which include the use of media. In line with this, Naz and Akbar (2008) also stated that in thecontext of teaching and learning, media is a means of transmitting or delivering messages and content to learners in order to achieve effective instruction. To support this argument, Sari (2013) added that media is a type of multimedia that assists students in understanding and comprehending the topic of listening by analyzing the story's contextual situation and relating it to

their schemata. Considering the statements above, media can be used as a way to assist teachers in their process of teaching as it provides convenience to deliver understanding and comprehension the student.s needs. The process of listening mainly requires media that are capable of producing comprehensible sounds, and as a supporting argument, (Opoku-Asare, 2000) argues that media includes hardware like blackboards, radio, television, tape recorders, videotapes and recorders and projectors; and software like transparencies,films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs.

2. Listening Strategy

Listening strategies are viewed as techniques or activities that directly contribute to the understanding and recollection of listening input. Listening strategies are classified according to how the listener processes input. Cognitive processes are classified into two types: bottom-up (data-driven) and top-down (conceptually-driven).

a. Bottom-up Strategy

Bottom-up processing includes constructing meaning in a linear fashion from the smallest unit of spoken language to the largest. (Nunan, 1998). As a result, the students attempt to comprehend a spoken discourse by decoding a series of sounds into words. Following that, words are linked together to form phrases, which are then combined to form sentences. These sentences combine to form a full text, the meaning of which is then

constructed by the listeners. Thesesentences combine to form a full text, the meaning of which is then formed by the listeners. Aside from grammatical relationships, stress, rhythm, and intonation all play an important role in data-driven processing (VanDuzer, 1997 in Abbas and Muhammad, 2011).

b. Top-down Strategy

On the other hand, a top-down strategy refers to understanding the relation as intended by the speakers using schemata or knowledge structures in mind (Nunan, 1998). Top-down strategies are listener-centered; the listener draws on prior knowledge of the topic, situation or context, type of text, and language. This prior knowledge activates a set of expectations that assist the listener in interpreting what is heard and anticipating what will come next. Listening to the main idea, predicting, drawing inferences, and summarizing are all top-down strategies.

D. Related Researches

To find out how this research compares with other related researches, there are three journals related to this research. The first one was conducted by Matsunaga (2016) titled "College Students' Perceptions of Online Learning: Knowledge Gain And Course Effectiveness." The data were collected at Urban University in Southern California. The researcher took 18 participants as the sample. The quantitative descriptive research design was used in this research. The

questionnaire was used by the researcher to collect data. The result of the research was that participants had an overall positive perception of knowledge gain and efficacy, which is good news for those who advocate for online courses.

The second is written by Salsabila Gita N and Utami Widiawati (2021) titled "Students Perceptions About the Online Listening Courses During the Pandemic the Covid-19 (2021). The participants were 74 undergraduate English students of a private university in Malang,Indonesia. The data was collected through an online questionnaire. The researcher tried to find out at knowing undergraduate students' perceptions about the online listening courses during the pandemic Covid-19. The researcher found that the students perceived positively not only that online listening courses could be beneficial in this pandemic condition, but they also still have difficulties joining them.

The last research is written by Cakrawati (2017), titled "Students Perception on The Use of Online Learning Platform in EFL Classroom." The research focuses on students' perceptions of using online learning platforms in English as a Foreign Language class (EFL). The data were collected through questionnaires, and interviews were analyzed using mix methods approach. In this research, 40middle and high school students from Bandung, West Java, took part. According to the result of this research, the majority of participants believethat using Edmodo or Quipper to teach and learn English is effective and efficient in terms of time. Although slow internet speed is one of the challenges of using Edmodo and Quipper, most participants agree that online learning platforms can help them practice language skills, learn new vocabulary, and gain a better understanding of the lessons' content.

The above research provided some assistance to the researcher in locating information related to this research. Not only that, but those research findings serve as references and sources for this research. The information is detailed and will assist the researcher in observing the procedure. Participants in the previous research were senior high school students. The previous research only used a questionnaire, but this research will use an interview in collect the data.

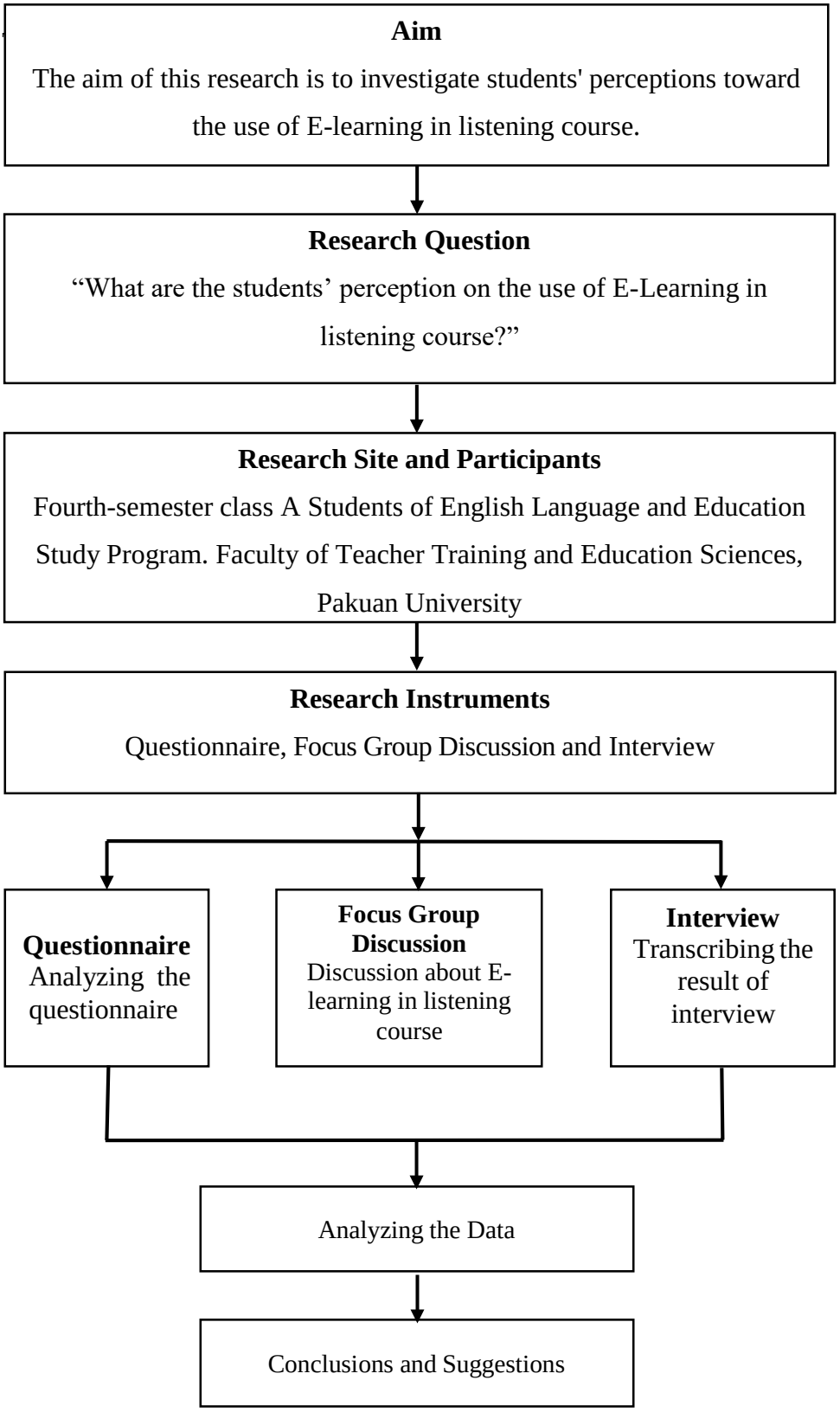
CHAPTER III

METHODOLOGY

A. Method and Design

The researcher used a mix-method approach. A mix-method approach was chosen to investigate students' perceptions of E-learning in a listening course. For this research, the descriptive analysis was used as the research design. The method was utilized to investigate students' perceptions of the E-learning. The researcher used this design to obtain the data needed for this study. To acquire data for this research, various actions were taken. The researcher delivered the questionnaire to the participants in the first phase. After receiving the results in the second phase, the researcher formed a Focus Group Discussion (FGD) using Zoom. Finally, the researcher interviewed some of them using WhatsApp to finalize the results.

The design was as follows:



B. Research Site and Participants

The research was conducted at Pakuan University's English Language and Education Study Program, part of the Faculty of Teacher Training and Education Sciences. The researcher used purposive sampling to select participants. The researcher chose the fourth-semester class A as a participant because they were currently studying E-learning for alistening course.

C. Research instrument

The researcher used three instruments to gather the data: a questionnaire, Focus Group Discussion, and an interview. The purpose of the questionnaire was to collect information on the students' perceptions. Participants were asked a variety of questions. They must respond by selecting whether they agree, disagree, strongly agree, and strongly disagree with the statements. After that, Focus Group Discussion was used to get general information from students' perception toward E-Learning in listening course by group discussion. Lastly, the researcher then conducted interviews with participants. The purpose of the interview was to gather further information about students' perceptions and provide clear facts or clarification to the participants.

D. Data Collection Technique

The data was evaluated in order to conclude this research. There were three different techniques used. The following were the techniques and steps used to analyze the data:

1. Questionnaire

   The researcher contacted one of the students in fourth-semester class A and used Google Form to distribute the questionnaire to participants who have used E-learning. The questionnaire contained seventeen statements designed to assess students' perceptions of the benefits and difficulties of using E-learning in a listening course. This questionnaire was fully adopted from Salsabila Gita N and Utami Widiawati (2021).

2. Focus Group Discussion

   The researcher shared zoom links with the participants to discuss E-learning in a listening course. After the students had finished discussing the course, they shared the result of their discussion. Furthermore, the researcher collected the summary of the finished discussion.

