THE EFFECT OF E-LEARNING ON STUDENTS’ ACHIEVEMENT IN UNIVERSITAS POTENSI UTAMA

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Abstract: It is believed that internet helps people to do better and faster. It has been used globally in almost every aspects of life. In education, internet is known as the golden key to intelligence, since it offers unlimited resource. It can be learning media in the classroom or while self-learning. Considered as an international language, English is used as main tool of communication on internet. It acts as the language of the instructions and language of the users. It is interesting to analyze its use by students in a developing country like Indonesia. In fact, Indonesia is one of the countries with millions internet users. As a result, e-learning becomes an option to deal with teaching learning process, especially for students of English department. By using internet, they can master certain topics and English themselves better. This study is quantitative research using pre-experimental design. It is aimed to analyze the effect of e-learning on achievement of students in Universitas Potensi Utama. The research result of this study was calculated by using Wilcox on test in which p-value is 0.462 and p> 0.05 which means the Null hypothesis is accepted. So it is concluded that there is no significant difference between e-learning and traditional learning. However, students have positive perceptions on e-learning because they argue that it can make them highly motivated to learn more about the subject.

Keywords: E-learning, Students’ achievement

I. INTRODUCTION

Technology with all the advancements has changed many things in life. The world of entertainment is increasingly creative and interesting; the socio-political situation is easily flipped; furthermore, education is also impacted by technological developments. Soon it is known as e-learning (electronic education). Technology-based education nowadays changes learning activities into more interesting and sophisticated. Therefore, teachers as central figures in the world of education are required to master e-learning. Otherwise, individuals or institutions with lack of updates will be left behind and no longer counted.

In connection with preparing future teachers, technology-based education is a matter that must be taken seriously. Insufficient and non-standard intake of out of date knowledge equals with preparing ‘educated losers’. They will not be able to master the subject matter well.
As a broad scope, teacher education offers measurable qualifications that its graduate is someone with qualified pedagogic and subject matter mastery. In addition, the ability to use technology (in this case is e-learning) is also a non-negotiable condition. One of the things that can be done to produce qualified graduates is to optimize the use of electronic media in learning. Especially in the use of websites and internet-based applications that have become students' daily lives.

Courses of Teaching English as a Foreign Language (TEFL) are particular concern in the English Language Education Study Program. It is because the course is directly dealing with the teaching profession of students. The ability of students to master teaching materials is not only related to the grades they get, but also related to their ability to apply this knowledge in actual teaching practice. In this case, the unlimited information offered by the internet is a capital that should not be confiscated. It is by utilizing the use of internet facilities through smart phones and laptops that they have. Many internet-based websites and applications can be used for learning, especially for Teaching English as a Foreign Language (TEFL) courses.

This research was intended to be a policy reference in e-learning usage in teaching and learning, particularly in Teaching English as a Foreign Language (TEFL) courses. It aims at building enthusiasm to optimize the learning process for students of English Language Education Study Program in Universitas Potensi Utama. So, it would be useless if the rapid development of e-learning is currently not utilized to the maximum.

The major aim at this research was to determine the effect of e-learning on students’ achievement in English Education Study Program Universitas Potensi Utama in Teaching English as Foreign Language (TEFL) courses. It is convinced important to balance the development of technology so that it can benefit education especially at Universitas Potensi Utama. If this is not implemented, the teaching and learning process in campus will not experience the possible significant development.

Because this study focused on the effect of e-learning, some hypotheses were then tested. The followings are the hypotheses of this research.

H0: There is no significant difference between e-learning and traditional learning.

H1: Students taught using e-learning have better achievement than those taught using traditional learning.
II. REVIEW OF LITERATURE

Information Technology and English Learning

Technology has been involved in teaching learning process with its important role. It is involved not only for learning process in the class, but also out of the class. Especially in language learning, technology has become an important part to make rich, easy, and interesting learning. Generally, every language class employs some fashion of technology to aid and rectify language learning. Through technology, teachers can adjust classroom actions and enhance the language learning method. As technology carries on to increase, it keeps helping teachers to simplify language learning for their learners.

