

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the finding and discussion of the research. It would discuss about the description of data, finding and discussion.

A. The Description of Data

The mean finding was very meaningful to know and understand about the students' concurrence of the statement in a questionnaire. As stated by Al-Nouh et al (2015), there are three ranks of average value (mean) used to divide the level of the concurrence; low mean rank (1.00 to 2.33), medium mean rank (2.34 to 3.66) and high mean rank (3.67 to 5.00). The average value of the data that has been analyzed by using SPSS would be explained descriptively in the following sections.

1. The Interactivity

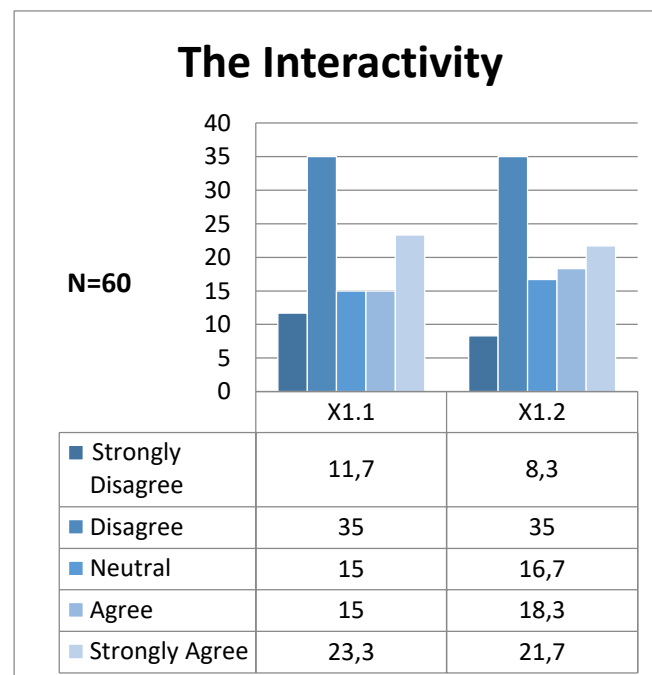
The first aspect was about the statements which were related to the interactivity of web-based learning. There were two statements of this aspect. Those items were coded into term X1. The two items in this category which were about; web-based learning facilitate the material discussion in online learning (X1.1) and web-based learning makes the learning process to be more interactive (X1.2). The result of each statement could be seen in table 4.2 and chart 4.1 below.

Table 4.2 The students' perception towards the interactivity of web-based learning experience

Item	Statement	M	STD	Rank
X1.1	Web-based learning facilitates me to discuss the material in online learning	3.03	1.390	Medium
X1.2	Delivering the material with electronic media creates the learning process to be more interactive	3.10	1.324	Medium

Note:
M: Mean of the data
STD: Standard Deviation
X1: The Interactivity

Chart 4.1 The percentage of students' perception towards the interactivity of web-based learning experience



The first item about “web-based learning facilitates the material discussion in online learning” obtained the mean 3.03. This score was lower than the mean of second item. Based on the chart 4.1, it could be seen that as much as 35% students disagreed with the statement of X1.1. In addition, 11.7% students answered strongly disagree toward this statement. It concluded that according to the students’ perceptions, the material discussion via by web-based learning was not effective enough.

Based on the table 4.2, the highest mean of this aspect was from the item of X1.2 as much as 3.10 and it classified into medium rank. This item was about “web-based learning makes the learning process to be more interactive”. It showed that 35% respondents were disagreeing with the statement. Then, as much as 8.3% students answered strongly disagree. Therefore, the conclusion was most of the students did not feel that doing discussion in web-based learning was easier than face-to-face learning in the school.