3. Interview

   Some participants who had prior experience with E-learning were interviewed. The researcher contacted the participant and asks questions, and the participants' responses were recorded using Voice Note. After the researcher had gathered the information from the interview, the researcher created the transcript.

E. Data Analysis

Following the collection of data on students' perceptions, the researcher analyzed the data, which will include:

1. Questionnaire

   Following the completion of the questionnaire, the responses were examined using Google Form. The percentages were calculated from the results of the Google Form. The researcher then described the percentage data in data analysis.

2. Focus Group Discussion

   The researcher collected information from the respondents and use Zoom to collect the data. After that, the researcher collected the information from the result of the discussion.

3. Interview

   The researcher used WhatsApp application Voice Note to obtain data from the participants. The researcher created a transcript for each participant. After that, the researcher categorized the transcripts to conclude.

F. Validity Checking

To obtain data for this research, triangulation was used. In this research, the researcher used triangulation. According to O'Donoghue and Punch (2003), the goal of triangulation was to improve the result's credibility and validity. The term "triangulation" referred to a method of cross-checking data from multiple sources to look for patterns in the data. Questionnaires, Focus Group Discussions, and interviews were all used in triangulation. A questionnaire was administered to get information regarding students' perceptions. The Focus Group Discussion aimed to gatherbroad information about students' perceptions of E-Learning in a listening course. Following that, certain participants were interviewed to complete the data.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted from the 14th to the 22nd of June 2022 in 4A class of English Education Study Program, Pakuan University. There are 27 students in this class. The researcher gaining the data from the respondents based on three instruments, including a Questionnaire, Focused Group Discussion, and Interview. This chapter explains and describes the research data about students' perception toward the use of E-learning in Listening course.

1. Data From Questionnaire

The first data were taken from the questionnaire. The questionnaire was used to find out the students' perception toward the use of E-learning in Listening course. It was distributed to 27 students. The questionnaire consists of 17 questions to obtain information about students' perception toward the use of E-Learning in Listening course. There were two indicators in the questionnaire, which are the difficulties and benefits. The result of questionnaire is reported as follows.

a. The Difficulties of the use of E-Learning

There were eight questions to the first indicator. Based on the result of the first question, it showed there were seventeen students (63%) chose *disagree*, and ten students (37%) chose *agree*. It showed that

students could focus on learning or listen to the materials in a listening course.

In statement number two, there were seventeen students (63%) chose *agree*, seven students (25.9%) chose *strongly agree*, and three students (11.1%) chose *disagree*. It indicated that the internet quota for education from the government or from campus could not be used optimally. In statement number three, there were sixteen students (59.3%) chose *agree*, seven students (25,9%) chose *disagree*, and four students (14.8%) chose *strongly agree*. From the statement above it mean that students feel annoyed by the crowd around them.

In statement number four, there were sixteen (59.3%) chose *agree*, and seven students (25.9%) chose *strongly agree*, four students (14.8%) chose *disagree*. It showed that students have problems with the internet connection. In the statement number fifth, there were fifteen (55.6%) chose *agree*, eleven students (40,7%) chose *disagree*, one student (3.7%) chose *agree*. It indicated that students did not perceive the difficulties of online Listening course.

The other statements, number six. There were fourteen (51.9%) chose *agree*, ten students (37%) chose *disagree*, three students (11.1%) chose *strongly agree*. It showed that students have more difficulties understanding the listening materials than during face-to-face courses(s). In the statement number seven, there were eighteen students (66.7%) chose *agree*, six students (22.2%) chose *strongly*

agree, three students (11.1%) chose *disagree*. It showed that during the online Listening course, there were technical problems such as power failure, and runinng out of battery power from the support device that students use. The last statement from this indicator meant that the question number eight, there were eleven students (40.7%) chose *agree*, there were eleven students (40.7%) chose *disagree*. It showed that in online Listening course, students spend most of the internet quota.

It can be concluded from the finding of the questionnaire that the use of E-Learning in listening course has many difficulties. E-Learning is difficult to access because of poor internet connection. Besides, students tend to understand the material easily when the course is conducted offline. The last difficulty faced by the students in E-Learning class is that E-Learning requires students to spend more the internet quota.

b. The Benefits of the use of E-Learning

There are nine questions related to the second indicator. Based on the result from statement number one there were fifteen students (55.6%) chose *agree*, nine students (33.3%) chose *strongly agree*, and three students (11.1%) chose *disagree*. It means that students can reopen or repeat the materials or recordings anytime and anywhere.

In the second statements, there are seventeen students (63%) chose *agree*, ten students (37%) chose *strongly agree*. From the statement above the Listening materials or recordings can be accessed easily. From the third statement there were seventeen students (63%) chose *agree*, seven students (25.9%) chose *strongly agree*, three (11.1%) chose *disagree*. It indicated that the students perceive the benefits of an online listening courses.

In statement number four, there were eleven students (40.7%) chose *agree*, ten student (37%) chose *disagree*, four students (14.8%) chose *strongly agree*, two students (7.4%) chose *strongly disagree*. It showed that students prefer to join listening course online than offline (face-to-face). In the statement number five, there were twelve students (44.4%) chose *agree*, five students (18.5%) chose *strongly agree*, nine students (33.3%) chose *disagree* one students (3.7%) chose *strongly disagree*. It showed that students feel more comfortable joining the listening course online than offline (face-to-face).

In statement number six, there were fifteen (55.6%) chose *agree*, nine students (33.3%) chose disagree, three students chose *strongly agree*. It showed that students could follow the online listening course seamlessly without any interruption. In the statement number seven, there were sixteen students (59.3%) chose *disagree*, eight students (29.6%) chose *agree*, two students (7.4%) chose

strongly agree, one student (3.7%) chose strongly disagree. It showed that students cannot understand better if the students join listening course online than via offline (face-to-face).

In statement number eight that were nine students (70.4%) chose *agree*, six students (22.2%) chose *disagree*, two students (7.4%) chose *strongly agree*. It showed that students can interact with other friends through discussion forums available online. In the last statements there were thirteen (48.1%) chose *agree*, nine students (33.3%) chose *disagree*, five students (18.5%) chose *strongly agree*. It showed that the discussion forums available online help students to better understand the material being discussed.

This research indicator is students' perception toward the use of e-learning in listening course. Based on findings, students in listening course class, especially 4A students from Pakuan University, find it beneficial on the use of E-Learning. E-learning is beneficial for students in online listening courses. Lesson materials are available to students at all times and can be accessed anywhere. Students can also get access to the recorded course material. Last, students can converse freely with their friends.

2. Data from Focused Group Discussion

The Focused Group Discussion was conducted on Tuesday, 21th June 2022. The discussion was held in a virtual meeting using the Zoom

application and was participated by 27 participants. The meeting was conducted for around 17 minutes from the beginning until the end of the session. In all of the discussion time, the researcher asked five questions related to the benefits and difficulties of students' perception toward the use of E-Learning in listening course and also recorded the meeting to get the data more clearly. The result of the data will be interpreted as follow.

a. The Difficulties of the use of E-Learning

The first question was about the problem with using E-learning in learning listening. The researcher asked all the participants about their opinion about problematic using E-Learning in the classroom. It was found out that almost all of the participants stated that the problem was internet connection. Respondents ((#2, R#3) said the internet connection is unstable. It is supported by the statement of R#3 in excerpt #1.

Excerpt#1

kalau saya sama hampir sama seperti pendapat Farida.. harus merefresh terlebih dahulu .. iya koneksinya tidak stabil… [I think it's almost the same as Farida's opinion.. I have to refresh it first.. yes, the connection is not stable.]

The second question was about students' feelings if the internet connection goes down when they take an online course. Respondents of R#4 and R#5 mentioned that they panic because they are afraid of be in trouble when taking the quiz. It can be seen in the

following statement from respondent #5 in excerpt#2

Excerpt#2

Aaa…Panic… takutnya gabisa diakses lagi quisnya. [Panic..I'm afraid the quiz can't be accessed again.]

The third question was about whether students prefer to take online listening courses or face-to-face courses. All of the respondents answered different statements. The respondents R#8 and R#9 answered they chose offline because in offline class, the audio from the lecturer more clearly. It is shown from the statement of respondent R#8 in excerpt #3.

Exceprt#3

Saya suka luring dan daring, tapi saya lebih suka luring.. jika luring bisa secara langsung diskusinya..suara pak rosyid begitu clear dan mudah dimengerti. [I like offline and online, but I prefer offline… if offline, the discussion can be direct.. Pak Rosyid's voice is so clear and easy to understand.]

b. The benefits of the use E-Learning

The other respondents of R#6 and R#7 said that they chose online listening course because it is efesien. It can be seen in the statement of respondent R#7 in excerpt #4.

Excerpt #4

Saya sama kaya Dea.. sir... kalau daring bisa diakses sendiri-

sendiri.. saya lebih fokus ke diri sendiri..tidak terdistrac sama lingkungan sekitar.. dan itu bisa menyesuaikan..

[I'm the same as Dea. sir.. if online can be accessed independently.. I focus more on myself… Not distracted by the environment around me.. and it can adjust..]

The fourth question was about the benefits of the use of E-Learning in an online listening course. All of the students stated similar answers that E-learning has flexibility. Respondents of R#6, R#15, and R#21 mentioned that were benefits of the use E-learning. It shown from the statement of respondent R#21 in excerpt #5

Excerpt#5

flexible time.. dan lebih banyak kesempatan untuk akses audio.

[flexible time.. and more opportunities for audio access.]

The fifth question was about whether E-Learning help the students to understand the material. The respondent of R#10, R#24 and R#25 mentioned that E-Learning discussion forums do not help the students to understand the material in listening class courses. It can be seen in the statement of respondent R#10 in excerpt #6.

