

# The Influence of E-Learning Use on English Learning Achievement of University Students in Indonesia

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**Keywords:** E-learning, technology, motivation, English learning, students, achievement, Indonesia.

**Abstract:** This study aims to examine and determine the effect of e-learning motivation on English learning achievement of university students in Jakarta. The problem in this research is how e-learning motivation influence the English learning achievement of student in Jakarta. The research hypothesis is that there was a direct positive effect of e-learning motivation on English achievement of students. The method used in this research was survey method. Research respondents amounted to 70 people, the sampling technique used cluster random sampling technique. Data were analyzed using correlation and regression technique. From the results of the study it was found there is effect of e-learning motivation on student English achievement. Implications of research efforts to improve achievement of university students on English learning in Jakarta can be done through improving student e-learning motivation.

## 1 INTRODUCTION

The development of information technology and computerization is very rapid, allowing the public to be able to access various information as learning materials, so that learning can be done by learners anywhere and anytime, without knowing the space and time. One of the benefits of these advancements is e-learning.

E-learning is the use of Internet technology to improve knowledge. The e-learning technology offers control over content, learning sequences, learning speed, time, and media enabling them to tailor their experiences to meet their learning objectives (Jethro, 2012). E-learning is a form of learning supported by electronic procedural, aiming to influence the construction of knowledge by referring to the individual experience, practice and knowledge of learners. E-learning activities are a form of web-based learning, communication through computer media, telematics environment, virtual classroom, electronic communication, cyber learning environment, distribution learning poured through internet technology.

Learning forms a process to change the behavior of learning subject. Learning achievement will be successful if there is a desire for yourself

flearn. The desire for learning is called motivation.. Motivated students also make reactions towards reaching the goal.

Higher education as one of the educational institutions is responsible for organize quality education, in order to produce freedom that can be empowered high competitiveness and able to answer ringing times. Along with the times and developments the development of science and technology, quality education is necessity. In terms of language exploration, most students have formally Forgetting English since elementary school level can still say yet adequate.

Language activities that cover four aspects, namely, listening, speaking, reading, and writing cannot be separated from thinking activities. Based on this, Rahimi and Goli explain that the language learning must be provided with good planning using the right approach in accordance with the nature of the language itself, that is the cheating attitude and behaviors. (Rahimi and Goli: 2016)

The important thing is that the communicative approach is not oriented to procedural matters, but refers to the development of the syllabus or learning design. Any method and technique can be used in the implementation of this approach as long as it can support and allow students to use language as a communication tool in order to achieve goals.

From the description above, it is necessary to do research about the influence of e-learning motivation to the English learning achievement of students, then the research problem whether there is influence of e-learning motivation on student of university in Jakarta

## 2 LITERATURE REVIEW

### 2.1 English Learning Achievement

Language is a tool to convey feelings, messages, ideas, interests, and thoughts. With language, one can relate to one another, exchange ideas, and exchange cultures. With human language can make changes in his life, changes related to all aspects of life, both mental changes and physical changes.

Judging from its function, language is a manifestation of thought which is then expressed in the form of action, and culture. In line with this Redhead and Dunbar (2013) stated that the function of language in daily life has functions, namely: as a conversation tool in daily life, communication between fellow human beings, to convey feelings in the form of art, to express the meaning of right and wrong.

In educational activities, language is a means to convey knowledge through learning activities, without language knowledge will not be spread from one generation to another generation, or one group to another group. Therefore it is clear that in educational activities held in schools, it is necessary to continue to develop according to increasing needs in the world of education.

Thus, the function of language is very important in daily life and in educational activities. In everyday life language functions as a means of conversation and a means to relate to each other in accordance with their interests. While in the field of language education serves as a tool to convey knowledge through learning and learning activities. In line with this language function in education according

Eran Asoulin (2016), defined language as an incarnation of thought, so education needs to develop language lessons, among others in the direction of descriptive-propositional language, knowledge and knowledge must be descriptive or prepositional, so that it can be tested right or wrong. If the second thing is done, then the thought becomes firm, concise, clear, so that thinking can be tested right or wrong, and if the thought is clear, firm, and correct, then it can move to material and practical embodiment.