According to Kamus Besar Bahasa Indonesia (2007), technology is a scientific method used to achieve practical goals, and is one of the applied sciences. Whereas information technology is a set of hardware and software designed to change data into helpful information (Bodnar: 2006). One fashion of growth of information technology is the development of computer networks, where each computer can communicate with each other and also exchange information between computers on one network.

Technology in the English class is actually not new. This has been used since a few decades ago and getting closer now, technology has experienced rapid progress that was originally not imagined. Shyamlee and Phill (2012) argue that the improvement and development of information technology has offered a better pattern for exploring new learning models.

Jamie Pickrell in Why One Should Learn English via the Internet points out several positive angles of learning English for foreigners online as:

1. Adaptable teaching format

Learning English over the internet gives you conductible learning system and ordinary time table of class. These prepare you the occasion to study all the tuitions at your own step and performance on the actions and practices at your own time. A few web-based subject types similarly supply an ordinary time table with lectures, nevertheless most are clearly organized classes where in you can just get sources and just work on them at your own step and on your own time table.

2. Easily accessible reference materials does
That internet offers unlimited resources helps you learning English. Moreover, when you register to certain online agenda, you are supplied to obtain a user account to a right number of guides to addendum your practice. These may well consist of lesson plans, worksheets, presentations or sometimes also online videos.

3. Sophisticated tutorials on diction and accent

Even though many internet-based studies are normally created to work well with sound tracks that might be included into the lesson plan, an English as a foreign language online class system may possibly include detail by detail exercises which are only capable to support enhancing the pronunciation skill. These kinds of practicing tutorials will go outside a modest audio track for each word, and may even insert extensive conversation and sentence pronunciation lessons would let you speak English as though you’re a native speaker.

4. Exercises to further develop reading comprehension

Beside essential vocabulary practices, an English language internet-based class will contain reading comprehension practices that will make it easy for you to understand entirely new definitions, expressions and vocabulary words when used in various contexts. This is important while learning English chiefly because it will disclose you to various uses of typical expressions.

5. Development of abilities to compose essays

Although you can go by your own actions in a classroom that is only over the internet, you can also turn in arrangement for evaluation and talk immediately with a native English-speaking teacher. This will then give you a chance to put into exercise the right word and usage of grammar so you are also able to get instant comments considering your piece.

6. Group conferencing options

Some web-based studies are sometimes proposed through tertiary schools which have their own online meeting device. This permits you to learn English through real conversations with a teacher or other pupils. (https://neeyhapuzee.wordpress.com/)

Selami Aydin in The Use of The Internet in ESL Learning, on the contrary, points out the weaknesses of learning English through internet as following:
1. Limited access

The internet cannot be always accessed by all students and teachers although English as a second language all over the world is taught greatly. Statistics (The World Bank, 2004) show that internet use depends on the financial conditions of countries. For instance, some grades on the internet accessibility of whole population are 75.6% in Sweden, 61.4% in Holland, 68.7% in Japan, 50% in Germany, 17.7% in Greece, 14.2% in Turkey, 11.1% in Russia, 10.9% in Thailand, 6.6% in Saudi Arabia and 4.5% in Kenya. To sum up, when the accessibility of whole population is considered, it is likely to say that the inequity issues in internet discouraging accessibility for both language teachers and students in educational settings (Mike, 1996).

2. Unfamiliarity

Internet unfamiliarity is another case that causes lack of training in foreign even second language classroom. It can be said that little experience on the internet is an anxiety resource for both second language learners and teachers.

3. Unlimited content

Since the internet offers all types of topics, some of them are not unsuitable for school children who learn English as second language. Although serious preventions are taken today, this is still a crucial problem for parents and children (Singhal, 1997).

