CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presented the finding and discussion of the research.

A. Finding

In this part the researcher presented the results of the questionnaire of the students' perception of use e-learning for English teaching at XI Agama 1, XI Agama 2, and XI Agama 3 class which consist of 57 students at MAN 1 Polewali Mandar.

1. The Students' Perception of Use e-learning for English teaching on Indicator of the Appropriateness of Usability

In this part the researcher explained the result of students' perception of use e-learning for English teaching in indicator of the appropriateness of usability at MAN 1 Polewali Mandar. There was twelve statements investigating about the students' perception of use e-learning for English teaching in indicator of the appropriateness of usability at MAN 1 Polewali Mandar. The result of the statement that was investigated could be seen in the table 4.1 below.

Table 4.1 The Students' Perception of use e-learning for English teaching on indicator of the appropriateness of usability

Item No	Score					N	Mean	Interpretation
	SA	A	N	D	SD			
	5	4	3	2	1			
1.	15	21	17	1	3	57	3.77	Positive
	26.3%	36.8%	29.8%	1.8%	5.3%			
2.	11	17	21	7	1	57	3.52	Positive
	19.3%	29.8%	36.8%	12.3%	1.8%			
3.	12	16	19	4	6	57	3.42	Positive
	21.1%	28.1%	33.3%	7.0%	10.5%			
4.	8	17	16	10	6	57	3.19	Positive
	14.0%	29.8%	28.1%	17.5%	10.5%			
5.	9	15	19	9	5	57	3.24	Positive
	15.8%	26.3%	33.3%	15.8%	8.8%			
6.	21	12	12	5	7	57	3.61	Positive
	36.8%	21.1%	21.1%	8.8%	12.3%			
7.	8	13	14	10	12	57	2.91	Neutral
	14.0%	22.8%	24.6%	17.5%	21.1%			
8.	7	15	20	13	2	57	3.21	Positive
	12.3%	26.3%	35.1%	22.8%	3.5%			

9.	8	17	20	7	5	57	3.28	Positive
	14.0%	29.8%	35.1%	12.3%	8.8%			
10.	5	7	26	14	5	57	2.87	Neutral
	8.8%	12.3%	45.6%	24.6%	8.8%			
11.	4	12	26	10	5	57	3.00	Neutral
	7.0%	21.1%	45.6%	17.5%	8.8%			
12.	4	11	25	13	4	57	2.96	Neutral
	7.0%	19.3%	43.9%	22.8%	7.0%			

The results of statement number 1 (one) showed that 21 students or 36.8% of the students had responses "Agree" toward the statement that "*E-learning gives me more time to exploring learning sources*". There were also 17 students or 29.8% of the students had responses "Neutral", 15 students or 26.5% of the students had responses "Strong Agree", 3 students or 5.3% of the students had responses "Strong Disagree", and only 1 student or 1.8% had responses "Disagree" toward statement number 1st. Moreover, due to the mean score that was 3.77, it was means that the students have positive responses toward the statement number 1st.

The result of statement number 2 (two) showed that 21 students or 36.8% of the students had responses "Neutral" toward the statement that "The model that has been uploaded by teacher helps my understanding of a topic". There were 17 students or 29.8% of the students had responses

"Agree", 11 students or 19.3% of the students had responses "Strong Agree", 7 students or 12.3% students had responses "Disagree", and only 1 student or 1.8% had responses "Strong Disagree" toward statement number 2nd. Then, due to the mean score that was 3.52, it was means that the students have positive responses toward the statement number 2nd.

The result of statement number 3 (tree) showed that 12 students or 21.1% of the students had responses "Strong Agree" toward the statement that "*On-line tasks improve my self-discipline*". There were 16 students or 28.1% of the students had responses "Agree", 19 students or 33.3% of the students had responses "Neutral", 4 students or 7.0% students had responses "Disagree", and last 6 students or 10.5% had responses "Strong Disagree" toward statement number 3rd. Then, due to the mean score that was 3.42, it was means that the students have positive responses toward the statement number 3rd.

The result of statement number 4 (four) showed that 8 students or 14.0% of the students had responses "Strong Agree" toward the statement that "*E-learning helps me to be more independent in my learning*". There were 17 students or 29.8% of the students had responses "Agree", 16 students or 28.1% of the students had responses "Neutral", 10 students or 17.5% students had responses "Disagree", and 6 students or 10.5% had responses "Strong Disagree" toward statement number 4th. Then, due to the mean score that was 3.19 it was means that the students have positive responses toward the statement number 4th.