2. The Independency

In this section, the researcher investigated the students’ perception on the independency of web-based learning experience (X2). The first statement contained the technical knowledge need in operating gadget or PC independently (X2.1). The second item was about learning discipline and independent through web-based learning (X2.2). The last one was the

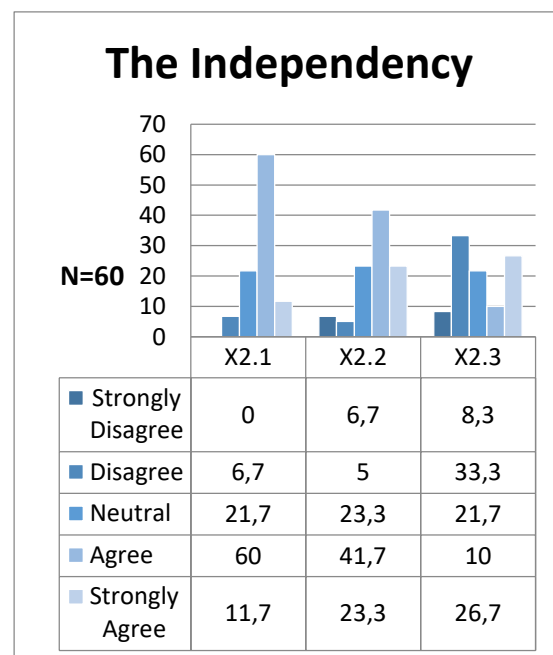
amenity in learning English independently (X2.3). Table 4.3 and chart 4.2 below were the description of each statement.

Table 4.3 The students' perception towards the independency of web-based learning experience

Item	Statement	M	STD	Rank
X2.1	The learning environment needs advanced technical knowledge of the gadget or PC use independently	3.77	.745	High
X2.2	The use of web-based learning improve my ability to learn discipline and independent	3.70	1.094	High
X2.3	I feel comfortable to learn English independently by using web-based learning	3.13	1.359	Medium

Note:
M: Mean of the data
STD: Standard Deviation
X2: The Independency

Chart 4.2 The percentage of students' perception towards the independency of web-based learning experience



The result showed the data had positive perception. It was shown on the statement of X2.1, a number of 60% respondents answered agree and 11.7% chose strongly agree with the statement. As presented in table 4.3 the mean attained in this item was 3.77 and it was categorized into high rank. It also belonged to the highest mean on this aspect. It accorded with the result percentage, the students perceived that they needed the additional knowledge to understand the way for accessing web-based learning.

The second statement was related to the improvement of ability to learn disciplined and independently through web-based learning. This item got the mean with a high rank that was 3.70. The most respondents agreed with this second item. It was proven in the chart 4.2, where 41.7% students agreed and 23.3% others strongly agreed with the statement of X2.2. Thus, it could be concluded that the students felt the improvement in learning disciplined and independently by using web-based learning.

The last item of this aspect had a mean with the different rank to the previous items. The mean of X2.3 was 3.13 and it was classified into medium rank. Based on the chart 4.2 there were 33.3% students answered strongly disagree and 8.3% answered disagree. As much as 21.7% students chose neutral, 26.7% chose strongly agree and 10% chose agree. It meant that most of the respondents did not think that they were able to be comfortable to learn English independently.