Excerpt#6

Dari saya.. kalau misalnya pembelajaran dari forum diskusi itu cukup sulit apalagi listening.

[From me, learning from discussion forums is quite difficult, especially listening.]

In short, students' perceptions of using E-Learning in Listening learning have difficulties and benefits. Difficulties that students face, such as accessing audio because of weak internet connection. Students also feel afraid and worried that they are not able to access the quiz in E-Learning as a result of poor internet connection. However, there are also benefits of implementing e-learning in listening courses for students. Students can concentrate more on themselves to understand the material without feeling disturbed by their surroundings. Students also find E-Learning flexible because they may access the material at anytime and anywhere. Because they may access the material at anytime and anywhere, students feel flexible.

3. Data from the Interview

The third data was from interview with selected students. The interview was conducted on 22nd June 2022. There were six participants. The participants of the interview were the students of 4th semester. The interview was used to get deeper information about students' perception toward the use of E-Learning in listening course. That were seven questions which were given to participants, and Voice Note of WhatsApp' feature was used during interview to facilitate the researcher in transcribing the data.

a. The difficulties of the use of E-learning

The first question was about whether there are any problems that students face when using E-Learning. All of the students thought that E-learning was less effective because the internet connection is not good. Respondents R#1, R#2, R#3, R#4, R#5, and R6 said poor connection makes it difficult for students to access audio listening. It is shown by the statement of R#5 in excerpt#1.

Excerpt#1

Untuk sekarang permasalahan yang saya hadapi jika mengakses materi atau ujian mengenai listening melalui E-learning lebih ke jaringan si…karena ee terkadang jaringan drop.. ee kita kesulitan mengakses audio listeningnya itu ee dan juga mengakses materinnya.. [For now, the problem I face when accessing listening materials or exams through E-learning is more to the network... because sometimes the network drops... we have difficulty accessing the audio listening and also accessing the material..]

The second question was about how the students solve the problem when they face poor internet connection. Respondents of R#5 and R#6 mentioned that they use two devices and relocate to an area with a strong signal. It is shown by the statement of respondent R#5 in excerpt#2.

Excerpt#2

untuk mengatasi permasalahan konektivitas, kita lebih ee menyediakan dua device yaa atau mungkin kita mencari tempat yang memungkinkan sinyal yang baik.. [to solve connectivity problems, we should provide two devices or maybe we should look for a place that allows a good signal..]

The third question was about whether the use of E-Learning in online listening learning affects the student learning process. All of the respondents answered different statements. The respondents of R#3 and R#6 said it is difficult for the student to directly question the lecturer about the material being studied. It showed in the statement of R#3 in excerpt #3.

Excerpt#3

Penggunaan e-learning pada kelas listening tentu saja memiliki pengaruh.. untuk mendalami atau memahami suatu materi melalui e-learning aga merasa kesulitan karna tidak bisa bertanya secara langsung kepada dosen seperti saat luring.. sehingga berpengaruh kepada pemahaman kami selaku mahasiswa yang kerap kadang menemui kesulitan dalam belajar melalui e-learning. The use of e-learning in the listening class of course has an influence.. to explore or understand a material through e-learning, it makes it difficult because you can't ask the lecturer directly like when you are offline.. so it affects our understanding as students who often sometimes have difficulty in learning through e-learning.

b. The Benefits of the use of E-Learning

The fourth question was about the benefits may you find in a listening course online. Respondent of R#1, R#2,R#3,R#4, R#5 and R#6 stated that the benefits of using e-learning can play the audio or material in many times and more flexible. It can be seen in statement of respondent R#6 in excerpt#4

Excerpt#4

manfaat kuliah online pada kelas listening yaitu saya dapat mengakses materi atau audio kapan saja dan dimana saja....dan lebih feksibel.

[The benefit of online lectures at the Listening class is that I can access material or audio anytime and anywhere …and more flexible.]

The fifth question was about whether can listening course online helps students anytime or anywhere. All of the respondents answered with similar statements that they are helped by E-Learning. Respondents of R#1, R#2, R#3, R#4, R#5, and R#6 said that E-Learning help the students in learning listening everywhere and anytime. This is shown from the statement of respondent R#1 in excerpt #5.

Excerpt#5

iyaa tentu E-learning membantu saya.. karena E-learning bisa dikases dimana saja dan kapan saja.. Beda kalau kita belajar secara luring, kita harus stay dikelas itu. Kalau misalnya pembelajaranya Listening melalui E-Learning, kita bisa sambil santai..

[Of course, since I can access online learning at any time and from anywhere, it helps me. If we study outside of class, we must stay in that class, which is different. For instance, if e-learning is still used for instruction, we can relax..]

The six-question was about how students interact with online forums discussion. Respondent of R#2, R#5, and R#6 said they did a question and answer with the topic being discussed. It can be seen in statement of respondent R#2 in excerpt#6.

Excerpt#6

biasanya saya beinteraksi di forum diskusi seperti… aa sharing materi dan tanya jawab tentang topic yang sedang dibahas dengan teman-teman yang lain.

[I usually interact in discussion forums…. such as sharing material and asking questions about the topic being discussed with other friends.]

The last question was about whether online discussion forums help students to understand the material being studied. All of the respondents answered with similar statements that online discussion forums are not helpful. Respondent of R#2, R#3, R#4, R#5, and R#6 said because online discussion forums take a long time to get a reply. It can be seen in the statement of respondent R#4 in excerpt#7.

Excerpt#7

bagi saya forum diskusi online itu menurut saya keurang membantu, karna meskipun kecepatan internet flexible eeuuu kita membutuhkan waktu untuk membalas, berbeda dengan forum secara langsung kita dapat bertatap muka dan kita bisa mempraktikan materi yang sedang berlangsung.

[For me, online discussion forums don't really help, because even though the internet speed is flexible, we need time to reply... emm, different from direct forums, we can meet face to face and we can practice directly.]

In short, students' perceptions of the use of E-Learning in Listening course have difficulties and benefits. The difficulties that were mostly faced by the students were the internet connection dropping and it difficult to access the audio and listening material. Students also expect to use two devices to solve connectivity issues

when the signal is unstable. Last, students also find it difficult to understand the material through e-learning because they cannot ask the lecturer directly, like when they are offline. Additionally, there are benefits for students that use E-Learning in listening courses. Students can access materials or audio anytime and anywhere, and it has becomes more flexible. Students feel more relaxed during the learning process when using E-Learning. Students can also interact through questions and answers or discuss a topic with other friends through discussion forums.

B. Data Analysis

After collecting the data from all the instruments (questionnaire, focus group discussion and interview), the researcher finally found the expected result. In accordance with the data description, there are difficulties and benefits of the use of E-Learning in listening course. Students that use online learning often have trouble grasping the material because there is no internet connection While the benefits that students get when using E-Learning are easy to access to material anywhere and anytime. The lecturer's audio and recorded materials are also available for the students to replay. In E-Learning, students can also open or access pdf files, e-books, and other materials.

a. The difficulties in the use of E-Learning

In students' perception, the problem with using E-learning in learning listening. The data according to students' responses from the

focus group discussion in excerpts#1, #2, and #3. It based on the result that found most students agree with E-learning difficulties caused by bad internet connection. In their opinion, unstable connections make it so difficult for them to access the material and they worry that it will not be available soon. Offline can discuss directly. The lecturer's voice is quite clear and simple to understand in offline class. Moreover, based on the result of the questionnaire, it was found in statement 4 that 59.3% of students have problems with the internet connection. In addition, based on the interview result, their responses in excerpt#1, excerpt#2 and excerpt#3 thought there are difficulties with signal breakdowns and access learning audio in listening courses while using online learning. Additionally, students prepare by setting up two devices in case the signal is poor.

The result of the research is in accordance with the theory Muthisya and Makokha (2016). They claim that there is a limit in the access to the internet. The lack of internet access is one of the key issues preventing students and lecturers from using e-learning. The findings in this research mostly appropriate with the theory about offline learning materials are easier to comprehend According to Amstrong (2011). Online learning is less academic than face-to-face education for students.

b. The benefits of the use of E-Learning

Based on the result from the focus group discussion that found most students agree to use E-Learning to give the benefits of listening course. In line with students' responses in excerpt#4 and supported by other participants in excerpt #5, students find it easy while use E-Learning because it is efficient and adaptable. Moreover, in listening classes, students have more opportunities to comprehend the material. Moreover, based on the Questionnaire result, it was found that in question number 8, 55.6% of the students agree that they can reopen or repeat the materials or recordings anytime and anywhere. They 63% also agree that the listening materials or recordings can be accessed easily and the result can be found in question number 9. In addition, based on the interview result, students' responses in the excerpt#4 and excerpt#5 also thought that E-learning is accessible anytime and anywhere.

In conclusion, there are a variety of views among students regarding the usage of e-learning in the listening class. E-Learning also helps students in the learning process in the Listening class. The research's findings support the expected results by Smedley (2010) The adoption of e-learning offers institutions, as well as their students or learners, a great deal of freedom in terms of when and where learning information is delivered or received.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted on 4th-semester students of Pakuan University's English Education Study Program. The students of the class usually use E-Learning for the listening class learning process. This research was conducted to find out their perception of the difficulties and benefits they face when using E-Learning. The benefits would be regarding the E-Learning accessibility and online listening courses reliability, meanwhile the difficulties involve the technical problems and whether or not students find it convenient to have interactive listening courses.

In conducting the research, three instruments were used to gain the data. There are questionnaires, focus group discussions, and interviews. The data were obtained by doing the online group discussion with the students in a virtual meeting, distributing the questionnaire and interviewing the participants. The researcher found that students found that poor internet connection was a problem in using E-Learning in listening course. Sometimes the students also find it difficult to understand the material in E-Learning. This research also identified the benefit of using E-Learning which helps students to access in the listening material anywhere and anytime. The students also feel free to listen to the recording materials as much as they need.