4. Overloaded material

The increasing amount of information generally makes students confused while they attempt to reach particular information. (Chafe, 1999). Consequently, problems on internet use focus on computer unavailability, lack of internet accessibility and training, computer anxiety, computer unfamiliarity of both teachers and students and some financial obligations. (https://neeyhapuzee.wordpress.com/2010/12/28/learning-english-through-the-internet/)

**English Web-based Learning**

The fact that English seems as the language of internet will be specifically beneficial for students of English department. Internet should be helpful for them to hold the language. Therefore, this research was dealing with the widely use of internet among students. The problem occurs because English is still difficult for most of them in case they can use internet
as learning media. This paper is intended to analyze the use of internet as learning media based on questionnaires answered by students of English Education Study Program Universitas Potensi Utama.

Unfortunately, many people use internet including everything comes with it only for entertainment. They use it just for fun. In case they use it wisely, it can be very valuable for their life. It can be beneficial for the development of learning or the improvement of work performance. Generally, it also can be beneficial for other aspects of life. Likewise with students and other educated people such as lecturers where some of them still use the internet for unscientific purposes. Some educated people even use it for negative things that should not be done by an educated person. Responding to this, researchers felt the need to conduct this research with the intention of mapping internet usage among students to then direct them to be wiser in using it.

Sometimes, some teachers and lecturers include the use of internet in their teaching process. They also guide students to use it for their private learning whether to do homework or to improve their skill of certain field. Of course the aim is that they use it for things that can support their learning. Not the vice versa that interfere their learning, or even their character. The existence of internet that which seems like two blades is hoped to have a positive impact on the character and students’ achievement.

The use of internet in English classes is increasingly in demand lately. Cahyono and Widiati (2011) clearly emphasize that there is tremendous potential in internet-based language learning because it is able to enable human communication and provides a number of useful websites for learning English. This is supported by Brown (2007) who suggests using the internet in language classes; activities using the internet in language classes can be collaborative projects, peer-editing of compositions, e-mails, blogs, web-based bulletin board communication, web page design, videoconferencing, strengthening material in class, podcasting, games and simulations. In addition, we realize that this internet technology has never stopped developing and improving the quality of our second language learning. Syafitri (2012) has observed that there have been major changes in language learning lately where students really use social media to support learning in the classroom. Of all the social media that she studied, e-mail, Facebook, Google and YouTube were the most widely used among students.
Since English is the language of internet, almost all websites can be beneficial for students of English Department. Through internet, they can visit any places in the world virtually. They can find any website that offers information about certain topics. Specifically, there are a large number of sites designed for students of English as a foreign language. They can exchange emails, do exercises, browse texts, or play game. For example is the following website that offers certain activities.

![Choose how you want to study](image)

*Figure 1. Choose how you want to study*

The existence of internet has been helping teachers and students who are foreigners to have access to ‘authentic’ English wherever they are. Having communication with native speaker of English becomes easier and easier with that technology. Through internet, everyone can access a large numbers of reading material, audio and video. The material itself can be downloaded for permanent access. Interestingly, almost all the materials are free to access and download that ease students and lecturers to use them as their teaching learning resources.

Instead of using a textbook, it is allowed for teachers to teach whole lessons around the internet. Harmer (2003) cites Dede Teeler’s example of such sequences including designing a lesson around students visiting a teenage advice website, or getting students to
make their own newspapers and using a website for that purpose. The potential is almost literally endless; training students to use that potential sensibly will be of great benefit to them, especially if and when they wish to continue studying on their own.

E-Learning

E-learning is the act of educational engagement in an online setting. The course can provide variety poses with a kind of technologies. It is normally used in communities like schools and corporations to aid learners equip their edification and practice goals easier and more flexible than in conventional classroom-based learning. E-learning classes can apply some manners, such as audio and video recordings, presentations, quizzes, surveys, games, discussion groups, and more.