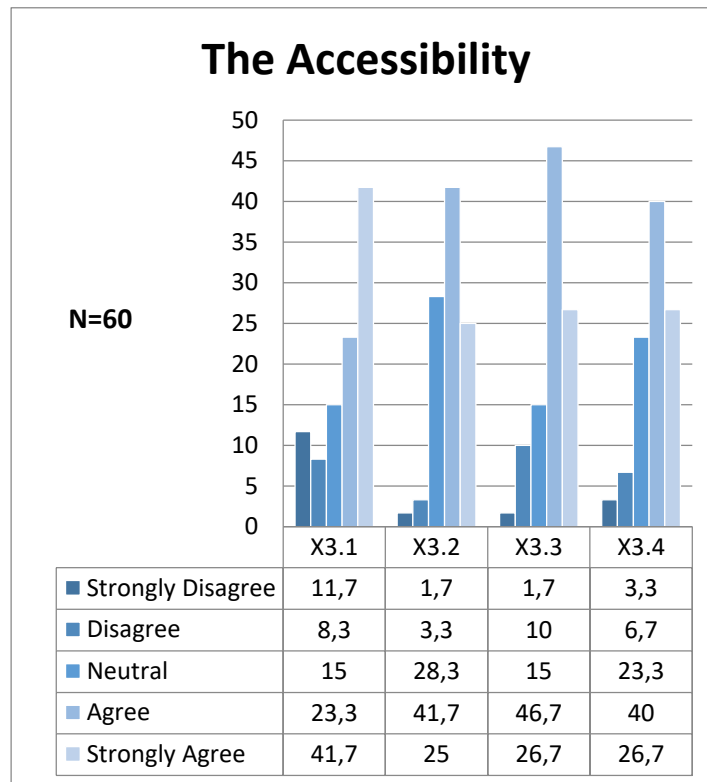
3. The Accessibility

In the questionnaire, there were four items to investigate the students' perception towards the accessibility of web-based learning experience. The statements would be coded into X3. The four statements of this aspect were; confident feeling to access web-based learning (X3.1), inadequate device causes frustration (X3.2), low signal becomes an obstacle (X3.3), and feeling bored to access website every day (X3.4). The description of each item could be seen in the following table 4.4 and chart 4.3.

Table 4.4 The students' perception towards the accessibility of web-based learning experience

Item	Statement	M	STD	Rank
X3.1	Familiarity with the internet makes me feel confident to access web-based learning	3.75	1.385	High
X3.2	Inadequate software and hardware can cause frustration	3.85	.899	High
X3.3	I get the difficulty for accessing web-based learning because low signal quality	3.87	.982	High
X3.4	I get bored because I have to access the same website almost everyday	3.80	1.022	High
Note: M: Mean of the data STD: Standard Deviation X3: The Accessibility				

Chart 4.3 The percentage of students' perception towards the accessibility of web-based learning experience



Based on the table 4.4, all of the statements in this aspect gained the high mean rank. The item of X3.1 attained the mean as much as 3.75. It was contained the statement about ease of web-based learning access because of their habit in using internet. The result showed that more than a half of the respondents agreed with this item. According to the chart 4.3, 23.3% students answered agree and 41.7% others chose strongly agree. Therefore, the conclusion was more than a half of the students have been familiar with the use of internet and it was very facilitating them in accessing web-based learning.

The next item obtained the mean 3.85 which was categorized into high rank. In this statement the researcher found that the most of the respondents were of the same opinion with the statement. As much as 41.7% students chose agree and 25% other students chose strongly agree. Based on the result, the respondents agreed that an adequate device was very important because they could not follow the learning process in web-based learning without the device. Therefore, they would get frustration if they did not have an adequate software or hardware.

The highest mean of this aspect was from the third item (X3.3) in the amount of 3.85. It was proven in chart 4.3, where 46.7% students were getting agreed with the statement. Then, 26.7% students decided that they were strongly agreed with X3.3. In accordance with those percentages, it could be seen that majority of the respondents were agree that accessing web-based learning needed a good signal quality. They would get a big obstacle to access web-based learning when the signal quality was low.

The forth item was to know the students feeling whether they were getting bored because they should access web-based learning every day or not. It achieved a high mean in a number of 3.80. The highest percentage of this statement was 40% in the option number four (agree). It was also chosen by 26.7% respondents who made a choice on the strongly agree. By seeing those percentages, most of the students stated that they were usually bored because they had the monotonous activity in accessing the same website almost every day to follow web-based learning.

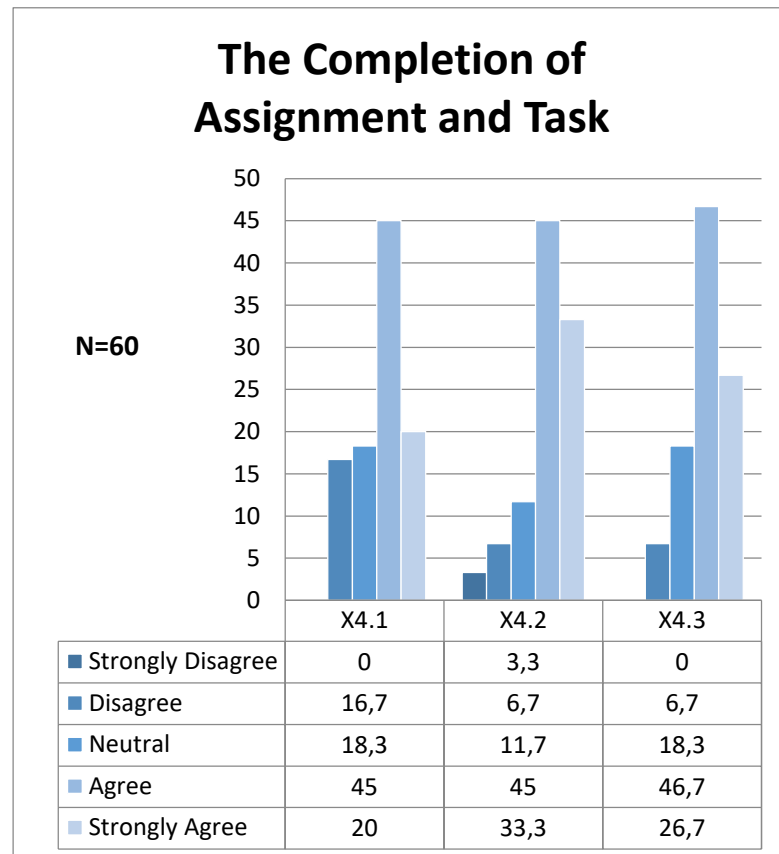
4. The Completion of Assignment and Test

