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Implementing *E-Learning* for Increasing Student's Motivation in Learning English

ABSTRACT: This study was aimed to find out the influence of E-learning for improving students' motivation in learning English. The subject of the study was the third semester students of English Department who have a different social background of study, mostly from middle social class and suburb school. The writers applied Classroom Action Research (CAR) as a method of the study. The writers also conducted the CAR since preparation phase, planning, action, observation, and reflection. The data were collected through observation, interview, questionnaire, and documentation. The result of this research showed that the students' motivation increased from the beginning of the study to the end of it (50% improvement). The students found easy way in accessing material using E-learning, so that they were able to practice their communication both in written and spoken forms by using it. Finally, they were also motivated in learning English.

KEY WORD: E-learning, English students, motivation, classroom action research, and teaching-learning process.

IKHTISAR: Penelitian ini bertujuan untuk meningkatkan motivasi mahasiswa dalam belajar Bahasa Inggris dengan menggunakan E-learning. Subjek dari penelitian ini adalah mahasiswa semester 3 pendidikan Bahasa Inggris yang berasal dari latar belakang yang berbeda, dan sebagian besar berasal dari daerah pedesaan. Penulis menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode dalam penelitian ini. Penulis melakukan tahapan PTK dari mulai perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi, wawancara, angket, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa motivasi belajar mahasiswa meningkat dari awal penelitian hingga akhir (peningkatannya sebesar 50%). Mahasiswa juga mudah dalam mengakses berbagai sumber dengan menggunakan E-learning, sehingga mereka dapat mempraktekkan Bahasa Inggris, lisan dan tertulis, dengan baik dan penuh antusias. Akhirnya, mereka juga nampak bahwa motivasi mereka dalam belajar Bahasa Inggris meningkat.

KATA KUNCI: E-learning, mahasiswa bahasa Inggris, motivasi, penelitian tindakan kelas, dan proses belajar-mengajar.

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INTRODUCTION

The concept of teaching-learning process merely focuses on implementing the whole materials covered in the syllabus. The process of the teaching-learning itself aims to measure the students varying abilities. Unfortunately, much of the teaching in schools centers around traditional instructional practices, followed by an assessment of students' mastery of the objectives. Students are isolated to communicate with their teachers and classmates. The worst, students have been told to work alone, work quietly, and stop talking. The type of the classroom tends to be a teacher-centered one, where the teacher becomes the best knower of the teaching-learning process.

Besides, mostly schools even colleges surround us still implement a traditional teaching system in the class, where the teacher only explaining the material; and, contrary, the students just listening it passively and doing the exercises given. Teacher and text book are the main sources for the students in learning the material. This type of teaching contributes a high possibility towards the growth of each individual and the worst it raises non-cooperative learning in the class.

The growth of science and technology recently in the human life, including the students, live in a network. They need one another to interact in a good communication. In such condition, educational world hopefully provides an ability and a skill in creating a communicative interaction to all of the students through a good learning process. The learning process itself hopefully gives a crucial point in the learning and teaching model which focuses on the social interaction. This interaction is proposed to provide a good understanding between one another.

E-learning has already been proved by lots of researchers success in increasing the quantity of learning interaction, not only for the students and teachers but also between the students and students and their enhance interactivity. Contrary, in the traditional learning process, not all of the students get involved in it, the worst, they do not have a bravery in initiating questions and idea which consequently make them unable to be active in a discussion or debriefing process. Therefore, in conventional learning, the opportunity given by the teacher to the students in discussing the material is limited.

The opportunity in this learning style is dominated by only a few students who are more active and braver. Such condition will not be happened in the learning process through *E-learning*. The students who have less confidence or doubtful in being active have a vary chance in

proposing questions and/or declaring statements without feeling being watched or underpresured from all of class members.

THEORETICAL FRAMEWORK

On the E-Learning. Some ideas are proposed to define what *E-learning* is. We do know the “e” doesn’t stand for “electronic”. The “e” in *e-learning* would be better defined as: “*Evolving or Everywhere or Enhanced or Extended*”. *E-learning* or internet enabled learning combines teaching method and technology as a media of learning.