The result of statement number 5 (five) showed that 9 students or 15.8% of the students had responses "Strong Agree" toward the statement that "*E-learning improves my self-confidence in expressing ideas and opinions*". There were 15 students or 26.3% of the students had responses "Agree", 19 students or 33.3% of the students had responses "Neutral", 9 students or 15.8% students had responses "Disagree", and 5 students or 8.8%% had responses "Strong Disagree" toward statement number 5th. Then, due to the mean score that was 3.24 it was means that the students have positive responses toward the statement number 5th.

The result of statement number 6 (six) showed that 21 students or 36.8% of the students had responses "Strong Agree" toward the statement that "*E-learning makes my technology and information skill are improved*". There were 12 students or 12.1% of the students had responses "Agree", 12 students or 12.1% of the students also had responses "Neutral", 5 students or 8.8% students had responses "Disagree", and 7 students or 12.3%% had responses "Strong Disagree" toward statement number 6th. Then, due to the mean score that was 3.61 it was means that the students have positive responses toward the statement number 6th.

The result of statement number 7 (seven) showed that 8 students or 14.0% of the students had responses "Strong Agree" toward the statement that "*E-learning makes learning more enjoyable that traditional learning*". There were 13 students or 22.8% of the students had responses "Agree", 14 students or 24.6% of the students had responses "Neutral", 10 students

or 17.5%% students had responses "Disagree", and 12 students or 21.1%% had responses "Strong Disagree" toward statement number 7th. Then, due to the mean score that was 2.91 it was means that the students have neutral responses toward the statement number 7th.

The result of statement number 8 (eight) showed that 7 students or 12.3% of the students had responses "Strong Agree" toward the statement that "*The E-learning web-based module improves my interactions with my friends and teacher*". There were 15 students or 26.3% of the students had responses "Agree", 20 students or 35.1% of the students had responses "Neutral", 13 students or 22.8%% students had responses "Disagree", and only 2 students or 3.5%% had responses "Strong Disagree" toward statement number 8th. Then, due to the mean score that was 3.21 it was means that the students have positive responses toward the statement number 8th.

The result of statement number 9 (eight) showed that 8 students or 14.0% of the students had responses "Strong Agree" toward the statement that "*E-learning improves my motivation to learn*". There were 17 students or 29.8% of the students had responses "Agree", 20 students or 35.1% of the students had responses "Neutral", 7 students or 12.3%% students had responses "Disagree", and 5 students or 8.8%% had responses "Strong Disagree" e toward statement number 9th. Then, due to the mean score that was 3.28 it was means that the students have positive responses toward the statement number 9th.

The result of statement number 10 (ten) showed that 5 students or 8.8% of the students had responses "Strong Agree" toward the statement that "*My performance in language learning was improved by used of E-learning*". There were 17 students or 29.8% of the students had responses "Agree", 20 students or 35.1% of the students had responses "Neutral", 7 students or 12.3%% students had responses "Disagree", and 5 students or 8.8%% had responses "Strong Disagree" toward statement number 9th. Then, due to the mean score that was 2.87 it was means that the students have neutral responses toward the statement number 9th.

The result of statement number 11 (eleven) showed that 4 students or 7.0% of the students had responses "Strong Agree" toward the statement that "*My performance in English writing has improved by used of E-learning*". There were 12 students or 21.1% of the students had responses "Agree", 26 students or 45.6% of the students had responses "Neutral", 10 students or 17.5%% students had responses "Disagree", and 5 students or 8.8%% had responses "Strong Disagree" toward statement number 10th. Then, due to the mean score that was 3.00 it was means that the students have positive responses toward the statement number 10th.

The result of statement number 12 (twelve) showed that 4 students or 7.0% of the students had responses "Strong Agree" toward the statement that "*My performance in English speaking has improved by used of E-learning*". There were 11 students or 19.3% of the students had responses "Agree", 25 students or 43.6% of the students had responses "Neutral", 13

students or 22.8%% students had responses "Disagree", and 4 students or 7.0% had responses "Strong Disagree" toward statement number 12th. Then, due to the mean score that was 2.96 it was means that the students have neutral responses toward the statement number 12th.