The next aspect was about the completion of assignment and test in web-based learning. Here, the researcher created three items to know the students' perceptions about this aspect. The three items were coded into term X4. Those were the points of statements about the completion of assignment and test in web-based learning; the ease of accomplishing the task quickly (X4.1), the obstacle to do the test because difficult to understand the English material (X4.2), misconceptions of instruction because of indirect interaction (X4.3). The explanation of those items as described in the following section (see table 4.5 and chart 4.4).

Table 4.5 The students' perception towards the completion of assignment and test in web-based learning

Item	Statement	M	STD	Rank
X4.1	Web-based learning enables me to accomplish tasks more quickly	3.68	.983	High
X4.2	I find a problem to do the test because difficult for me to understand the material of English lesson without an oral explanation	3.98	1.017	High
X4.3	The indirect interaction causes misunderstanding about the instruction of an assignment I have to do	3.97	.863	High
Note: M: Mean of the data STD: Standard Deviation X4: The Completion of Assignment and Task				

Chart 4.4 The percentage of students' perception towards the completion of assignment and test in web-based learning



The result of the table 4.5 showed that all of the items in this aspect gained the high mean rank. It meant that the majority students' responses were agree to the statements. It could be seen in chart 4.4. The first item (X4.1) of this aspect was selected by 45% respondents. The 20% others chose strongly agree as their decision. It could be proven by the mean which was categorized into high rank that was 3.68. Based on the data, the students felt that web-based learning facilitated them to accomplish the task more quickly than before.

Then, the researcher found the highest mean of this aspect that was from the second statement. The high mean achieved by this item was 3.98. It attained the same number of respondents in agree choice as much as 45%. Meanwhile, 33.3% students answered strongly agree. In the conclusion, more than 50% students felt that they could not understand the written material well without an oral explanation from the teacher. Therefore, they often had the difficulty when doing the test.

The second highest mean was reached by X4.3. This item got the average value with a very thin difference to the second item that was 3.97. By looking at the chart 4.4, the highest percentage of this item was on agreeing choice that was 46.7%. In addition, 26.7% respondents strongly agreed with the statement. Based on the result above, it could be concluded that the indirect interaction between teacher-learners could cause misunderstanding about the instruction of how to do the assignment. It was one of the problems faced by the students when they studied through web-based learning.

5. Enhance Communication

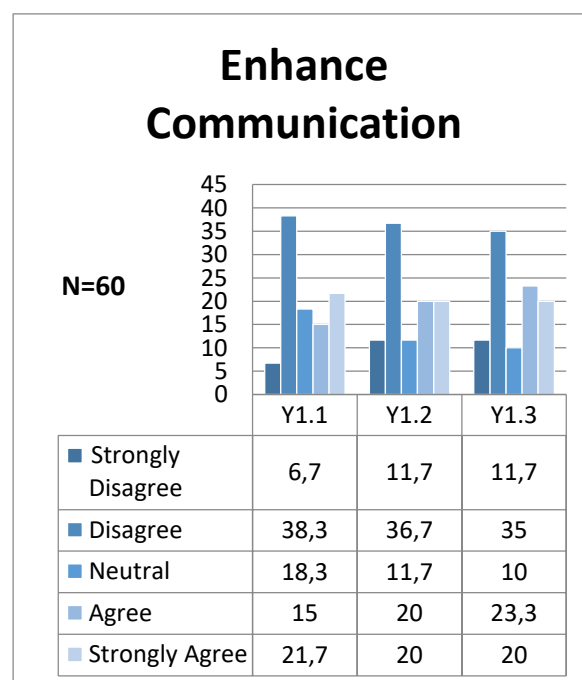
This part contained the benefits of E-learning Madrasah in the aspect of enhance communication. Based on the aspect discussed, there were three main points of the statements. Y1 was the code of each item in this aspect. The first item point was about the ease of communication among the students and students-teacher (Y1.1). The second point contained the ease to do a group work by online (Y1.2). The last one was about the more