Referring to the thoughts above, it is clear that language learning is a program to develop

knowledge, language skills, and a positive attitude towards language. Similarly, in learning English, aims to develop knowledge and knowledge, language skills, and a positive attitude towards English as an international language.

Learning English aims to make students: (1) understand English in terms of form, meaning, and function, and use it appropriately and creatively for various purposes, needs, and circumstances., (2) as subject of learning respecting English as an international language, (3) have the ability to use English to improve intellectual ability, emotional maturity, and social maturity, (4) have the discipline in thinking and speaking, writing and listening,

According to Shenghui Cindy Huang, that language activities covered four aspects, namely, listening, speaking, reading, and writing cannot be separated from thinking activities. Based on this, the learning of English must be provided with good planning with the right approach in accordance to the the the goal of the language itself, in this case is a communicative and integrative approach as recommended in the curriculum. (Shenghui Cindy Huang, 2016).

Language learning includes aspects of listening, speaking, reading and writing. These four aspects should get a balanced portion and be implemented in an integrated manner. The communication approach in learning English is based on the purpose and function of the main language as a communication tool, this does not mean eliminating linguistic learning (grammar). To achieve student competencies, indicators are formulated - indicators of learning outcomes in English as follows: overall reflection of language skills consisting of listening / understanding, speaking, reading, and writing.

In various literature, learning outcomes are related to the results obtained after learning activities, as stated by Dimiyati and Mudjiono (2009) that in each learning process it would be able to produce learning achievement, learning achievement are known after the measurement. Syah (2007) explained that the result of learning is the level of success of students in learning the subject matter in school expressed in the form of scores obtained from test results on certain subject matter. The outcome of learning is the result of the educational process, namely adjustment, emotional change, or behavioral changes (Djamarah, 2004). In this regard, Poerwanto (2009) went on that learning achievement are knowledge gained by students as a result of the teaching process. Janice Orrell, states that in every learning process there could be the produce of learning outcomes that are known after the measurement. (Janice Orrell,; 2016). In connection with this, Mehmet Emin Uslu, Eyüp

Şahin, İbrahim Serkan Ödemiş, argued that learning outcomes are the result of the educational process, namely adjustment, emotional change, or changes in behavior. (Uslu, Şahin, Ödemiş, 2016) Likewise, Riswanto and Aryani, (2017) stated that learning outcomes are knowledge gained by students as a result of the teaching process.

Based on some opinions above it can be concluded that learning outcomes are the results achieved that can provide emotional satisfaction and can be measured by certain tools or tests

In educational activities learning outcomes can be interpreted as a result of the learning process that is teaching, namely, mastery, emotional change, or changes in behavior that can be measured by certain tests. Learning outcomes are often used in a very broad sense, namely for various rules on what has been achieved by students, such as daily tests, homework assignments, oral tests conducted during the lesson, in the end of semester tests and so on.

Learning outcomes itself can be interpreted as the level of students' success in learning the subject matter in school, which is expressed in the form of scores obtained from test results regarding a number of specific subject matter. In general, to assess student learning outcomes, teachers can use a variety of "achievement tests", such as "oral test", "test essay", and "objective test" or "short-answer test" (Aris Riswanto and Sri Aryani, 2017). As for the value of the learning process and student learning outcomes that are skills, it cannot be used only with a written test.

Ildeniz Ozverir and Jan Herrington (201) argued that there are several ways that a teacher can do to obtain sources of information about the learning outcomes of their students, among others, by directly observing behavior, analyzing and evaluating creative products (craft, paper, clipping and so on), conversation, memorizing, and examinations as a form that is often used for learning outcomes.

The test is a systematic procedure to compare the abilities of two or more people. Tests are in two forms: tests made by the teacher or standard tests that are commercially available.

Based on the above description of the theories, it can be concluded that what is meant by the English learning results is the standard results achieved by students in English subjects after attending an English learning program within a certain period with dimensions that include competence basic listening, speaking, reading, and writing that can be known through the assessment of student learning outcomes.

English indicators for students consist of: appearance feeling, appearance comparison, comparison feeling, appearance object, feeling

quality, feeling quantity, comparison quality, and object action.

Based on some opinions above can be concluded that the results of learning is the result achieved and an activity or business that can provide emotional satisfaction and can be measured by a particular tool or test.