Tony Karrer’s defines *E-learning* as term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration (Karrer, 2007). It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more.

Som Naidu (2006) says that *E-learning* is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include *online learning, virtual learning, distributed learning, and network and web based learning*. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities.

From the two definitions above, we conclude that *E-learning* is an instructional process which encloses the use of computers and networks in creating, developing, assessing, and facilitating the teaching-learning process, where the students become the center of it. It is implemented interactively, everywhere, and anytime.

There are some principles in conducting *E-learning* in classroom activities. According to “Best Practice Models for *E-learning*” at SU (Staffordshire University) in 2011, there are at least some principles of conducting *E-learning* process. The principles are: (1) *E-learning* is designed in timed chunks that emphasizes time on task and expectations; (2) *E-learning* is assessed using a range of types, self/peer/tutor, and options/choices; (3) *E-learning* includes a variety of interactions between student/tutors/peers/externals; and (4) *E-learning* is accessible, activity-led, collaborative, and designed in phases that support, scaffolds, and increases learner independence.

SU (Staffordshire University) in 2011 also give some *E-learning* activities when teachers want to apply it in classroom. The activities are:

First, Receives. Traditional didactic transmission of information, lecture, content delivery, recommended reading etc. *E-learning* activities can include using blackboard, reading online resources (documents, wikis, websites, mind maps, and e-journals), listening to a podcast or video, joining a video-conference or web-conference, and receiving micro-blog (twitter) or RSS updates.

Second, Debates. Learning through social interactions, collaborative, challenging discussions, debates etc. *E-learning* activities can include online discussions, group collaboration on a wiki, interviews in a web-conference, and twitter messages.

Third, Experiments. Learner manipulating the environment to test personal hypotheses, lab work, workshops etc. *E-learning* activities can include virtual world simulations (e.g. second life), using an online laboratory, and manipulating online data.

Fourth, Creates. Creating something new, producing work, essays, projects, etc. *E-learning* activities can include creating websites in *pebblepad*, creating and/or sharing creation of a wiki, writing a personal blog, creating mind maps, creating a digital story, creating a podcast or digital video, and posting to a sharing site.

Fifth, Explores. Personal exploration by learner, literature reviews, internet searches, information handling etc. *E-learning* activities can include social bookmarking.

Sixth, Practices. Application of theory and its assessment, feedback, exam, quiz, exercises, work-based learning etc. *E-learning* activities can include computer-marked online quiz, using Electronic Voting Systems.

Seventh, Imitates. Learning from observation and imitation, modelling, simulation, practicals, role-plays etc. *E-learning* activities can include online web-conference, web-quest, and virtual world simulations.

Eighth, Meta-Learns. Self reflection at the end of the learning process, self-organized learning, etc. *E-learning* activities can include writing a personal blog, using an e-portfolio, creating a digital story, and sharing learning in twitter.

Gavin Dudeney and Nicky Hockly (2007) gave some alternatives activities in using technology for learning. The activities are: (1) Using websites; (2) Internet-based project work-especially webquests offline; (3) E-mail keypal projects using teacher's email account; (4) A class blog with learners preparing their contributions on paper and the teacher trying to typing them into computer; and (5) Electronically produced materials printed out for learnets.

Those activities can be applied systematically which, moreover, will make the students able to learn, interact, and communicate well by using the *E-learning*. Consequently, it will bring them to an effective learning process.

On the Motivation. Motivation is very important in teaching and learning activity. Motivation can be said as arrangement of efforts to prepare to certain condition. Motivation can be stimulated by outside or internal factor, but it increases inside the people. In teaching and learning process, motivation can also be said as everything of the activator inside the students who growth in learning activity.

Mary Daniels Brown (2000) said that motivation is inner drive, impulse, emotion, or desire that moves one to particular action. While Elliot (2000) stated that motivation as an internal state that arouses us to action, pushes us in particular directions, and keeps engaged in certain activities. From the definitions above, we can conclude that motivation is an impulse in our heart that pushes us to do something. Through this motivation, someone will be able to do something well, since motivation will make our emotion balances with the actions which we will do.