B. Suggestion

Considering from the conclusion above there are some suggestions for English teachers and future researchers who are interested in conducting research about students' perception toward the use of E-Learning in listening courses to analyze more deeply.

For English teacher, it is hoped that this research can give them useful information related to the use of E-Learning as a way to process learning. By creating something new, it can increase the student's interest in online learning. Besides, a teacher needs to give attention to students. Every student has difficulties. It is better to give them detail feedback after they finish doing the task. They need good communication in online learning, such as doing discussions at the same time.

The last suggestion is delivered for the further researcher who wants to conduct research about students' perception toward the use of E-Learning in listening course. This research is expected to inspire the future researcher to conduct the same field about students' perception toward the use of E-Learning in listening course. The result of this research can be used as an additional reference for future research with different aspect or discussion.

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APPENDICES

APPENDIX 1

RESEARCH INSTRUMENT FOR QUESTIONNAIRE

Research Title : Students' Perception Toward The Use Of E-Learning In Listening Course

No	Theory	Statements	SA	A	D	SD
1	Muthisya and Makokha (2016) stated that there is a limit in the access to the internet. The lack of internet access is one of the key issues preventing students and lecturers from using e-learning.	1. I am unable to concentrate on learning or listening to the materials during online listening courses.				
		2. Internet quota for education provided by the government and/or from campus cannot be used optimally.				
		3. During the online listening course(s), I often feel disturbed by the crowd around me.				
		4. During the online listening course(s), I often have a problem with the internet connection.				
2	According to Amstrong (2011) Online learning is less academic than face-to-face education for students.	5. Difficulties occur frequently during online Listening courses.				
		6. I find it easier to understand the materials delivered through offline class than through online Listening courses.				
		7. During the online listening course(s), technical problems				

		such as power failure, and runs out of battery may occur.				
		8. Online listening course(s) spend most of my internet quota.				
3	According to Wagner et al. (2008), e-Learning provides additional opportunities for interactivity between students and teachers throughout material delivery.	9. I can reopen or repeat the materials or recordings anytime and anywhere.				
		10. Listening materials or recordings can be accessed easily				
		11. I feel the benefits of online listening course(s).				
4	Based on Smedley (2010), the adoption of e-learning offers institutions, as well as their students or learners, with a great deal of freedom in terms of when and where learning information is delivered or received.	12. I prefer to join listening course(s) online than offline (face-to-face).				
		13. I feel more comfortable joining listening course(s) online than offline (face-to-face).				
		14. I can follow the online listening course(s) seamlessly without any interruption.				
		15. I can understand better if I join listening course(s) online than via offline (face-to-face). 16. I can interact with other friends through discussion forums available online.				

		17. The discussion forums available online help me to better understand the material being discussed.				

Note:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

Focus Group Discussion (FDG)

Research Title : Students' Perception Toward The Use Of E-Learning In Listening Course

No	Theory	Questions
1	Muthisya and Makokha (2016) stated that there is a limit in the access to the internet. The lack of internet access is one of the key issues preventing students and lecturers from using e-learning.	1. Is there anything problematic with using E-learning in learning listening? 2. How do you feel if your internet connection goes down when you're taking an online Listening course?
2	According to Amstrong (2011) Online learning is less academic than face-to-face education for students.	3. Do you prefer to take online listening courses or face-to-face courses?
3	According to Wagner et al. (2008), e-Learning provides additional opportunities for interactivity between students and teachers throughout material delivery.	4. What are the benefits of using E-learning in online listening course?
4	Based on Smedley (2010), the adoption of e-learning offers institutions, as well as their students or learners, with a great deal of freedom in terms of when and where learning information is delivered or received.	5. How can E-learning help you in online Listening course?

INTERVIEW

Research Title : Students' Perception Toward The Use Of E-Learning In Listening Course

No	Theory	Questions
1	Muthisya and Makokha (2016) stated that there is a limit in the access to the internet. The lack of internet access is one of the key issues preventing students and lecturers from using e-learning.	1. What problems do you face when using E-Learning 2. How to solve problems in a listening course if you have connectivity issues?
2	According to Amstrong (2011) Online learning is less academic than face-to-face education for students.	3. Does using E-Learning in online listening affect your learning process?
3	According to Wagner et al. (2008), e-Learning provides additional opportunities for interactivity between students and teachers throughout material delivery.	4. What benefits do you find in online Listening Course or offline?
4	Based on Smedley (2010), the adoption of e-learning offers institutions, as well as their students or learners, with a great deal of freedom in terms of when and where learning information is delivered or received.	5. Can E-Learning help you in Listening Course at anytime and anywhere? 6. How do you interact with friends through online discussion forums? 7. Can online discussion forums help you understand the ongoing material?

RESEARCH INSTRUMENT FOR QUESTIONNAIRE

NO	*PERNYATAAN*	SS	S	TS	STS
1.	*Saya tidak mampu berkonsentrasi dalam memerhatikan atau mendengarkan materi selama mengikuti mata kuliah Listening.*				
2.	*Kuota internet pendidikan dari pemerintah atau dari kampus tidak bisa dipakai secara optimal.*				
3.	*Selama mengikuti mata kuliah* Listening *secara* online, *saya merasa terganggu oleh keadaan yang tidak kondusif di sekitar saya.*				
4.	*Selama mengikuti mata kuliah* Listening *secara* online, *saya sering mengalami kendala mengenai koneksi internet.*				
5.	*Saya sering mengalami kesulitan dalam mengikuti mata kuliah* Listening *secara* online.				
6.	*Saya lebih merasa mudah memahami materi yang disampaikan melalui cara tatap muka daripada melalui cara online selama perkuliahan Listening.*				
7.	*Selama mengikuti mata kuliah* Listening *secara* online, *kadang terjadi masalah teknis seperti pemadaman listrik dan kehabisan daya baterai dari alat pendukung yang saya gunakan.*				
8.	*Mata kuliah* Listening *secara* online *menghabiskan banyak kuota internet saya.*				
9.	*Saya bisa membuka atau mengulang materi atau merekam materi kapan saja dan di mana saja.*				
10.	*Materi* Listening *atau rekaman dapat diakses dengan mudah.*				
11.	*Saya merasakan manfaat dari mata kuliah Listening secara* online.				
12.	*Saya lebih memilih untuk mengikuti mata kuliah* Listening *secara* online *dibandingkan perkuliahan tatap muka.*				
13.	*Saya merasa nyaman mengikuti mata kuliah* Listening *secara* online *daripada daripada perkuliahan tatap muka,*				
14.	*Saya dapat mengikuti mata kuliah* Listening *secara* online *dengan lancar tanpa hambatan.*				
15.	*Saya dapat memahami dengan lebih baik jika saya mengikuti mata kuliah* Listening *secara* online *daripada perkuliahan tatap muka.*				

16.	*Saya dapat berinteraksi dengan teman-teman yang lain melalui forum diskusi yang tersedia secara* online.				
17	*Forum diskusi yang tersedia secara* online *membantu saya untuk lebih memahami materi yang sedang didiskusikan.*				

Keterangan:

S: Setuju

SS: Sangat Setuju

TS: Tidak Setuju

STS: Sangat Tidak Setuju

RESEARCH INSTRUMENT FOR FOCUSED GROUP DISCUSSION

NO	PERTANYAAN
1	Apakah ada yang bermasalah dalam menggunakan E-learning dalam belajar Listening?
2	Bagaimana perasaan kamu jika koneksi internet mu terputus saat mengikuti kelas mendengarkan secara *online*?
3	Apakah kamu lebih suka mengambil matakuliah Listening secara online atau perkuliahan tatap muka?
4	Apa manfaat menggunakan E-learning dalam matakuliah Listening secara onilne?
5	Bagaimana forum diskusi yg tersedia secara online atau E-Learning membantu kamu untuk lebih memahami materi yang sedang didiskusikan?

RESEARCH INSTRUMENT FOR INTERVIEW

M : *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening*?*

M: *Bagaimana anda mengatasi masalah dalam matakuliah listening secara* online*, jika Anda memiliki masalah konektivitas?*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan* listening *secara* online *mempengarui proses pembelajaran anda?*

M: *Manfaat apa saja yang Anda temukan di dalam matakuliah* listening *secara* Online *atau daring?*

M: *Dapatkah* E-Learning *membantu Anda dalam Perkuliahan Listening, kapan saja dan di mana saja? Jelaskan!*

M: *Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara* online*?*

M: *Apakah forum diskusi online dapat membantu memahami materi yg sedang berlangsung?*

M: *baik terimakasih atas waktunya.*

APPENDIX 2

RAW DATA

THE RESULT OF QUESTIONNAIRE

No	Statements	X	SA	A	DA	SDA
1.	During the online listening course(s), I cannot focus to learn or listen to the materials.	27		10 (37%)	17 (63%)	
2.	Internet quota for education from the government and/or from campus cannot be used optimally.	27	7 (25.9%)	17 (63%)	3 (11.1%)	
3.	During the online listening course(s), I often feel annoyed by the crowd around me.	27	4 (14.8%)	16 (59.3%)	7 (25.9%)	
4.	During the online listening course(s), I often have a problem with the internet connection.	27	7 (25.9%)	16 (59.3%)	4 (14.8%)	
5.	I often perceive the difficulties of online listening course(s).	27	1 (3.7%)	15 (55.6%)	11 (40.7%)	
6.	During the online listening course(s), I have more difficulties understanding the listening materials than during the face-to-face course.	27	3 (11.1%)	14 (51.9%)	10 (37%)	
7.	During the online listening course(s), technical problems such as power failure, and runs out of battery may appear.	27	6 (22.2%)	18 (66.7%)	3 (11.1%)	
8.	Online listening course(s) spend most of my internet quota.	27	3 (11.1%)	11 (40.7)	11 (40.7%)	2 (7.4%)
9.	I can reopen or repeat the materials or recordings anytime and anywhere.	27	9 (33.3%)	15 (55.6%)	3 (11.1%)	
10.	Listening materials or recordings can be accessed easily.	27	10 (37%)	17 (63%)		