2. **The Students' Perception of use e-learning for English Teaching on Indicator of the Appropriateness of Ease to Use**

The next was the results of the students' perception of use e-learning for English teaching on the second indicator that was appropriateness of ease to use. There were eight statements aimed to investigate students' perception about the appropriateness of ease to use of using e-learning for English teaching. Then, the results of the statements that were investigated could be seen in the Table 4.2 below.

Table 4.2 The Students' Perception of use e-learning for English Teaching on Indicator of the Appropriateness of Ease to Use

Item No.	SA 5	A 4	N 3	D 2	SD 1	N	Mean	Interpretation
13.	9	16	19	12	1	57	3.35	Positive
	15.8%	28.1%	33.3%	21.1%	1.8%			
14.	9	21	15	9	3	57	3.42	Positive
	15.8%	36.8%	26.3%	15.8%	5.3%			
15.	14	19	11	8	5	57	3.50	Positive

	24.6%	33.3%	19.3%	14.0%	8.8%			
16.	17	20	11	4	5	57	3.70	Positive
	29.8%	35.1%	19.3%	7.0%	8.8%			
17.	7	15	21	10	4	57	3.19	Positive
	12.3%	26.3%	36.8%	17.5%	7.0%			
18.	4	18	18	12	5	57	3.07	Positive
	7.0%	31.6%	31.6%	21.1%	8.8%			
19.	5	15	21	12	4	57	3.08	Positive
	8.8%	26.3%	36.8%	21.1%	7.0%			
20.	13	18	13	10	3	57	3.49	Positive
	22.8%	31.6%	22.8%	17.5%	5.3%			

The result of statement number 13 (thirteen) showed that 9 students or 15.8% of the students had responses "Strong Agree" toward the statement that "*I have a device to access the module material*". There were 16 students or 28.1% of the students had responses "Agree", 19 students or 33.3% of the students had responses "Neutral", 12 students or 21.1% students had responses "Disagree", and only 1 student or 1.8%% had responses "Strong Disagree" toward statement number 13th. Then, due to the mean score that was 3.35 it was means that the students have positive responses toward the statement number 13th.

The result of statement number 14 (fourteen) showed that 9 students or 15.8% of the students had responses "Strong Agree" toward the statement that "*I have time to access the online materials*". There were 21 students or 36.8% of the students had responses "Agree", 15 students or 26.3% of the students had responses "Neutral", 9 students or 15.8% students had responses "Disagree", and 3 students or 5.3% had responses "Strong Disagree" toward statement number 14th. Then, due to the mean score that was 3.42 it was means that the students have positive responses toward the statement number 14th.

The result of statement number 15 (fifteen) showed that 14 students or 24.6% of the students had responses "Strong Agree" toward the statement that "*I know how to access the materials provided online by the teacher*". There were 19 students or 33.3% of the students had responses "Agree", 11 students or 19.3% of the students had responses "Neutral", 8 students or 14.0% students had responses "Disagree", and 5 students or 8.8% had responses "Strong Disagree" toward statement number 15th. Then, due to the mean score that was 3.50 it was means that the students have positive responses toward the statement number 15th.

The result of statement number 16 (sixteen) showed that 17 students or 29.8% of the students had responses "Strong Agree" toward the statement that "*I know how to use the e-learning web-based module*". There were 20 students or 35.1% of the students had responses "Agree", 11 students or 19.3% of the students had responses "Neutral", 4 students

or 7.0% students had responses "Disagree", and 5 students or 8.8% had responses "Strong Disagree" toward statement number 15th. Then, due to the mean score that was 3.70 it was means that the students have positive responses toward the statement number 16th.

The result of statement number 17 (seventeen) showed that 7 students or 12.3% of the students had responses "Strong Agree" toward the statement that "*The language of the module is easy to understand*". There were 15 students or 26.3% of the students had responses "Agree", 21 students or 36.8% of the students had responses "Neutral", 10 students or 17.5% students had responses "Disagree", and 4 students or 7.0% had responses "Strong Disagree" toward statement number 17th. Then, due to the mean score that was 3.19 it was means that the students have positive responses toward the statement number 17th.

The result of statement number 18 (eight) showed that 4 students or 7.0% of the students had responses "Strong Agree" toward the statement that "*The teacher's instructions are easy to understand*". There were 18 students or 31.6% of the students had responses "Agree", and "Neutral", 4 students or 7.0% students had responses "Disagree", and 5 students or 8.8% had responses "Strong Disagree" toward statement number 18th. Then, due to the mean score that was 3.70 it was means that the students have positive responses toward the statement number 18th.