E-learning was started from the ongoing incorporation of technology (especially computer systems and mobile devices). The first e-learning methods were more concentrated on the conveying of material and explanation from teachers to pupils. Since technology developed, e-learning started to integrate further interactive and multidirectional instruments. As the result, conformity and cooperation made more useful, more natural, and easier to navigate.

Continuing to expand, e-learning provides greater access to a profusion of explanation and facilities. It is not only schools that adopt e-learning technology, but also businesses which have admitted its benefits to coach their workers. For that, employees of all expertise degrees are currently capable to take advantage on online practice and resources to upgrade their proficient knowledge and competences, in order to be more useful in business practices and higher worker contract.

The power of e-learning is providing accessible learning for users around the world. It brings great opportunities for disadvantaged groups. Since it is online, it helps users to be capable to access material from anywhere and at any time. Furthermore, e-learning is also beneficial for administrators and managers as it is more affordable and efficient way to organize learning and training. It saves time, money, materials, and resources because everything is kept online. E-learning is predicted to be used wider and wider as technology continues to push it forward.

(https://www.instructure.com/bridge/lc/articles/what-is-e-learning?newhome=bridge)
Hendrastomo (2008) explains that e-learning is a term that refers to learning to use computers that are connected to the network and make it possible to learn anywhere and anytime. Horton & Horton (2003) states that e-learning is any use or use of internet and web technology to create learning experiences.

Cisco (2001) in Suyanto (2005) states that e-learning has several criteria, namely 1) is the delivery of information, communication, education, training on-line; 2) provide a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs, and computer-based training) in response to the challenges of the development of globalization; 3) does not mean replacing conventional learning models in the classroom, but strengthening these learning models through enriching content and developing educational technology; and 4) aligning the content and delivery tools with student learning styles because student capacities vary greatly.

**Teaching English as a Foreign Language**

Teaching English as a Foreign Language (TEFL) is the name of one of the compulsory courses in the English Potential Major Education Department. This course contains materials that equip students as potential teacher skills in teaching English learning materials. In the English Education department, this course is very important because this class teaches students the theory and practice that they will use when they teach later. Following are TEFL subject competencies in English Education Study Program Universitas Potensi Utama curriculum book.

This course concerns to main theories of or approaches to language teaching as well as their applications, both as proposed and practiced, with references to EFL teaching/learning in Indonesian context. It is therefore both theoretical and practical. The topics include: EFL Teacher Competencies, Teacher’s Styles in English Language Teaching, Major Approaches to and Methods Language Teaching, Communicative Language Teaching-Learning, Syllabus Language Models, Roles of Fluency and Accuracy, Collaborative Language Teaching-learning; Approaches, Methods, & Techniques, Teaching Four Language Skills, Teaching Grammatical Competence, The Implementation and Development of Teaching-Learning Strategy; and Second/Foreign Language Assessment.

Teaching English as a Foreign Language (TEFL) indicates teaching English to students with different first languages. TEFL can take place either within the state
school system or more private schools, whether at a language school or with a tutor. TEFL can also occur in an English-speaking country for society who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English to Speakers of Other Languages), and ESL (English as a Second Language, a term typically used in English-speaking countries, and more often indicating the learning than the teaching). Students who are studying English as a second language are called as ELLs (English Language Learners).

(https://en.wikipedia.org/wiki/Teaching_English_as_a_second_or_foreign_language)

Learning Achievement

Hamdu and Agustina (2011: 83) state that learning achievement is the degree of success in learning course matter expressed in the type of values obtained through evaluation. Harjati (2008: 43) explains that achievement is the result of efforts made and produces changes in the form of symbols to show the ability of achievement in work within a certain time.

Muhibbin Shah (2008:91) states that learning achievement is the degree of student’s success in learning the course material in schools that are asserted in the scores form achieved from the tests results on a specific subject matter. Meanwhile, Tu'u (2004:75) defines that learning achievement is the procuracy of knowledge or skills that are developed by subject matter, usually referred by test scores or numerical value is assigned by teachers. It can be resumed that learning attainment is the success rate of students in schools that are asserted in the form of a numerical value.