11.	I perceive the benefits of online listening course(s).	27	7 (25.9%)	17 (63%)	3 (11.1%)	
12.	I prefer to join listening course(s) online than offline (face-to-face).	27	4 (14.8%)	11 (40.7%)	10 (37%)	2 (7.4%)
13.	I feel more comfortable joining the listening course(s) online than offline (face-to-face).	27	5 (18.5%)	12 (44.45%)	9 (33.3%)	1 (3.7%)
14.	I can follow the online listening course(s) seamlessly without any interruption.	27	3 (11.1%)	15 (55.6%)	9 (33.3%)	
15.	I can understand better if I join listening course(s) online than via offline (face-to-face).	27	2 (7.4%)	8 (29.6%)	16 (59.3%)	1 (3.7%)
16.	I can interact with other friends through discussion forums available online.	27	2 (7.4%)	19 (70.4%)	6 (22.2%)	
17	The discussion forums available online help me to better understand the material being discussed	27	5 (18.5%)	13 (48.1%)	9 (33.3%)	

QUESTIONNAIRES DIAGRAM

1. Selama mengikuti mata kuliah Listening secara online, saya tidak fokus bisa belajar atau mendengarkan materi.

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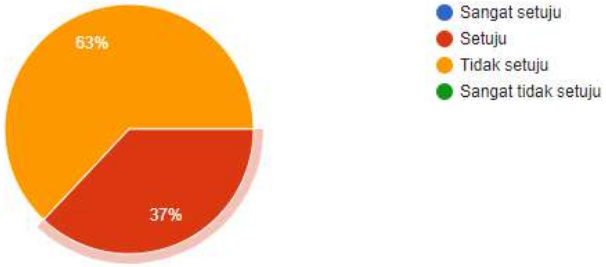
27 responses



2. Kuota internet pendidikan dari pemerintah atau dari kampus tidak bisa dipakai secara optimal.

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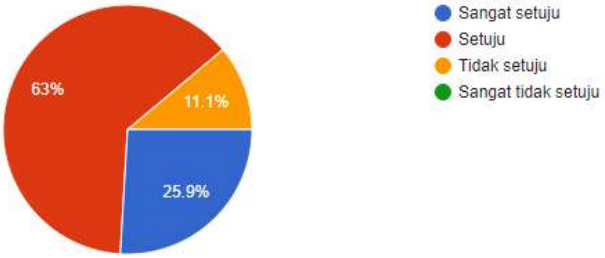

3. Selama mengikuti mata kuliah Listening secara online, saya merasa terganggu oleh keadaan yang tidak kondusif di sekitar saya.

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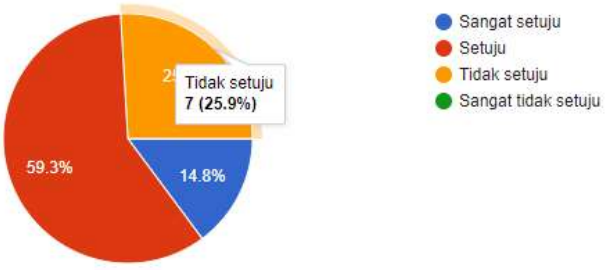

4. Selama mengikuti mata kuliah Listening secara online, saya sering mengalami kendala mengenai koneksi internet.

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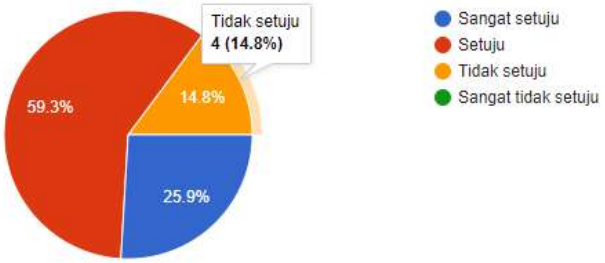

5. Saya sering mengalami kesulitan dalam mengikuti mata kuliah Listening secara online.

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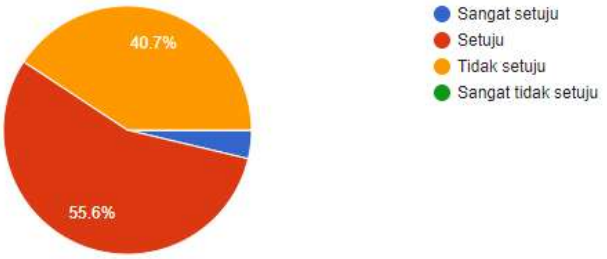

6. Selama mengikuti mata kuliah Listening secara online, saya merasa kesulitan memahami materi Listening dibanding dengan mata kuliah Listening luring.

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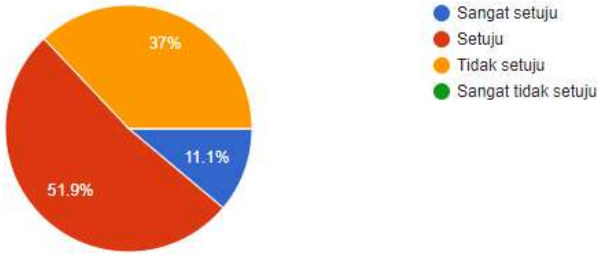

7. Selama mengikuti mata kuliah LIstening secara online, kadang terjadi masalah teknis seperti pemadaman listrik dan kehabisan daya baterai dari alat pendukung yang saya gunakan.

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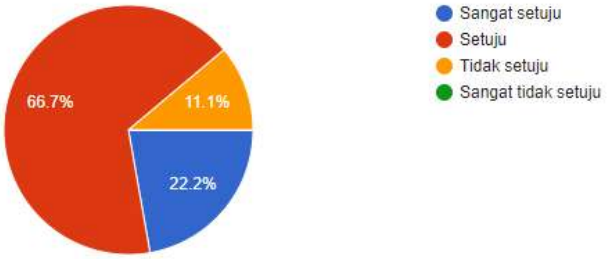

8. Mata kuliah Listening secara online menghabiskan banyak kuota internet saya.

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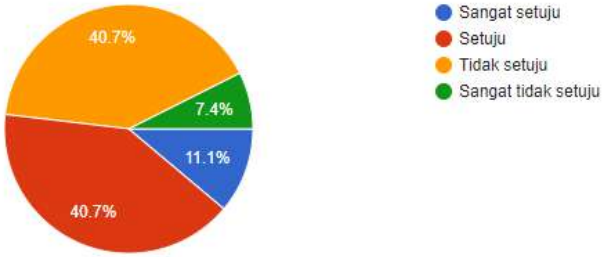

9. Saya bisa membuka atau mengulang materi atau merekam materi kapan saja dan di mana saja.

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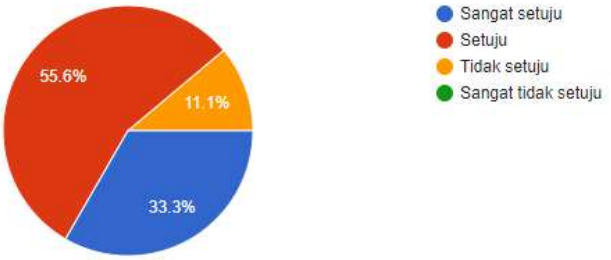

10. Materi Listening atau rekaman dapat diakses dengan mudah.

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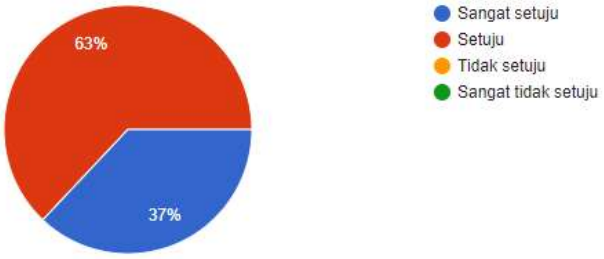

11. Saya merasakan manfaat dari mata kuliah Listening secara online.

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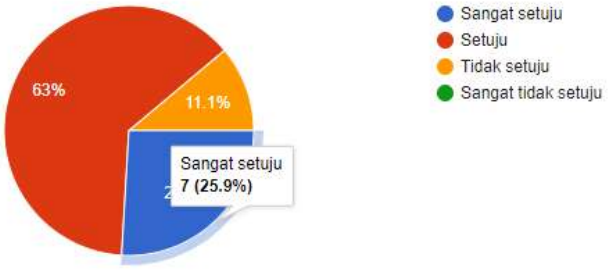

12. Saya lebih memilih untuk mengikuti mata kuliah Listening secara online dibandingkan perkuliahan tatap muka.

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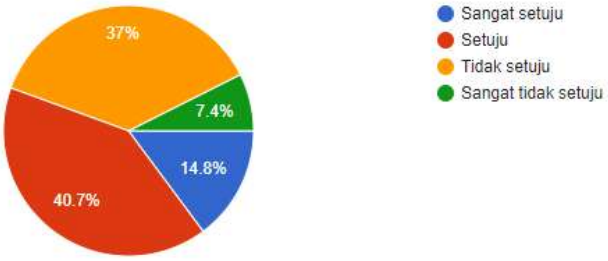

13. Saya merasa nyaman mengikuti mata kuliah Listening secara online daripada daripada perkuliahan tatap muka,

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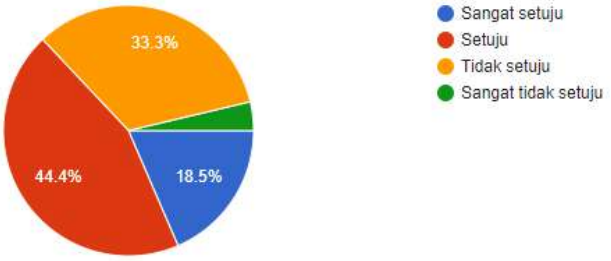

14. Saya dapat mengikuti mata kuliah Listening secara online dengan lancar tanpa hambatan.

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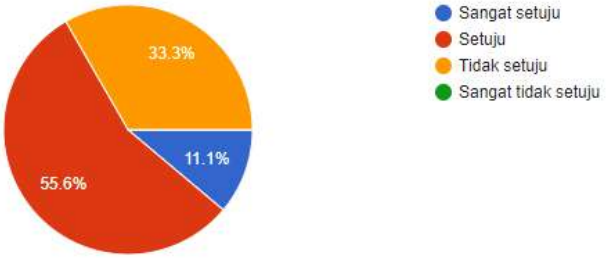

15. Saya dapat memahami dengan lebih baik jika saya mengikuti mata kuliah Listening secara online daripada perkuliahan tatap muka.