The result of statement number 19 (nineteen) showed that 5 students or 8.8% of the students had responses "Strong Agree" toward the

statement that "*It's easy to do my tasks with the e-learning web-based module*". There were 15 students or 26.3% of the students had responses "Agree", 21 students or 36.8% of the students had responses "Neutral", 12 students or 21.1% students had responses "Disagree", and 4 students or 7.0% had responses "Strong Disagree" toward statement number 19th. Then, due to the mean score that was 3.08 it was means that the students have positive responses toward the statement number 19th.

The result of statement number 20 (twenty) showed that 13 students or 22.8% of the students had responses "Strong Agree" toward the statement that "*I don't have problem I faced during online learning like the internet signal problem*". There were 18 students or 31.6% of the students had responses "Agree", 13 students or 22.8% of the students had responses "Neutral", 10 students or 17.5% students had responses "Disagree", and 3 students or 5.3% had responses "Strong Disagree" toward statement on number 20th. Then, due to the mean score that was 3.49 it was means that the students have positive responses toward the statement on number 20th.

B. Discussion

Relevance to the experts, the researcher used e-learning for English teaching theory by (Davis, F D., 1989) stated that there are two factors that influence a person comfortable using E-learning: 1) perceived usefulness, and 2) perceived ease to use. Perceived usefulness means that E-Learning brings benefit in that it can enhance their performance, perceived ease of use means

that E-Learning can be accessed effortlessly. Then there were 10 (ten) types of benefits that can be obtained by students on use e-learning for English teaching, namely; be able to get more time to explore learning source, be able to understood the topic by module, makes them more discipline, makes them more independent, makes them more confidence, increase their ICT skill, makes them more enjoyable, improve their interaction with the teacher, improve their learning motivation, and improve their performance in language learning like writing and speaking skill.

Besides, theory by (Davis, F D., 1989) stated that there were 7 (seven) things that can e-learning become easy to use, namely: ease of device to access the module, the flexibility to access the material, ease to access the online material, ease to use e-learning, ease to understood the language of e-learning, ease to understood the teacher's instructions, easy to do their tasks with e-leaning. In this questionnaire the researcher has divided the discussion into 2 (two) indicators that were:

1. The Students' Perception of use e-learning for English teaching on indicator of the appropriateness of usability/ usefulness

As addition, the researcher also used e-learning for English teaching theory by (Davis, F D., 1989) stated that the perceiver usefulness of e-learning is defined as the extent to students believe that using e-learning is able to make them feel easier to support or improve their learning abilities, without more effort. So that, their understanding more developed through the various resources provided by teachers in e-learning.

From the result of the researcher finding in the statement on number 1 (one) the students had response "Agree" that e-learning gives them more time to explore learning sources. From this, it could be interpreted "Positive Response" toward e-learning has given them a lot of time to exploring the learning sources.Furthermore, in this item have correlation with number 2 (two) whereas the module that has been uploaded by teacher helps their understanding of a topic, and the result showed that the students had response "Agree". From this, it could be interpreted "Positive Response" toward the module that has been uploaded by teacher helps their understanding of a topic. This is because in e-learning such as web-based (*e-learning-man1polman.com*), there are many sources or links of material that have been provided by teachers such as YouTube or blogger, PowerPoint, or material in pdf form, where the teacher does not provide a duration or time limit for them to access and explore various sources of material either that has been provided by the teacher or they can also determine the source of learning material they want, if they feel that the material resources provided by the teacher are insufficient. Therefore, the students can access learning resources at the time they want even before online learning begins, so they can understand more a particular topic.

Then, from the statement on number 3 (three) it was found that the students had response "Agree" that online task makes them improve their discipline. From this, it could be interpreted "Positive Response" toward e-learning be able to makes students more discipline in learning process. In e-

learning the teacher has set the time such as attendance when join to the e-learning class so that, anyone who has late to join then they get the consequence that they cannot attend the learning session, also in terms of task collection, where they must be on time to collect their tasks before a predetermined period of time. It all has been train them to be more disciplined.

The result of the research finding, in the statement on number 4 (four) the students had response "Agree" that e-learning helps them to be more independent in their learning. From this, it could be interpreted "Positive Response" toward e-learning helps them to be more independent in their learning. Due to online learning is basically, they learn on their own, there is no direct supervision from the teacher so that anyone who takes attention to and focuses on the teacher's explanation will get the knowledge.