Learning achievements may be affected by several things, whether internal or external. Slameto (2003) describe the internal and external factors are as follows:

1. Internal factors are factors express in individuals who are learning such as:
   a. Physical factors
   b. Psychological factors
   c. Fatigue factor
2. External factors are factors present from outside the individuals, such as:
   a. Family circumstances
   b. State schools
c. The state of society
(http://neweconomicseducation.blogspot.com/2012/02/learning-achievement.html)

In this study, learning achievement in question is the change and the development in student learning processes that are displayed through grades.

III. RESEARCH METHOD

This study aims at identifying the effect of e-learning to students’ achievement in TEFL class in Universitas Potensi Utama. Based on the purposes of the research, experimental research design was best suited to be applied because there were manipulated independent variables, controls any other relevant variables, and observation on the effect of the manipulations on the dependent variables (Sudjana and Ibrahim, 1989:19).

This research applied pre-experimental research because this only used one class as the experiment. So, there was one experiment class. The independent variable of this research is e-learning and the dependent variable is students’ achievement. The research instrument was TEFL test to measure the students’ achievement affected by e-learning.

This research was conducted in TEFL (Teaching English as a Foreign Language) class in English Language Education study program of Universitas Potensi Utama. The class was the fourth semester one consisting of 26 students. The data were collected by using instrument and analyzed by using Paired-Samples T-Test in SPSS software. This study passed several procedures in collecting research data as follows:

- Starting administration and letters in LPPM department.
- Developing and validating research instruments.
- Doing Pre-test in the experimental class.
- Conducting treatment in the experimental class that is carrying out learning using e-learning in the experimental class
- Doing Post-test.
- Processing data and drawing conclusions.

To find further result, the researchers also use the questionnaire to enrich the data about how they feel about e-learning in TEFL class.

IV. DATA AND FINDINGS
This research is pre-experimental research using one class and observing pre-test and post-test. This research was conducted to investigate the effect of online learning to students’ achievement in TEFL class in Universitas Potensi Utama. The main data of this research were taken from the result of TEFL test conducted in experimental class. The data were displayed in Table 1.

Table 1. Students’ scores of Pre-Test and Post-Test

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<th>Student’s No</th>
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<td>26</td>
<td>10</td>
<td>9</td>
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After displaying the scores, the data were firstly analyzed descriptively. By using SPSS, the descriptive data including mean and standard deviation are as follows.

Table 2. Descriptive Statistics
Both pre-test and post-test were done by 26 students. The mean score of pre-test is 10.77, meanwhile the mean score of post-test is 11.15. The difference of means scores of pre-test and post-test is only 0.38. The minimum score of pre-test is 7 and the maximum one is 16 with standard deviation 2.422. In addition, the minimum score of post-test is 6 and the maximum one is 17 with the standard deviation 3.029. It can be seen that standard deviation of pre-test is bigger than post-test’s one which means that the data in post-test has a wider and various range rather than the pre-test’s data.

Before proceeding to paired samples statistics, normality test should be tested to see whether the data are normally distributed or not. Normality test is usually used to determine whether the data are well-modeled by normal distribution. In this data, the test of normality was conducted in SPSS by using both Kolmogorov-Smirnov and Shapiro-Wilk as follows.

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<th></th>
<th>Kolmogorov-Smirnov a</th>
<th>Shapiro-Wilk</th>
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<tr>
<td>Statistic</td>
<td>Df</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>.193</td>
<td>26</td>
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<tr>
<td>Posttest</td>
<td>.213</td>
<td>26</td>
</tr>
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</table>

a. Lilliefors Significance Correction

As the test of normality was conducted to find whether the data was normally distributed or not, the results in table above inform that p-values of both pre-test and post-test using Kolmogorov-Smirnov and Shapiro-Wilk are 0.014, 0.10, 0.004 and 0.40. Those values are less than 0.05 which means the data were not distributed normally. Therefore, testing the hypothesis was done by using non-parametric formula.