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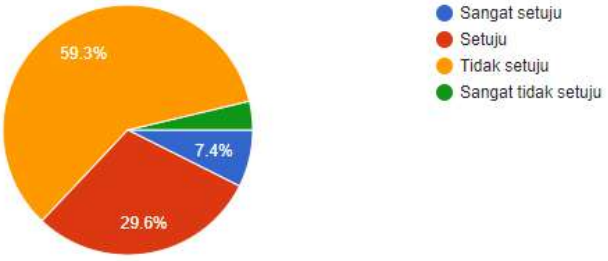

Saya dapat berinteraksi dengan teman-teman yang lain melalui forum diskusi yang tersedia secara online,

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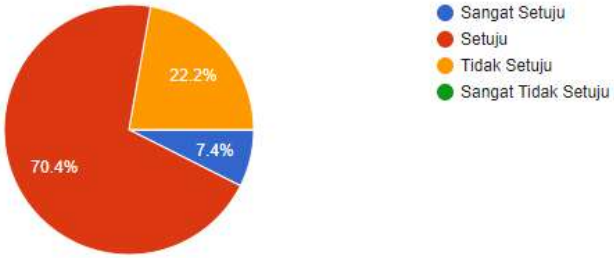

Forum diskusi yang tersedia secara online membantu saya untuk lebih memahami materi yang sedang didiskusikan.

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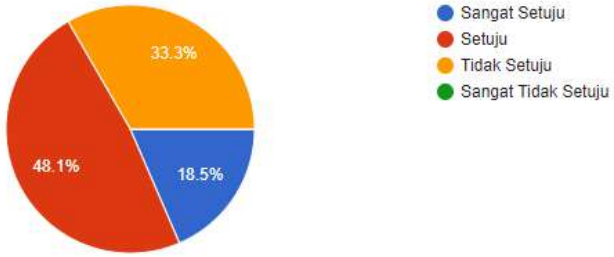

FOCUSED GROUP DISCUSSION TRANSCRIBE

Mr. R: *Apakah anda pernah mengalami masalah dalam pelajaran listening dengan menggunakan* E-Learning?

R1: Yes, *kadang suka susah diakes terkadang ada beberapa* recording *yang tidak bisa di* play, *harus* didownload *terlebih dahulu.*

R2: yes, *pernah sih pas kuis awalnya recordingnya ga ada jadi panik duluan harus masuk lagi* refresh *lagi baru recording nya ada*.

R3: *kalau saya sama hampir sama seperti pendapat Farida.. harus merefresh terlebih dahulu .. iya koneksinya tidak stabil.*

Mr. R: *Bagaimana perasaan anda saat koneksi internet anda bermasalah?*

R4: *aa perasaannya takut panic,pertama takut tidak ada nilainya takut bermasalah sama dosennya.*

R5: *aaa…. panic …takutnya gabisa diakses lagi quisnya.*

Mr. R: *lebih suka mengikuti* listening *secara daring atau luring?*

R6: *Daring, karena kalau daring saya lebih fokus untuk mendengarkan, tidak terdistract dengan suara lain.*

R7: *Saya sama kaya dea..* sir.. *kalau daring bisa diakses sendiri-sendiri.. saya lebih fokus ke diri sendiri..tidak terdistrac sama lingkungan sekitar.. dan itu bisa menyesuaikan.*

R8: *Saya suka luring dan daring, tapi saya lebih suka luring.. jika luring bisa secara langsung diskusinya..suara pak Rosyid begitu* clear *dan mudah dimengerti.*

R9: *luring lebih focus pak kedosennya dan materi yang dijelaskan.*

Mr. R: *coba kalian tuliskan, apa saja manfaat dengan menggunakan* E-learning *terutama dalam* listening?

R10: *efisiensi..hemat.*

R8: *Hemat biaya transportasi.*

R1: *Mudah diakses dimana saja dan kapan saja.*

R5: *Efisien dan mudah diakses.*

R7: *saya bisa mengakses kapan saja menggunakan LMS.*

R12: *Bisa di akses dimana pun.*

R6: *Efesien dan fleksibel.*

R11: *Hemat biaya.*

R2: *Bisa diakses dimana aja; lebih mudah dilakukan.*

R13: *Materi nya bisa di baca dan di dengarkan berulang kali.*

R14: *Mudah di akses.*

R15: *Fleksibel.*

R16: *Mudah di akses.*

R3: *Bisa mereply audio sebanyak yang saya mau.*

R4: *Fleksibel.*

R17: *Mudah diakses dan lebih banyak waktu.*

R18: *Lebih fleksibel.*

R19: *Bisa di akses di mana saja.*

R20: *Mudah diakses dan dimana saja.*

R21: *Flexible time dan lebih banyak kesempatan untuk akses audio.*

R22: *Lebih efisien.*

R23: *Hemat.*

Mr.R: *Bagaimana forum diskusi itu membantu anda memahami materi yang sedang diajarkan?*

R10: *Dari saya kalau misalnya pembelajaran dari forum diskusi itu cukup sulit apalagi* listening.

R24: *Menurut saya untuk diskusi* listening *cukup sulit. kalau* listening *lebih baik didiskusikan secara langsung.*

R25: *Kalau menurut saya hampir sama sih ya kalau diskusi lewat lms itu kurang dimengerti.*

R4: *Kadang dosenya menjawabnya tidak langsung, lama gitu pak, feedbacknya tidak langsung.*

INTERVIEW TRANSCRIBE

R1 (Respondent 1)

M : Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?

R1*: Waalaikumsalam.. Hallo ka Mega.. aaaa saya Sherly..*

M*: Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listenin*g?*

R1*: Baik aaa.. masalah-masalah yang saya hadapi saat menggunakan* E-learning *yaitu gangguan sinyal.. baik itu gangguan sinyal dari saya maupun dari pusat atau kampus. Kaya.. lms sering eror, saya pernah mengalami telat mengumpulkan tugas gara-gara E-Learningnya ngeload..*

M*: Bagaimana anda mengatasi masalah dalam matakuliah* listening *secara* online, *jika Anda memiliki masalah konektivitas?*

R1*: aa mengatasi masalah … biasanya saya khususnya jika gangguan sinyal.. biasanya saya menunggu sampai sinyal stabil… atau jika waktunya sudah mendekati biasanya saya buru-buru untuk mengerjakannya dengan menunda pekerjaan yang lain terlebih dahulu.*

M*: Apakah dengan menggunakan* E-Learning *pada perkuliahan listening secara online mempengarui proses pembelajaran anda?*

R1*: aaa memepengaruhi nya itu dapat berpengaruh* positif *maupun* negatif. *Berpengaruh positifnya saya bisa mengakses kapan saja.. pengaruh negatifnya terkendala sinyal biasanya..*

M*: Manfaat apa saja yang Anda temukan di dalam matakuliah* listening *secara* Online *atau daring?*

R1*: Yang saya rasakan saat belajar listening secara online aaa jika ada kuis saya bisa memutar audionya berkali-kali.. beda halnya dengan luring atau tatap muka.. kalau kuis audionya hanya diputar sekali..*

M*: Dapatkah* E-Learning *membantu Anda dalam Perkuliahan* Listening*, kapan saja dan di mana saja? Jelaskan!*

R1*: iyaa tentu* E-learning *membantu saya.. karena* E-learning *bisa dikases dimana saja dan kapan saja.. Beda kalau kita belajar secara luring, kita harus stay dikelas*

itu. Kalau misalnya pembelajaranya istening melalui elearning, kita bisa sambil santai..

M: *Bagaimana cara anda dapat betinteraksi dengan teman" melalui forum diskusi secara online?*

R1*: aaa saya rasa berinteraksi secara online itu susah yaa. Karena* listening *itu aaa berkaitan dengan suara.. jadi lebih efektifnya lagi diskusi aaaa pembelajaran* listening *itu secara langsung..*

M: *Apakah forum diskusi* online *dapat membantu memahami materi yg sedang berlangsung?*

R1: *Bisa membantu akan tetapi saya lebih suka diskusi secara langsung.. Karena materi yang dijelaskan oleh dosen bisa saya pahami.*

M: baik terimakasih Sherly atas waktunya.

R1: baik sama-sama ka terimakasih kembali.