active participation in online discussion (Y1.3). All of those items were described in the following table 4.6 and chart 4.5.

Table 4.6 The students' perception towards the benefits of E-learning Madrasah in enhance communication aspect

Item	Statement	M	STD	Rank
Y1.1	I get the ease to communicate with my teacher and friends in E-learning Madrasah	3.07	1.300	Medium
Y1.2	E-learning Madrasah enables me for doing a group work by online	3.00	1.365	Medium
Y1.3	E-learning Madrasah allows me to be more active to convey my idea in discussion forum	3.05	1.371	Medium
Note: M: Mean of the data STD: Standard Deviation Y1: Enhance Communication				

Chart 4.5 The percentage of students' perception towards the benefits of E-learning Madrasah in enhance communication aspect



According to the result described in the chart 4.5, as much as 38.3% respondents were disagreeing toward the item of Y1.1. Besides that, 6.7% students responded strongly disagree. The table 4.6 showed the average value of this item was 3.07 and it was categorized into medium rank. That mean was the highest mean of this aspect. It indicated that majority of the students felt that E-learning Madrasah did not facilitate them to do the online communication.

The next item was about the benefit of E-learning Madrasah to enable the students for doing group work easily. The average medium value of this item was 3.00. It was proven by the data of table 4.6 which showed the acquisition of students' responses. Majority of the students in number of 36.7% were disagreeing with this item. In addition, 11.7% others chose strongly disagree. Based on the result, doing group work by E-learning Madrasah was not easier than doing offline group work.

Almost same with both of the previous items, the last statement of this aspect also got the negative response from the students. Y1.3 achieved the medium mean as much as 3.05. It could be proven by the data in table 4.6 where 35% respondents were in disagree option. Then, 11.7% of the respondents chose strongly disagree. Therefore, the conclusion of this item was, most of the students felt that web-based learning did not make them to be more active in participating the online learning discussion.

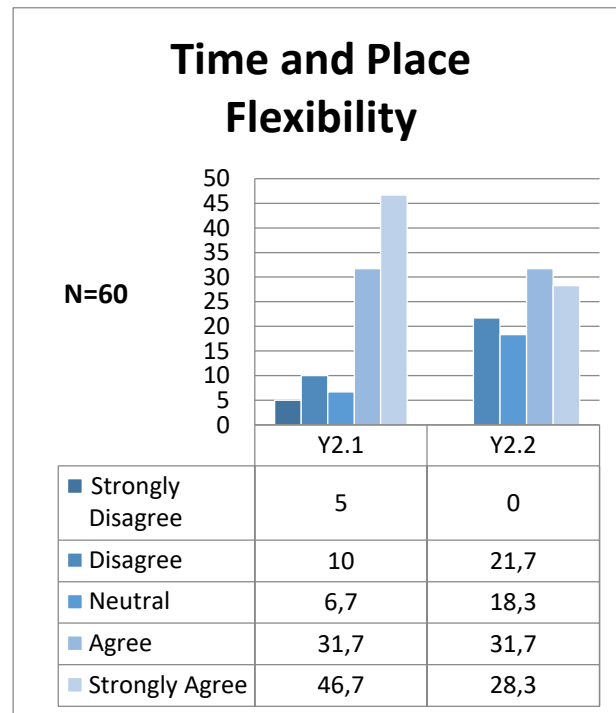
6. Time and Place Flexibility

The researcher wanted to know the students' perceptions on the flexibility of E-learning madrasah. Consequently, the researcher provided two statements related to this aspect. The statement would be coded into term Y2. The first item of F contained about the flexibility to learn everywhere and every time. The second item was about the ease to get the comment or feedback by online. The description of each statement was in the following section (table 4.7 and chart 4.6).