The results of learning (achievement) itself can be defined as the level of success of students in learning the subject matter in school, expressed in the form of scores obtained from test results on a number of specific subject matter. In general, to assess student learning achievement, teachers may use various "achievement tests", such as "oral test", "essay test", and "objective test" or "short-answer test" (Poerwanto, 2004) As for the value of learning process and student learning achievement that are skill, cannot be used only by written test. Furthermore, in every learning process will always be real results that can be measured. The measurable real results are expressed as a result of one's learning (Poerwanto, 2004).

Thompson and his colleagues identified that there are several ways that a teacher can obtain information about his or her students' learning achievement, such as by directly observing behavior, analyzing and evaluating creative products (workshops, papers, clippings, etc.), talks, memorable, and exams as a form that is often used for test learning achievement. (Thompson et al., 1959).

Based on the above description of the theory, it can be concluded that the intended English learning achievement is the standard results achieved by students on English subjects after following the English language learning program within a certain time with dimensions that include listening, speaking, reading, and writing that can be known through the assessment of student learning achievement. Indicators of English lessons are: expressing feelings, differentiating feelings, quantity of feelings, quality of feelings, and objective actions.

## 2.2 Learning Motivation

According to experts, the motif can be divided into three kinds, namely (1) Motives or needs of organisms that include the need to eat, drink, breathe, sexual, do, and rest. (2) Emergency motives that include the drive to save oneself, try, and hunt or search for something. (3) Objective motives that include the need for exploration, to manipulate for the development of desire and motivation (Mangkunegara 2002).

Maslow as a motivational figure directed the flow of humanism, states human needs hierarchically as follows (Beck, 2000):

- Physiological needs or food clothing,
- The need for security or harm-free
- The need for affection or attention and love
- The need to be respected or empowered,
- The need of self-acknowledgment

Good and Brophy (2000) proposed a list of motivational strategies used to stimulate students to be productive in learning, including:

- (1) Linkage to environmental conditions,
- (2) Hope to succeed,
- (3) External rewards,
- (4) Intrinsic motivation, and
- (5) Intrinsic motivation.

Based on the opinion of the experts above, it can be understood that the motive is a necessity boost in a person who needs to be met so that he can adjust to his environment, while motivation is a condition that moves a person to be able to achieve the goals of his motives.

In many literature, motivation has many similarities or meanings, such as needs, drives, wants, interests, desires. Motivation is a behavior that will determine the needs or the form of behavior to achieve goals (Yamin 2004). In the context of learning, motivation is one of the important determinants of learning, but motivation relates to:

- The direction of behavior;
- The strength of the response after the student's learning has following a certain course of action;
- Behavioral resilience, or how long a person continues to behave in a certain way.

In the context of language learning, the motivation of students in language learning is a strong factor in distinguishing students with low achievement of fellow friends with high achievement (Haynes et al., 1988). Therefore, the teacher before starting the science teaching activities can be several things such as:

- Assessing the level of student experience related to this unit,
- Giving students general experience to develop, and
- Increasing self-confidence and motivation in the topic in female students in particular.

Based on the above theoretical studies, it can be concluded that the motivation to learn is

encouragement that comes from within the students to do learning activities in an effort to receive knowledge, attitude, and skills. Indicators of learning motivation are the desire of students in following the learning, the desire of students in establishing subjects, the desire of students in reading books, the habits of students in taking the exam.

### 3 RESEARCH METHODOLOGY

The method used in this research is using survey method that is doing direct research at a university in Jakarta. Data collection tool used is questionnaire. The research data was collected by using the researcher developed questioner and given to the sample from the population. The research respondents are Psychology Students with 70 people and the sample is determined by using *cluster random sampling* technique. The result of English learning as dependent variable, while the instrument of learning e-learning motivation as independent variable.

Questionnaire of teacher competency model validated by product moment correlation formula, while *reliability* is measured by *Alpha Cronbach* formula. For the English learning result variable is validated with *Biserial Point* formula, while *reliability* is measured by *Kuder Ricdhadson (KR-20)* formula. Data analysis using simple correlation and regression techniques.

