E-LEARNING AND LEARNING INTEREST TOWARDS THE STUDENTS' ENGLISH ACHIEVEMENT

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Abstract: This research aimed to determine that E-Learning Based Learning and students' interest in learning can make a significant difference in increasing learning achievement. Researchers took two research samples. The first group was taught using E-Learning and the second using conventgional (face-to-face). To collect data, both groups were given a speech test and an interest in learning questionnaire. For E-Learning, data had collected using the Zoom application which is evaluated by the researcher using a questionnaire consisting of 2 parts, namely fluency and understanding. Meanwhile, students' interest in learning was evaluated using a questionnaire. In E-Learning, lecturers and students consider several topics given by the lecturer. After that, they decide what type of product they produced on their project as a final result, such as: Visual Learning Media, Audio Learning Media and Audiovisual Learning Media. The results showed that (1) there was a significant difference in both student interest in learning (t = 8.822, p <.000) and achievement (t = 7.911, p <.000) from the experimental group after being taught using E-Learning, (2) the contribution to the improvement of student learning achievement was 98.7% and interest in learning was 92.1%. So it can be concluded that E-Learning-based learning has an effect on student achievement and interest in learning.
Keywords: E-Learning, Achievement, Interests.

I. INTRODUCTION

The use of Information Computer Technology (ICT) in the world of education is not only a means of developing learning but also a requirement for the assessment and quality of the status of an educational institution, in addition to the completeness of facilities and infrastructure for the quality of good educators as well as an ICT-based teaching and learning process. The use of E-Learning is expected to motivate the improvement of the quality of learning and teaching materials, the quality and independence of students, as well as communication between teachers and students and among students

Learning using E-Learning is learning that takes advantage of internet technology. In E-Learning, the teacher does not just upload learning material that can be accessed by students, but the teacher also evaluates learning, establishes communication, collaborates, and manages other aspects of learning. Learning material stored on e-learning is not only taken from books or training which are

converted into web pages, but also needs to pay attention to aspects of instructional design and web design in order to attract students' interest in the learning process.

Students' interest in learning at the PGSD faculty is still lacking, this can be seen from there are still students who are passive in learning, not enthusiastic and bored, because learning so far has been face-to-face in class, not done online outside the classroom. When faced with the current Covid 19 pandemic era, which requires the teaching and learning process to use the Internet, therefore researchers apply learning using E-Learning media so that students become interested in learning which can occur anywhere and anytime without space and time restrictions and can take advantage of media that be a source of learning from students.

Media consists of objects, computers, audio media, visual media, and audio-visual media. The role of teaching media in the learning process is as a distribution of information in the form of learning materials that can be packaged and presented in a concrete, clear, interesting, and thorough manner in various forms of messages, for example in the form of slides, animation, pictures, films, audio, video,

and so on.

The choice of E-Learning learning media, because it is considered in accordance with the media that to be applied with English courses, so that students not only understand English course material but also can implement their learners using the E-Learning medium. It is expected that learning using E-Learning media in English courses at the PGSD faculty can have an impact on increased student interest in learning so that they become motivated in learning and can understand the implementation of learning using E-Learning media in General English courses.

This study aims to determine (1) students' interest in learning after being taught using E-Learning media. (2) the influence of the use of E-Learning media on student interest in learning in E-Learning courses in PGSD study program.

Based on the experience at PGRI Palembang University, in the learning process, students always have difficulties due to insufficient and wasted time, this usually happens when lecturers ask students to have a conversation with their partners. In addition, if the lecturer asks them to do other oral activities in front of the class, or Listening Section in learning English,

most of the problems are likely caused by the effectiveness of the teaching time and strategies. One of the strategies in learning English is using E-Learning. In using E-Learning according to current field experiences, E-Learning is very effective in learning English, which should take a lot of time because English have four abilities that all must be mastered, namely listening, speaking, reading and writing.

So, researchers were interested in researching the effectiveness of learning English so that all students can be active in the learning process. According to the questionnaire distributed to students, researchers know that students have low interest in learning and they find that learning English is due to insufficient time in understanding and mastering written and oral material.