INTERVIEW TRANSCRIBE

R2 (Respondent 2)

M: *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

R2: *Saya dengan zelvina mahasiswa bahasa inggris semester 4 kelas A.*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening*?*

R2: Saat menggunakan E-Learning *melalui* LMS *yang masalah yang pertama saya pernah kehilangan data. Server* E-Learning *eror dan data-data di* E-Learning *hilang. Jika ingin mengakses audio loadingnya lama, mungkin karena koneksi atau banyak yang sedang mengakses* E-Learning*. Sehingga ketika kuisnya diwaktukan saya harus segera menyelesaiakan sehingga saya mendapatkan nilai yang kurang memuaskan.*

M: *Bagaimana anda mengatasi masalah dalam matakuliah listening secara* online*, jika Anda memiliki masalah konektivitas?*

R2: *Jika saya mengalami* trouble *terkadang saya eee meminjam* hotspot *kepada ibu saya.*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan* listening *secara online mempengarui proses pembelajaran anda?*

R2: *iya tentu saja mempengaruhi proses pembelajaran saya, karena* E-Learning *sendiri sangat mudah diakses dimana saja.*

M: *Manfaat apa saja yang Anda temukan di dalam matakuliah listening secara* Online *atau daring?*

R2: *manfaatnya yaitu saya bisa memutar materi atau* audio *yang diberi oleh dosen.. eee saya dapat mengakses loud yang sudah diletakan di* E-learning *tersebut oleh dosen saya.. seperti* E-book *aa* pdf *langsung dibuka.. jadi itu manfaat yang saya rasakan.. ee memudahkan saya untuk langsung melihat apa yang langsung dipelajari.*

M: *Dapatkah* E-Learning *membantu Anda dalam Perkuliahan* Listening, *kapan saja dan di mana saja?*

R2: *yaa tentu saja* E-Learning *dapat membantu saya kapan saja dan dimana saja. Karena ketika saya berada diluar kota dengan memiliki koneksi yang bagus saya dapat mengakses* E-Learning.

M: *Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara* online*?*

R2: *Kami menggunakan forum diskusi online ketika dosen menyediakan forum diskusi tersebut di* LMS. *Jadi bisa saling berbagi pikiran di forum diskusi yang dibuat dosen atau yang dibuat oleh kami sendiri.*

M: *Apakah forum diskusi* online *dapat membantu memahami materi yg sedang berlangsung?*

R2: *eemm menurut saya diskusi secara online itu kurang efektif.. karena ee kami menunggu hasil replay jawaban atas pertanyaan yang disampaikan.. kami harus menunggu sehingga untuk balas – membalas itu memerlukan waktu yang panjang. Kalau* offline *secara langsung tidak perlu menunggu dan itu efektif menurut saya..*

M: *baik terimakasih Zelvina atas waktunya.*

R2: *terimakasih kembali the, semangat teh Mega.*

INTERVIEW TRANSCRIBE

R3 (Respondent 3)

M : *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

R3: *Waalaikumsalam warohmatullohiwabarokatu, saya dengan maya amelia mahasiswa semester 4 program studi Bahasa inggris.*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening*?*

R3: *masalah yang saya hadapi selama perkuliahan listening menggunakan* e-learning *diantaranya yaitu eeu, koneksi internet yang eeu kurang baik sehingga mengganggu kegiatan perkuliahan, kemudian eeu kundusifitas lingkungan yang tidak mendukung seperti ada suara-suara eeu berisik sehingga mengganggu pendengaran saat melakukan Latihan listening*

M: *Bagaimana anda mengatasi masalah dalam matakuliah* listening *secara* online*, jika Anda memiliki masalah konektivitas?*

R3: *Cara saya mengatasi kendala koneksi eeu yaitu dengan cara mencari tempat lain eeu yang memiliki koneksi yang stabil supaya dapat melaksanakan perkuliahan dengan lancar.*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan* listening *secara* online *mempengarui proses pembelajaran anda?*

R3: *Penggunaan* e-learning *pada kelas* listening *tentu saja memiliki pengaruh.. untuk mendalami atau memahami suatu materi melalui* e-learning *aga merasa kesulitan karna tidak bisa bertanya secara langsung kepada dosen seperti saat luring.. sehingga berpengaruh kepada pemahaman kami selaku mahasiswa yang kerap kadang menemui kesulitan dalam belajar melalui* e-learning.

M: *Manfaat apa saja yang Anda temukan di dalam matakuliah listening secara* Online *atau daring?*

R3: *untuk saya sendiri manfaat eeeu penggunaan* e-learning *untuk perkuliahan* listening *secara daring yaitu bisa eeeuh bisa menentukan tempat yang nyaman untuk belajar, karena Ketika melakukan Latihan* listening *suasana harus kondusip sedangkan eeu, terkadang jika melakukannya secara luring eeu kita berkumpul di satu kelas dan kadang keadaan kurang kondusip sehingga mengganggu eeu kualitas pendengaran jadi eeu dengan cara adanya* e-

learning *kita dapat melakukan tempat seperti misalkan kita bisa eeu Latihan dirumah dimana kita merasa nyaman seperti itu.*

M: *Dapatkah E-Learning membantu Anda dalam Perkuliahan Listening, kapan saja dan di mana saja?*

R3*: menurut saya pribadi jika untuk perkuliahan* listening *eeu* e-learning *tidak selalu bisa dilakukan dimana saja karena eeu menurut saya untuk perkuliahan listening ini membutuhkan tempat yang memang kondusif, yang koneksinya baik, kemudian eeu lingkungannya juga mendukung sehingga perkuliahan dapat berlangsung dengan lancar tetapi jika untuk waktu euu* e-learning *sangat membantu karena lebih* flexible *karena juga dapat dilakukan kapan saja eeu sesuai eeu bisa, karena kadang eeu jika dirumah missal, kondisi tidak selalu kondusif, tapi karena* e-learning *ini bisa diakses kapan saja maka kita bisa menentukan waktu yang tepat untuk melakukan latihan listening menggunakan e-learning.*

M*: Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara online?*

R3*: emm sejauh pengalaman saya menggunakan* e-learning *eeu untuk matakuliah* listening *sangat jarang sekali melakukan interaksi melalui* discussion *forum, beberapa diskusi lebih nyaman eeeu dilakukan hanya melalui lewat WA group saja jadi jarang eeu untuk melakukan interaksi dengan eeu teman melalui discussion forum di* e-learning.

M: *Apakah forum diskusi* online *dapat membantu memahami materi yg sedang berlangsung?*

R3: *menurut saya forum diskusi e-learning eeuu kurang membantu eeu kami dalam memahami materi baiknya jika menjelaskan materi dilakukan secara luring saja karena bisa eeu berlangsung sekaligus dengan praktiknya, jadi eeum mahasiswa bisa lebih paham.*

M: *baik terimakasih Sherly atas waktunya.*

R3: *sama-sama kaaa sukses selalu*

INTERVIEW TRANSCRIBE

R4 (Respondent 4)

M : *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

R4: *Waalaikumsalam, dengan saya Mochaman Dea Iskandar dari mahasiswa universitas pakuan semester 4.*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening*?*

R4: *Baik euuu yang saya hadapi saat menggunakan* e-learning *secara* online *adalah sering terjadinya eror atau banwit yang penuh ataupun euuu server itu penuh jadi euuum sedikitnya mengalami terkendala begituh.*

M: *Bagaimana anda mengatasi masalah dalam matakuliah* listening *secara* online, *jika Anda memiliki masalah konektivitas?*

R4: *Untuk menghadapi masalah konektivitas saya menggunakan power device yg memiliki jaringan yang cukup kuat tapi saya terkadang mengganti ke jaringan A atau jaringan B untuk bisa masuk ke e-learning tersebut.*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan* listening *secara* online *mempengarui proses pembelajaran anda?*

R4: *Untuk perkuliahan listening secara* online. *Saya lebih bisa fokus yahh euuu terhadap euu* audio *yang di berikan oleh dosen gitu terkadang kalau misalkan offline saya lebih ke distrik sama suara-suara lain berbanding apa, berbeda gitu dengan online yang saya bisa berada di tempat mana saja gitu supaya saya bisa fokus mendengarkan.*

M: *Manfaat apa saja yang Anda temukan di dalam matakuliah* listening *secara* Online *atau daring?*

R4: *Ada beberapa manfaat yaah terutama eeeu terutama saya lebih fokus mengerjakan soal, euu karena audio terdengar lebih jelas. Kedua saya lebih punya banyak waktu gitu untuk memahami eeeu apa materi yang di jelaskan begitu.*

M: *Dapatkah* E-Learning *membantu Anda dalam Perkuliahan* Listening*, kapan saja dan di mana saja?*

R4*: eeeu* E learning *dapat membantu saya dalam perkuliahan listening ya begitu sebagai mana online kan yah, online itu bersifat* flexible *dan lebih efisien yak*

karena kita bisa mengerjakan tugas ataauu forum secara bebas gitu mau kapan pun dan dimana pun.

M: *Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara* online*?*

R4: *eeuuu bagaimana anda ,euu untuk berinteraksi atau berdiskusi secara* online *kan sifatnya* online *itu kan 24 jam gitu yah, bisa di akses kapan pun jadi kita berdiskusi mau kapan pun eeu maudimanapun bisa cuman terkendala oleh kapan si orang itu membalas.*

M: *Apakah forum diskusi* online *dapat membantu memahami materi yang sedang berlangsung?*

R4: *bagi saya forum diskusi* online *itu menurut saya keurang membantu, karna meskipun kecepatan internet* flexible *eeuuu kita membutuhkan waktu untuk membalas, berbeda dengan forum secara langsung kita dapat bertatap muka dan kita bisa mempraktikan langsung.*

M: *baik terimakasih Sherly atas waktunya.*

R4: *Baik sama-sama megaaa*

INTERVIEW TRANSCRIBE

R5 (Respondent 5)

M : *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

R5: *yaa waalaikumsalam wr.wb. bicara dengan amirullah dari semester 4*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening?