### 4 RESULTS AND DISCUSSIONS RESULT

To find out the effect of X on Y means or not, a regression and correlation test is performed by conducting a test F. To know the significance value between the influence of X on Y, T test is carried out. Based on the *Anova* or F-test, the F count is 77.721 with a significance level of 0.000. Since *probability* (0,000) is much smaller than 0.05, the *regression* model can be used to predict English learning achievement.

From the calculation of *linearity* test, obtained F count = 1.987. If consulted with F-table at significance level of 0.05 and degree of freedom (16.52) = 2.13. Thus H0 is accepted. Since F count is less than F-table (1,987 <2.13), so H0 is accepted. The above calculations are arranged in the following *Anova* table:



Table 1: Data calculation.

Var. Source	df	No. of squares	Ave. No. of squares	F <sub>table</sub>	F <sub>count</sub>
Total	70	1620173			
Reg. (a)	1	1619408.70	1619408.70	82.92**	2,13
Reg.(b/a)	1	419.93	419.93		
)	68	344.37	5.06		
Residue					
TC	16	130.68	8.17	1.99 <sup>ns</sup>	
Error	52	213.68	4.11		

Note: \*\*: significant; ns: not significant

Based on *regression* formula:

$$\hat{Y} = a + b(x) \tag{1}$$

and linearity test result can be concluded that linear regression of Y over X with regression equation is:

$$\hat{Y} = 78,745 + 0,618(x) \tag{2}$$

Since the *probability* of an F<sub>test</sub> of 0.000 is much smaller than 0.05, the *regression* model is significant. This means that the competence of teachers does affect the learning achievement of English.

From the calculation of simple correlation coefficient between, X with Y obtained price r = 0.741. Because of the *probability* of 0.000 then P < 0.05, thus the null hypothesis which states the simple correlation coefficient between X and Y does not mean rejected. The conclusion is that r<sub>-XY</sub> is meaningful. Based on the above test results can be concluded that there is influence of e-learning motivation to English learning result.

From the results of research shows that there is influence of e-learning motivation to English learning result. The strength of the relationship can be seen from the magnitude of the coefficient of determination. *Coefficient of determination* for e-learning motivation (X) to English learning achievement (Y) equal to 0,549. It can be interpreted that 54.9% variation of English learning result is determined by e-learning motivation. This means that the increase and decrease of English learning result by 54.9% can be explained by e-learning motivation through *simple linear regression equation*  $\hat{Y} = 78,745 + 0,618 X$ . It means that if e-learning motivation increases by one unit, student English achievement

will increase by 0,618, with *constant* values of 78,745.

The results can be understood, because the motivation to learn e-learning on learning English will determine the success of learning English of the University students in Jakarta.

## 5 CONCLUSION

Based on testing of hypothesis Y over X, shows there is influence of e-learning motivation toward English learning result shown by correlation coefficient equal to 0,741. The coefficient of determination is 0.549. This shows that the variation that occurs in the English learning achievement is 54.9% can be explained by e-learning motivation, through simple linear regression equation which has been tested its significance.

These findings indicate if the e-learning motivation tends to be good, then the result of learning English students tend to increase. From the results of this study also shows that there are still other factors that determine the result of learning English students, such as: discipline, responsibility, and mastering technology.

## 6 DISCUSSIONS

Learning motivation is an important variable related to the results of learning English. Learning motivation can realize efforts to improve the learning outcomes of English, consequently, lecturers are required to be able to instill learning motivation towards students, because English learning outcome would be better if students' learning motivation is stronger. Learning motivation can arise, both directly and indirectly. Direct learning motivation can be realized if the student is aware of the importance of English learning. The importance of English learning will have an impact on the results of learning English. Thus the lecturers are strived to be able to provide deep awareness of their students about the importance of English learning.

Indirect motivation is motivation generated by factors from outside of the student, where the lecturer has a very important role in encouraging students to have the spirit of learning.

Thus in the learning activities of English, lecturers are strived to encourage students to have enthusiasm in attaining achievements, because by

encouraging students to get good results, then students become active, diligent, and study hard to realize these hopes.

In English learning activities, lecturers are strived to provide students' understanding about the importance of awards from lecturers, parents, and friends in the learning process, where recognition can only be achieved by students who have high achievements. Therefore, students who excel are given appreciation to strengthen English learning activities.

Lecturers are required to give encouragement to students to be able to master the lesson by giving them the awareness about the importance of learning English for life.

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