II.   METHOD

The researchers used an experimental method by applying one of the quasi-experimental designs and would choose a factorial experimental design. Most designs involve only one single independent variable. In a factorial design, two or more independent variables are involved (McMillan & Schumacher, 2010, p. 283). This type of design is used for two

main purposes: (1) to see if the effect of the intervention is consistent across subject characteristics and (2) to test for the unique effect of shared independent variables (this is called an interaction). There are two groups in this study: two experimental groups without a control group. In the first experimental group, students will get treatment using E-Learning. The second experimental group will get treatment using conventional discussion methods. Both groups were given a pre-test and post-test with the same treatment.

Population is a group of case elements, whether individuals, objects or events, which match certain criteria and which we mean to generalize the results of the study (McMillan & Schumacher, 2010). Researchers have conducted research at PGRI Palembang University with a population of 37 people.

Two stages of random sampling were used in this investigation. The sample is the third semester students of the PGRI Palembang University. The selected class was divided into two parts, where the first class became experimental in which E-Learning was applied and the second class the control group was trained with conventional techniques. The

experimental group consisted of 20 students from the experimental group and 17 students from the control group.

Researchers conducted research based on procedures, as follows: (1) preliminary observations were made to see why the English learning achievement of students who were not English study programs was very weak, (2) permission through the dean and head of study program was obtained to make practical research feasible, (3) references regarding research topics are collected and studied, (4) tests, syllabus and lesson plans are planned and discussed, (5) pretest is collected, (6) actions for experimentation, (7) posttest is carried out, (8) data which is the result of the study is analyzed.

III. RESULTS AND DISCUSSIONS

By looking at the data obtained and calculated statistically and documentation as supporting data to be analyzed qualitatively, the writer tries to describe the interpretation based on the findings highlighted earlier in this study. Statistically, it was found that students who were taught through Project-Based Learning had better performance than students from the control group. Initially in the pretest, the authors postulated that between the two groups, the experimental and control groups,

student scores were similar. This shows that students have the same ability in English achievement to their interests. After treatment, the experimental group experienced significant progress in English achievement towards their interest better than the control group. This shows that the treatment used, in this case E-Learning, is a good strategy that can be implemented in the teaching and learning process.

There were several reasons that have led to the success of E-Learning in its implementation on the third semester of English achievement of students at the PGRI Palembang University in the academic yeara 2020/2021. The first reason is that E-Learning has characteristics that can support students to explore their achievements without saturating them. This causes students to be motivated to join the class. This rationale is supported by Fleming (2000, p. 1) that E-Learning can "engage students in activities that are of interest to them and are important to learning.

Second, E-Learning is also in line with students' English achievement. In students' English learning achievement, there are 4 language skills that must be mastered, namely 1. Listening, 2. Speaking 3. Reading and 4. Writing. Meanwhile, in the process of learning

and teaching students, it is arranged using 3 media, namely visual, audio and audio visual.

E-Learning also increases student interest. E-Learning provides motivation to students to explore their English language achievements. This opens a space for students to show their existence in class. Everyone has the same opportunity to explore 4 skills in English. Finally, they got their interest in learning.

In conclusion, E-Learning contributed to the English achievement of third semester students and their interest in PGRI Palembang University in the 2020/2021 academic year. This can be seen from the research results in the form of statistical analysis and descriptive analysis collected from tests and documentation during the research process. Besides that, E-Learning not only increases student interest but also student English achievement, but also in fact it really does more than that. The result, researchers can dig deeper related to students' English achievement towards their interest in learning, and get many benefits and effectiveness of E-Learning.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the findings and interpretations, the writers intended to conclude his study. E-Learning improved students' English achievement. There are several reasons that have led to the success of E-Learning in its implementation on the third semester of English achievement of students at the PGRI Palembang University in the academic year 2020/2021. The first reason is that E-Learning has characteristics that can support students to explore their achievements without saturating them. This causes students to be motivated to join the class.

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And the last and foremost in learning E-Learning provides many advantages of time management which is also resolved by stretching a planned time schedule and with quality time.

Based on the above conclusions, the writer would like to make several suggestions. E-Learning Students can confirm their English language achievements. By doing interesting things, it helps them to study in a planned time so that students get optimal learning goals, especially English and automatically motivates them to be interested in learning English so that English learning achievement can increase.

As practitioners, educators are required to be proficient in information technology to be able to apply E-Learning-based learning in teaching English in particular. That's because from the research results there are many advantages in implementing E-Learning. This is important information that E-Learning is good for productive skills and an effective and time efficient way to see and assess student's abilities.

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