Frandsen, in A.M. Sardiman (2003), gives three kinds of motivation, those are:

First, Cognitive motives. This motive is showed in indicate intrinsic, that is relation with the satisfaction of individual. There is satisfaction of individual internal of human and usually shape into process mental product. This motive is very primary in learning activity in school.

Second, Self-expression motives. Self-expression is a part of human behaviour. It is needed by creativity, full of imagination. So, in this case, somebody wants to show the self-actualization.

Third, Self-enhancement motives. Through the self actualization and the developments of potential will increase the progress of somebody herself. The progress of man or woman is wanted by people. So, competition is very important to students to get achievement.

Another psychologist divided motivation into: *intrinsic motivation* and *extrinsic motivation*. Richard M. Ryan and Edward L. Deci (2000) said that *intrinsic motivation* refers to doing something, because it is inherently interesting or enjoyable; and *extrinsic motivation* refers to doing something because it leads to a separable outcome.

According to A.M. Sardiman (2003), there are some factors that influence students' motivation, as follows:

First, Physical condition. It is clearly the case that physical condition has a great effect in teaching and learning process and can alter students'

motivation either positively or negatively. Classroom that are badly lit and overcrowded can be excessively de-motivating. So, the atmosphere in which a language is learnt is vitally important.

Second, Method. The method by which students are thought must have some effect on their motivation. If they find it deadly boring, they will probably become de-motivated; whereas if they have confidence in the method, they will find it motivating.

Third, the Teacher. In this case, the teacher must show up her/his teaching as well as possible, in order to students interested in her/his English teaching.

Fourth, Success. Success or luck of it plays a vital in the motivational drive of students. Both complete failure and success maybe de-motivating. It will be the teachers job to set goals and task at which most of her or his students can be successful or rather task to be able to achieve.

METHODOLOGY

An action research study, which was classroom-based and teacher-initiated, was undertaken. Eileen Ferrance (2000) states that Classroom Action Research (CAR) is not a library project where we learn more about a topic that interests us. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is not about doing research on or about people, or finding all available information on a topic looking for the correct.

Action research was applied in this study, because it enabled the teacher researcher of this project to follow the steps that helped her/him to reflect upon her/his teaching and improve the student's motivation in learning English. The steps involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth (see the figure 1).

Students from class IV-A of English Department of UMP (Muhammadiyah University of Purwokerto) were chosen as sampling. Most of them had a lack motivation in learning English. The project began and ended with interviews and questionnaires. In total, two interviews were conducted and three questionnaires were administered. A semi-structured interview and a structured questionnaire were conducted at the start of the study to collect data on students' motivation in learning English. Then, a variety of E-learning activities were introduced to replace the traditional method.

A checklist was used to help the teacher researcher to observe pupils' behavior and performance during class. Afterwards, another

semi-structured interview was conducted and an identical questionnaire was distributed to pupils to gather their perceptions toward the use of *E-learning* in teaching and learning process.

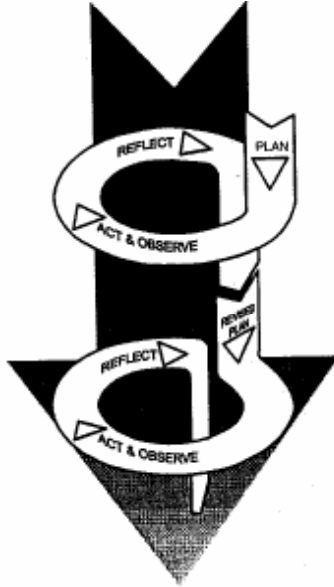


Figure 1:
The Self-Reflective Spiral in Action Research
(Sources: S. Kemmis & M. Wilkinson, 1998)

Finally, an additional questionnaire was distributed to pupils to collect their overall opinions about the use of *E-learning*. Pupils' perceptions and opinions before and after the changes were compared and analyzed.