The result of the research finding, in the statement on number 5 (five) the students had response "Agree" that E-learning improves my self-confidence in expressing ideas and opinion. From this, it could be interpreted "Positive Response" toward e-learning improves my self-confidence in expressing ideas and opinion. Due to the students learn from home via online, the students could prepare and choose a place that they think is more comfortable. Unlike in conventional classrooms, where sometimes there is interference from friends, so that their self-confidence decreases. In addition, there are some students who feel less confident when they are noticed by others. Through e-learning as an online learning

medium, they will feel confident when they express their opinions in a material discussion, either via video conference or discussions use Microsoft Teams.

The result of the research finding, in the statement on number 6 (six) the students had response "Agree" that e-learning makes their technology and information skill are improved. From this, it could be interpreted "Positive Response" toward e-learning makes their technology and information skill are improved. E-learning is a type of learning or teaching platform that depends on electronic devices and technology instead of paper and classroom teaching. Which has become an innovation in how to create a new, more interesting way of learning, indirectly students will benefit in the form of their understanding and insight in ICT will increase. Here is also a supporting research result by Nawaz and Qureshi (2010:9) stated that the most crucial factor that determines a person's comfort in using e-learning is students' interest in using new learning media in web-based e-learning form.

The result of the research finding, in the statement on number 7 (seven) the students had response "Neutral" that e-learning makes learning more enjoyable that traditional learning. This result cannot be separated from statement number 5 (five) in which they had respond "Agree". Where enjoyable feelings will be present when students can focus and understand the material on each learning session.

Next, the students had response "Agree" toward the statement on number 8 (eight) if e-learning web-based module improves their interactions

with their friends and teacher. From this, it could be interpreted "Positive Response" toward e-learning web-based module improves their interactions with their friends and teacher. Here is also a supporting research result by (Al-Dosari, 2011, p. 291) finding that the online courses improved student's participation on a discussion that even the shy ones tended to be more conventional in online communication.

The result of the research finding, in the statement on number 9 (nine) the students had response "Agree" that e-learning improves their motivation to learn. From this, it could be interpreted "Positive Response" toward e-learning improves their motivation to learn. This result relates to statements 3 (three) and 4 (four) which discuss independence and discipline. Students who got benefits from use e-learning for English teaching will get better scores, because they feel more disciplined in doing and collecting assignments, and are independent in learning. This is the reason that makes them motivated to keep learning and get the scores they expect.

The last discussion on the first indicator is the improvement of their English learning performance when using e-learning for English teaching. This can be seen from items on numbers 10 (ten), 11 (eleven) and 12 (twelve), where the students' perception has shows that they are more "neutral". This is because their performance in learning English, which can be seen in Writing and Speaking skills, not too give a significant impact, this can be due to the fact that most of their learning activities are listening,

they don't talk much and discuss directly, they tend to use text conversation method in a discussion.

2. **The Students' Perception of use e-learning for English teaching on indicator of the appropriateness of ease to use**

As addition, the researcher also used e-learning for English teaching theory by (Davis, F D., 1989) stated that the ease to use of e-learning is defined as the extent to students believe that e-learning does not have high difficulties in learn, implementation, or use as a learning media.

From the result of the researcher finding in the statement on number 14 (thirteen) the students had response "Agree" that they have time to access the online materials. From this, it could be interpreted "Positive Response" toward "they can access the online materials". This result has a relationship with number 1 (one), where they have more time to explore various learning sources. Item number 14 (fourteen) showed the students have time to access learning material, this cannot be separated from the characteristic of e-learning which is flexible to time and place, students can access e-learning whenever and wherever they are. Same as the previous number which is on number 13 (thirteen) where students had responses "Agree" that they mostly already have the devices used to access e-learning.

Next, the students had response "Agree" toward the statement on number 15 (fifteen), they knew how to access the materials provided online by the teacher and number 16 (sixteen), they knew how to use the e-learning web-based module. From this, it could be interpreted "Positive Response"

toward they knew how to access and how to use the e-learning web-based module. The presence of e-learning in the world of education, is able to make it easier for students to learn any subject, where e-learning is designed in the form of a web or application which basically has similarities with various applications or web that are often used by students such as Facebook, marketplace, ect. Where the placement of the icon and function both have in common. Thus, how to access and use e-learning is easy for students to understand, because their habit surfing on the internet or their existing ICT experiences.