In using non-parametric one in SPSS, Two-Related Samples was used in this study to see the effect of e-learning on students’ achievement. Here, Wilcoxon test was used to find the p-value. From the calculation in SPSS, the result was displayed in the following two tables.

**Table 4. Ranks**
The result of calculation based on Wilcoxon test is 0.462. P-value > 0.05 which means the Null hypothesis is accepted. The null hypothesis of this study is there is no effect of e-learning on students’ achievement of Universitas Potensi Utama.

Besides the test, this research also use questionnaire to collect the minor data. The data collected were about how students feel about e-learning in TEFL class. The following are the resume of their perception on e-learning.

1. Most of students argue that e-learning brings positive effect on the way they learn.
2. Most of them argue that they feel highly motivated in e-learning class because they love learning using technology.
3. E-learning makes them easier to learn anywhere and anytime.
4. Most of e-learning tools are familiar to students so that e-learning is actually easy to apply.

DISCUSSION
The research findings are not significant because they do not indicate that applying e-learning in the subject of Teaching English as a Foreign Language (TEFL) improves students’ achievement. In the other side, it does improve students’ motivation to involve in the teaching learning process. The result of the test proved that students did not gain more understanding of the subject taught. The questionnaire shows that the students are happier when they are allowed to study with internet as they are always connected with it. It is easy for them to deal with technology, in this case is information technology.

Like the result of this study, the study of Abou El-Seoud(2014) indicates that the use of interactive features of e-learning upgrades the motivation of the undergraduate students for the learning process. It confirms that the explanation technology educational programs at most universities in Egypt face many barriers that can be solved using technology enhanced learning. An open source Moodle e-learning platform has been executed at many universities in Egypt, as a help to deliver e-content and to provide the institution with various possibilities for executing asynchronous e-learning web-based modules.

Research findings show that the students tend to use internet for entertainment more than for learning. All of them are used to read articles on Google, watch videos on Youtube, deal with social media, but only few of them use it intentionally to study. In fact, dealing with internet offers many opportunities to easier learning, especially learning English as the most used language on internet. Otherwise, some of them learn through internet by listening to English audio materials, reading certain topics of English subjects, watching videos related to English mastery, maximizing the use of social media to post and comment in English, joining online English learning application, and producing in English, such as making audio, video, or writing.

It may have been expected that students’ achievement would be increased through e-learning as it offers unlimited access to information and knowledge, but the findings show precisely the opposite. Although e-learning did not significantly increase the students’ achievement as shown in Table 1, it is significant to note that students are interested to learn through internet. They consider browsing the internet as entertaining themselves while learning. Not to underestimate the result, motivation to learn is the ultimate point of students’ success.

In his paper, Mohammad Reza Ahmadi conveys some recommendations for learners to improve their language skills through technology:
1. Teachers should perform a technology plan that considers collaboration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013).

2. Professional progress should be particularly considered in order to ensure learners’ learning and to change the attitudes of teachers unacquainted with the benefits that technology provides (Pourhossein Gilakjani, Leong, & Hairul, 2013).

3. The technology program must be closely aligned with the curriculum standards. Teachers should understand what educational approach is the most useful one when integrating technologies in the classroom (Pourhossein Gilakjani, Leong, & Hairul, 2013).

4. The computer technology is an integral part of the learning activity through which skills are transferred to learners.

5. Language teachers should urge their learners to use technology in progressing their language skills.

6. Universities should regard technology as a significant part of teaching and learning programs.

7. Technology experts should provide extra assistance for teachers who use it in teaching their English courses.

8. Teachers should be a pattern for their learners in applying computer technology (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017).