On the Innovative E-learning Activities. During the study, four different *E-learning* activities were implemented in eight weeks to replace the traditional method. Students' interest and ability were considered. The activities were intentionally set from the easiest to the more challenging. Each activity was conducted twice to make sure pupils understood the rules and got used to the ways the activity worked. Clear instructions were given before the start of the activities, so that students understood well what they were going to do. Considerable teacher's support was provided to pupils who had difficulties during the activities.

The *E-learning* activities used in this project were adapted from Elliot (2000). They include as follows:

First, Exploring the TEFL Web or Discovery and Browsing. In this stage, the students are asked to reveal material which will be learnt through internet. The teacher gives some clues about the material. Having found the material, the students discuss it in pairs or group to get the better comprehension towards the material taught.

Second, Discussion Forum or Chatting. In order to facilitate their communication in English, the teacher makes a discussion forum through social website, among others are facebook, yahoo messenger, etc. Each student is ablative ability. In a specific time, the teacher provides an opportunity for the students to make a group discussion. The focus of the discussion is on the buzz topic which is common recently.

Third, Developing Web Templates or Blogging. To sharpen the students writing skill, the teacher asks the students to explore their ideas through creating blog. The teacher also asks the students to write down a topic provided before, in their own blog. They also have to update their writing in the blog with free topic.

Fourth, Web-Based Self-Assessment and Peer Evaluation. To evaluate the students' ability in English, the teacher provides some provider of the self assessment. The student must do the assessment online. Both the teacher and students discuss the result of the assessment and make a better improvement.

On the Data Collection. Two semi-structured interviews, teacher researcher's close observation of pupils' performance during class and two sets of structured questionnaires were used to collect data in this study. Quantitative data came from the questionnaires; and qualitative data came from the interviews and observation. In this way, data were triangulated to ensure validity (Moeleong, 2001).

First, Questionnaires. A questionnaire is a number of writers questions which are used to gain information from respondents about their knowledge, beliefs etc. (Arikunto, 2006). The questionnaire is used to measure the students' motivation in learning English. In this case, the writers used the close questionnaire with twelve statements indicating the responses of "always", "rarely", and "never" was used to collect students' motivation in learning English at the beginning and at the end of the project.

Indonesian translation was written under each statement to help pupils interpret the context more easily and clearly. Another simple "Yes – No" questionnaire was used to collect students' overall opinions about the *E-learning* activities. All questionnaires were conducted in class so that teacher could give a clear explanation to students and clarify all queries raised. In addition one hundred percent return rate could be ensured.

Second, Interviews. An interview is a communication process and interaction that happened between interviewers and interviews. The quality of interview is determined by condition of them. It can run well or not when that interviewee is willingly to give information that we need (Arikunto, 2006).

Semi-structured interviews were conducted. Five pupils per class, which represented approximately fifteen per cent of the sampling, were chosen at random to be interviewed to collect their open-ended opinions in details. These opinions complemented the deficiencies of the questionnaire so that pupils could explain their ideas in details. Same pupils were interviewed twice, before and after the implementation of the study.

Third, Observation. Teachers carefully observed students' performance during lessons. They made use of an observation checklist to record what had happened in class that helped them investigate, analyze, and conclude their findings when the project came to an end.

FINDINGS AND DISCUSSIONS

The findings of this research elaborated the final results of both pre and post activity in implementing *E-learning*. Below is a brief description of each:

Table 2
Pre-Activity

No	Indicators of Motivation	Always	Rarely	Never
1	Feeling happy to join a lesson	5	10	10
2	Being enthusiastic to follow the lesson	3	8	14
3	Being active in the class	4	10	11
4	Do not feel bored to join a lesson	5	9	11
5	Following every stage in learning	7	9	9
6	Having big interest in learning English	6	5	14
7	Feeling confident in learning English	7	6	12
8	Getting much knowledge of English learning	5	10	10
9	Developing the skill of learning English (speaking, writing, reading, and listening)	6	11	8
10	Building a good communication with teacher and friends	4	8	13
11	Easily to do every task given	7	7	11
12	Submitting assignment on time	6	9	10
Total		65	102	133
%		21.67%	34.00%	44.33%

From the tabulated data above, it can be seen that in almost all indicators of motivation, the students were never motivated by the teacher through the providing of interesting material, media, and method which consequently will make them demotivated. Being enthusiastic was a part of a learning which was considered difficult. The reason is because there was no something interesting in the teaching-learning process. The conventional teaching method made the students demotivated to explore thier ideas.