R5: *untuk sekarang permasalahan yang saya hadapi jika mengakses materi atau tes mengenai* listening *melalui* E-learning *lebih ke jaringan si.. karena ee terkadang jaringan drop.. ee kita kesulitan mengakses* audio *listeningnya itu ee dan juga mengakses materinnya..*

M: *Bagaimana anda mengatasi masalah dalam matakuliah* listening *secara* online*, jika Anda memiliki masalah konektivitas?*

R5: *untuk mengatasi permasalahan konektivitas, kita lebih ee menyediakan dua* device *yaa atau mungkin kita mencari tempat yang memungkinkan sinyal yang baik.*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan* listening *secara* online *mempengarui proses pembelajaran anda?*

R5: *ee untuk mempengaruhi atau tidak, soalnya melakukan pelajaran* listening *melaui* E-Learning *ataupun secara tatap muka yaa sama saja..*

M: Manfaat apa saja yang Anda temukan di dalam matakuliah listening *secara* Online *atau daring?*

R5: manfaatnya si aa lebih fleksibel dalam melakukan pembelajaran dan juga memahami dari material yang sudah diberikan .. karena secara online *bisa melakukanya dimana saja kapan saja dan lebih rilex*

M: *Dapatkah* E-Learning *membantu Anda dalam Perkuliahan* Listening, *kapan saja dan di mana saja?*

R5: *tentunya dapat membantu sekali saya dalam fleksibilitas diwaktu dan pengerjaan atau mungkin dalam mengakses material karena itu saat mudah sekali mengakses material maupun tes listening kapan saja dan dimana saja*

M: *Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara* online?

R5: *dalam melakukan forum diskusi* online *di* E-Learning *itu eee seperti biasa sihteman-teman akan menanggapi apa aja… saya membuka topic pembicaraan dibalas dengan opinin. nanti saling membalas satu sama lain mengenai topic yang dibahas..*

M: *Apakah forum diskusi online dapat membantu memahami materi yg sedang berlangsung?*

R5: *eee tidak si kalau diskusi online tidak terlalu memberikan dampak yang besar untuk lebih memahami materinya, lebih prefer diskusi secara langsung*

M: *baik terimakasih Amir atas waktunya.*

R5: *oke the sip sama-sama.*

INTERVIEW TRANSCRIBE

R6 (Respondent 6)

M : *Assalamualaikum, Nama saya Ilham Widiningtyas Mega Putri, dari mahasiswa Pakuan, Prodi Bahasa Inggris, ingin mewawancai anda untuk melengkapi data skripsi saya. Dengan siapa saya berbicara?*

R6: *waalaikumsalam wr.wb. Saya dengan Alya*

M: *Baik untuk pertanyaan pertama, sebutkan dan jelasan masalah apa saja yang Anda hadapi saat menggunakan* E-Learning *dalam perkuliahan* listening*?*

R6: *Masalah yang kerap dihadapi ketika belajar menggunakan* LMS *diantaranya seperti eror dan sulit diakses beberapa kali* LMS *harus melewati tahap perbaikan dan lumayan mengambat proses pembelajaran.*

M: *Bagaimana anda mengatasi masalah dalam matakuliah listening secara* online, *jika Anda memiliki masalah konektivitas?*

R6: Ketika terdapat masalah konektivitas biasanya saya mencari solusi dengan megganti device *atau berpindah ketempat yang lebih menguntungkan.*

M: *Apakah dengan menggunakan* E-Learning *pada perkuliahan listening secara* online *mempengarui proses pembelajaran anda?*

R6: *perkuliahan listening menggunakan* E-Learning *cukup mempengaruhi proses belajar karena memiliki manfaat dan kekurangan. Ketika saya akan mengakses materi beberapa kali dapat dilakukan dengan mudah namun ketika saya kesulitan saya lumayan sulit bertanya kepada dosen langsung*

M: *Manfaat apa saja yang Anda temukan di dalam matakuliah* listening *secara* Online *atau daring?*

R6: *manfaat kuliah online pada kelas Listening yaitu saya dapat mengakses materi atau audio kapan saja dan dimana saja.. dan lebih fleksibel.*

M: *Dapatkah* E-Learning *membantu Anda dalam Perkuliahan* Listening*, kapan saja dan di mana saja?*

R6: E-Learning *tentunya membantu proses perkuliahan* listening *karena dapat diakses secara fleksibel. Saja juga dapat mempelajari kembali materi diluar jam matakuliah*

M: *Bagaimana cara anda dapat betinteraksi dengan teman-teman melalui forum diskusi secara* online*?*

R6: *biasanya saya beinteraksi di forum diskusi seperti sharing materi dan tanya jawab tentan topic yang sedang dibahas dengan teman-teman yang lain.*

M: *Apakah forum diskusi online dapat membantu memahami materi yg sedang berlangsung?*

R6: sepertinya forum diskusi pada matakuliah listening *tidak terlalu efektif untuk membantu memahami materi karena materi lebih mudah dipahami jika melakukan* zoom *atau pertemuan langsung*

M: baik terimakasih Alya atas waktunya.

R6: terimakasih kembali ka mega..

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SURAT KEPUTUSAN
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UNIVERSITAS PAKUAN
NOMOR: 11.1/SK/D/FKIP/II/2022

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :

Pertama :
Mengangkat Saudara:
Dr. Deddy Sofyan, M.Pd. : Pembimbing Utama
Abdul Rosyid, M.Pd. : Pembimbing Pendamping

sebagai pembimbing dari :

Nama	:	Ilham Widiningtyas Mega Putri
NPM	:	031115078
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING IN LISTENING COURSE

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 8 Februari 2022
Dekan,

Dr. Eka Suhardi, M.Si.
NIK. 1.0694021205

Tembusan:
1. Rektor Universitas Pakuan
2. Wakil Rektor I, dan II Universitas Pakuan
3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Ilham Widiningtyas Mega Puri

NPM : 031115078

Judul Skripsi : Students' Perception Toward The Use of E-learning in Listening Course

CATATAN PERBAIKAN
Terjemahkan kalimat berikut : 1. Di tahun 2020 saya melakukan dua penelitian. 2. Di tahun 2020 saya telah melakukan penelitian.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal :.....	Bogor, ... Penguji,
Istiqlaliah Nurul H., M.Pd	Abdul Rosyid, M.Pd.	Abdul Rosyid, M. Pd.
NIK. 1.0212008570		NIK. 1.0916032793

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UNIVERSITAS PAKUAN

Nama : Ilham Widiningtyas Mega Putri

NPM : 031115078

Juduk Skripsi : Students' Perception Toward The Use of E-learning in Listening Course

CATATAN PERBAIKAN
1. Abstract, keyword di abstract dirubah sesuai (Alphabetical). 2. Chapter 1 (Add more theories to support the background.) 3. Chapter 3 (Change in to simple past) 4. Chapter 4 (Split in to a few paragraphs, page 22 & 24)

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal	Bogor, ... Penguji,
Istiqlalia Nurul H, M.Pd.	Tina Priyantin, M.Pd	Tina Priyantin, M.Pd
1.0212008570	10110005508	10110005508

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Nama : Ilham Widiningtyas Mega Putri

NPM : 031115078

Judul Skripsi : Students' Perception Toward The Use of E-learning in Listening Course

CATATAN PERBAIKAN
1. Chapter 1 reason for choosing the topic page 2. Clarify the reasons 2. Chapter 1 research focus page 3. Sharpen your research focus. 3. Chapter 1 operational definition (E-learning) page 4. Reconstruct the term. 4. Chapter IV Reconstruct this dapter by refering to the research focus of yours page 21. 5. Chapter V Reconstruct this chapter page 37. See your revised research focus. 6. Research Instrument for questionnaire. Reconstruct the statements page 48.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal : 10/08/2022	Bogor, 18/08/2022 Penguji,
Istiqlaliah Nurul H., M.Pd	Asih Wahyuni	Asih Wahyuni, M. Pd.
NIK. 1.021200857O		NIK. 1.021200857 1

Tanggal	Bab	Catatan Bimbingan	Paraf
22 Oktober 21	I	Keranglua BAB 1 terbaru. Judul baru " Students' perception toward the use of E-learning platform in listening cause. - benefits of Elearning - problems /	
28 /12/21	Bab I	Drop bab I (ACC) bikin bab II	

Tanggal	Bab	Catatan Bimbingan	Paraf
22/02/22	Bab II	Tambahkan teori teaching listening. Tambahkan kesimpulan perbedaan dari penelitii terdahulu.	
02/03/22	Bab III	Bab III harus diubah menjadi future tense Membuat instrument	

Tanggal	Bab	Catatan Bimbingan	Paraf
04/03/22	Bab III	Mengirimkan chapter I, II dan III den instrument ke alamat email bapak.	
08/03/22	Bab 1-3	Revisi bab 3 Revisi Instrument Minta +tol approval sheet.	

Tanggal	Bab	Catatan Bimbingan	Paraf
27/05/22		Revisi setelah sempro rubah research question.	
30/06/22		Revisi instrument questionnaire	

Tanggal	Bab	Catatan Bimbingan	Paraf
20/06/22		Revisi instrument bagian interview	
29/06/22	Bab IV dan Bab V	Drop bab IV dan bab V. revisi bagian data description. Tambahkan kesimpulan dibagian interview.	

Tanggal	Bab	Catatan Bimbingan	Paraf
30/06/22	Bab IV dan V	revisi kesimpulan di interview.	

YAYASAN PAKUAN SILIWANGI
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Nomor : 4859/WADEK I/FKIP/VI/2022
Perihal : Izin Penelitian

02 Juni 2022

Yth. Dekan FKIP Universitas Pakuan
Universitas Pakuan
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: Ilham Widiningtyas Mega P
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Semester	: Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 06 Juni s.d. 20 Juni 2022 mengenai: STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING IN LISTENING COURSE

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

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