9. Teachers should make technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues.

10. Teachers should discover the ways that technology can aid them towards learner-centered instruction as opposed to teacher-centered instruction.

11. Teachers should be conscious of their roles as guides and facilitators of their learners’ learning (Molaei & Riasati, 2013; Pourhossein Gilakjani, & Sabouri, 2017).

12. In order to facilitate the integration of technology, enough support and technical assistance should be supplied for teachers.

13. Training should be supplied for teachers to learn how to use and teach it effectively.

14. Teachers should find the guidance from their colleagues who can assist them teach better through applying technology.
15. Technology is one of the significant tools of language learning activity; it helps learners to improve their language learning skills.

16. Teachers should encourage their learners to apply technology in increasing their language competences.

V. CONCLUSION AND SUGGESTION

Dealing with the literature review and students’ questionnaire, it is concluded that internet can be used to be English learning media. Internet offers unlimited access to almost everything in the world. Specifically, English is a language used widely as a communication tool through the internet. Most applications are even named and instructed in English. Furthermore, English as a subject is also easy to find since it is a language taught everywhere.

Students of English Education Study Program Universitas Potensi Utama are familiar with the use of internet as learning media. Internet is expected to be useful for students to master English. In conclusion, using internet, especially social media, as learning media is motivating students to keep learning. They found it easy and fun that they don’t feel like they are learning at the time. In this case, internet comes to create smart person with smart devices they own.

E-learning as performed in TEFL class of English Education Study Program Universitas Potensi Utama has no significant effect on students’ achievement, but it improves their motivation. The pre-test and post-test scores indicate that they don’t understand the subject more. Few students even have worse scores after applying e-learning. Despite of that fact, applying e-learning improves students’ motivation to involve in the learning process. All 26 students state that they like learning through internet. From the data, findings and discussion above, some conclusions and suggestions can be drawn as follows.

Conclusion

From the elaboration above, conclusions can be drawn as follows.

1. Internet can be used to help students of English Education Study Program Universitas Potensi Utama master English. The applications they may use vary as reference, teaching and testing program, and language test.
2. Students need to be guided to use it wisely instead of wasting time doing nothing or even negative things. Stalking on social media is the most wasting time activity people do on internet.

3. Learning through internet can boost students’ motivation as they find it fun and interesting. They sometimes do not assume it as learning process.

4. Both students and lecturers can use internet to improve their English, especially dealing with teaching learning process.

5. Statistically, e-learning has no significant effect on students’ achievement. So, there is no significant difference between e-learning and traditional learning.

6. Students have positive perceptions on e-learning because they argue that it can make them motivated to learn more about the subject.

**Suggestion**

Learning through internet that offers e-learning needs guidance in order to be wise. That information technology has negative side along with the positive ones. Although it provides unlimited access to almost all subjects, it comes with many pausing things. Therefore, teachers or lecturers are needed not only to apply e-learning, but also to encourage students to take as much benefit as possible from the technology. To enable students to use it wisely, they should be given more chance to deal with the internet. The following suggestions may be useful to improve the result of its use:

1. English teachers especially those who emphasize the importance of technology can use internet as a teaching media for material designed in the classroom.

2. Course designers and textbook writer might benefit from the discovery of the truth in applying e-learning to the teaching of English.

3. The students themselves might aware of the positive and negative side of internet use, as a great source for learning process.

4. It is expected that internet with all the easiness and unlimited information it offers will be beneficial for students to master English even to improve their mastery.

5. It is necessary that lecturers provide proportional assistance toward students in the use of internet through some language applications available.
6. Planned internet use or internet-based learning also needs to be developed to facilitate the teaching learning process for students of English Education Study Program Universitas Potensi Utama.

ACKNOWLEDGEMENT

The researchers would like to thank The Ministry of Research, Technology and Higher Education of the Republic of Indonesia (KEMENRISTEKDIKTI) who have funded this research.

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