The difficulty also happened to the students when they had to communicate with their teacher and one another. There was no brave to initiate a good interaction with the teacher and among the students since the teacher couldn't facilitate them to be brave in declaring their point of view. The worst, having felt less convidence became a bad part in learning the material, as well. Through these first findings, the implementation of *E-learning* seemed to be a good way in increasing the elements which made the students difficult and demotivated in learning the language, English.

The result of the implementation of *E-learning* can be seen in the tabulated data below:

Table 3
Post-Activity

No	Indicators of Motivation	Always	Rarely	Never
1	Feeling happy to join a lesson	20	3	2
2	Being enthusiast to follow the lesson	22	2	1
3	Being active in the class	18	4	3
4	Do not feel bored to join a lesson	14	5	6
5	Following every stage in learning	18	4	3
6	Having big interest in learning English	16	2	7
7	Feeling confident in learning English	19	2	4
8	Getting much knowledge of English learning	15	8	2
9	Developing the skill of learning English (speaking, writing, reading, and listening)	16	4	5
10	Building a good communication with teacher and friends	20	4	1
11	Easily to do every task given	16	7	3
12	Submitting assignment on time	17	3	5
	Total	211	48	42
	%	70.33%	16.00%	14.00%

Having had post activity in implementing *E-learning*, the data gotten above shows that all of the motivation indicators reflect the students'

learning style improvement. The elements which are to do with the students' feeling in learning English improved significantly. Around 20 of 25 students felt happy in learning English.

Nunan (2003) says that a good starting point of learning a new language, English, is to do with an affective factor. This affective factor is related to someone's good feeling towards the language itself. A good feeling makes a good effect of the students' motivation which moreover influenced the students' enthusiasm in following the lesson. This indicator showed that 22 out of all of the sample were so enthusiastic in joining the lesson and in exploring their ideas.

Furthermore, the enthusiasm made the students active, spirited, and interested in following the paths of the teaching-learning process through *E-learning*. They got much knowledge which can develop their skills of learning English (speaking, writing, reading, and listening).

The best thing which happened in the implementation of *E-learning* is that the students could build a good interaction with the teacher. Around 20 out of 25 students were able to interact with the teacher communicatively. The students were able to initiate a good interaction with the teacher. They had a better effort to propose their idea not only in a very small group but also in a debriefing activity where they had to share everything with their classmates.

This communicative interaction developed well between one and other students as well. The teaching-learning through *E-learning* changed from teacher-centered classroom to student-centered one. This change gave a very good effect to the students learning style. They could be very creative in developing their idea.

Overall, a good relationship among the teacher and students and between the students and others made them easy in doing every task given by the teacher. Consequently, the students could be very discipline in submitting their assignments on time. This discipline, moreover, will reflect positive point of view of implementing a good English teaching-learning process through *E-learning*.

CONCLUSION AND SUGGESTION

Having discussed the findings of the research, it can be concluded that the teaching-learning process through *E-learning* gave a very positive and good effect for the students. They were motivated to join and follow the paths of the teaching-learning process well with a better feeling. Consequently, the expectation of a good learning process, creating spirited students in

learning English, can be revealed very well through *E-learning*.

Hopefully, the result of this research will positively contribute much to the teaching-learning process. Specifically, all of the lecturers and teachers can apply *E-learning* in teaching all of skills. Finally, they can design the materials and implement the *E-learning* in their daily teaching and learning process.

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