Then, the result of the researcher finding in the statement on number 17 (seventeen) the students had response "Agree" that the language of the module is easy to understand. From this, it could be interpreted "Positive Response" toward the language of the module is easy to understand. This is because the teacher on presenting each learning module in the form of text or video, the teacher uses short, concise, and clear language. This is able to make it easier for students to understand on any English material. For example, when the teacher explains a material in the form of a power point, the language used must be short and clear, this is because the duration of the teacher's explanation has been set for each lesson. This is able to make the delivery of material to students easier to understand and more time efficient

The result of the researcher finding in the statement on number 18 (eighteen) the students had response "Agree" that the teacher's instructions are easy to understand. From this, it could be interpreted "Positive

Response" toward the teacher's instructions are easy to understand. This result cannot be separated from the results of the previous number, where the language used in the material module is easy to understand, this will also have an impact on the ease with which students understand each teacher's instructions, such as giving assignments, where the teacher gives instructions in doing assignments in language. Which is easy to understand. Same as, when the teacher provides instructions in each lesson, such as learning schedules, quiz schedules, exam schedules, and attendance. It is all very easy for to understand by students.

The result of the researcher finding in the statement on number 19 (nineteen) the students had response "Agree" that they are easy to do their tasks with the e-learning web-based module. From this, it could be interpreted "Positive Response" toward they are easy to do their tasks with the e-learning web-based module. This is showed that e-learning makes it easier for students to do their assignments, because they don't need to write their answers on each assignment, they only need to input their answers directly on their answer sheets in form. This makes it easier for students, they no longer need to prepare question sheets. Same as, when teachers hold quizzes on a video conference used Microsoft Teams, they can still express their answers directly without being constrained by distance, the same when they learn face to face.

Lastly, the result of the research finding in statement number 20 (twenty) the students had responses "Agree" that they don't have problem

they faced during online learning like the internet signal problem. From this, it could be interpreted "Positive Response" toward they don't have problem I faced during online learning like the internet signal problem. From this also, it could be known that students already have devices that are used for e-learning and the availability of a good quality network in their home. So that they have not a problem such as being late to join the online learning class, late submitting assignments, and not have any problems when their English teacher provides materials and instructions.

Correlated with the previous studies, there were found some similarities and a difference on the finding of the research. The survey about students' perceptions on the implementation of e-learning: Helpful or unhelpful? by (L Victoria, M Mislinawati and N Nurmasyitiah, 2018). Results showed that the students' perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interaction with each other and with the teacher. Overall, the results from this study have similarities, however there was a different on the finding of this research with the previous research, about e-learning makes learning more enjoyable that traditional learning. The previous study found the positive responses of the students toward e-learning makes students more enjoyable. However, in this study found that during the Covid-19 pandemic, which students did more of their activities at home including learning from home, but this if it lasted too long it would make students a little bored and they wanted to be able to return to learning

face to face, as conclusion the result of those item showed that they had responses "Neutral".

Then, the study conducted by (Monica Trakru and Tapan Kumar Jha, 2019) entitle "E-learning Effectiveness in Higher Education" also found that in contemporary education system it was important for institution to use an online method which provides flexibility to the students and also boost their learning. It was apparent from the results of this research that E-learning has been willingly accepted by students as a source of reference.

The third is a study conducted by (Laxmi Mustika, 2017) entitled "Students' perception on the use of online learning platforms in EFL classroom". The results showed that majority of participants chose to use Edmodo or Quipper in English teaching and learning. However, in this study the majority of participants chose to use web-based e-learning and Microsoftt team for English teaching. The last previous study is El-Seoud et al. (2014) which conducted research to investigate student motivation towards the effects of E-Learning. The results showed that one of the important factors for the success of students in the E-Learning process is self-motivation, likewise in this study also shows the results of positive perceptions of students.

Furthermore, in this study has several additional items, namely want to investigate how students' perceptions of the use of e-learning towards their performance in writing and speaking skills, whether their language skills improve or not. And the results show they are more "neutral". This is because their performance in learning English, which can be seen in Writing and Speaking skills, not too give a

significant impact, this can be due to the fact that most of their learning activities are listening, they don't talk much and discuss directly, they tend to use text conversation method in a discussion