Table 4.7 The students' perception towards the benefits of E-learning Madrasah in flexibility of time and place aspect

Item	Statement	M	STD	Rank
Y2.1	Web-based learning allows me to do the distance learning via internet everywhere and every time	4.05	1.185	High
Y2.2	I can get the comment and feedback from the teacher without having to meet directly	3,67	1.115	High
Note: M: Mean of the data STD: Standard Deviation Y2: Time and Place Flexibility				

Chart 4.6 The percentage of students' perception towards the benefits of E-learning Madrasah in flexibility of time and place aspect



In accordance with the table 4.7, both of those items got the high mean rank. Y2.1 achieved the highest average value of this aspect as much as 4.05. 31.7% respondents showed the positive perception by choosing agree choice in this statement. The highest percentage of this item was 46.7% where the respondents checked the strongly agree option. It meant that the students were pleased to use E-learning Madrasah because they could follow the learning process without the boundary of time and space.

The result of Y2.2 showed that 31.7% students gave an agree answer. While, 28.3% others answered strongly agree. The mean of this statement was 3.67 which was the minimal number of the high rank. Based on those

data, learning through E-learning Madrasah was very facilitating the students because they did not have to meet directly with the teachers to get their comment and feedback.

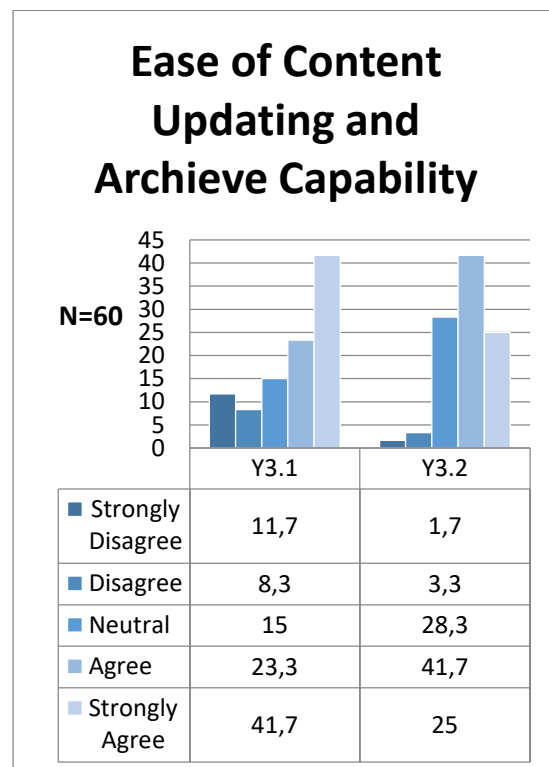
7. Ease of Content Updating and Archive Capability

This aspect discussed about the ease of content updating and archive capability of E-learning Madrasah. The statements would be coded into Y3. There were two statements related to this aspect. Those were two about the ease to save the documents and the ease to receive the newest material. The average values of the students' responses which were gotten by the researcher were categorized into medium rank. Look at the table 4.8 and chart 4.7 for the detail information of the result.

Table 4.8 The students' perception towards the benefits of E-learning Madrasah in ease of content updating and archive capability aspect

Item	Statement	M	STD	Rank
Y3.1	E-learning Madrasah provides the opportunity for me to save the important document	3.83	1.076	High
Y3.2	I can get the newest material from the teacher easily	3.73	1.177	High
Note: M: Mean of the data STD: Standard Deviation Y3: Ease of Content Updating and Archive Capability				

Chart 4.7 The percentage of students' perception towards the benefits of E-learning Madrasah in ease of content updating and archive capability aspect



The highest average value of this aspect was on the first statement (Y3.1) that was 3.83. As presented in the chart 4.6, 23.3% respondents were agreeing with the statement. It was also supported by 41.7% respondents of strongly agree voters. In this case, the researcher got a conclusion that the students felt happy because they could save the important material easily when they used E-learning Madrasah.

The second item achieved the high mean in a number of 3.73. Here, the researcher who voted agree were 41.7%. Then, the percentage of

strongly agree voters were 25%. It meant that more than a half of the students agree with the statement of Y3.2. Therefore, E-learning Madrasah was very helpful because the students could get the newest material from the teacher easily.

8. Increase the Competence

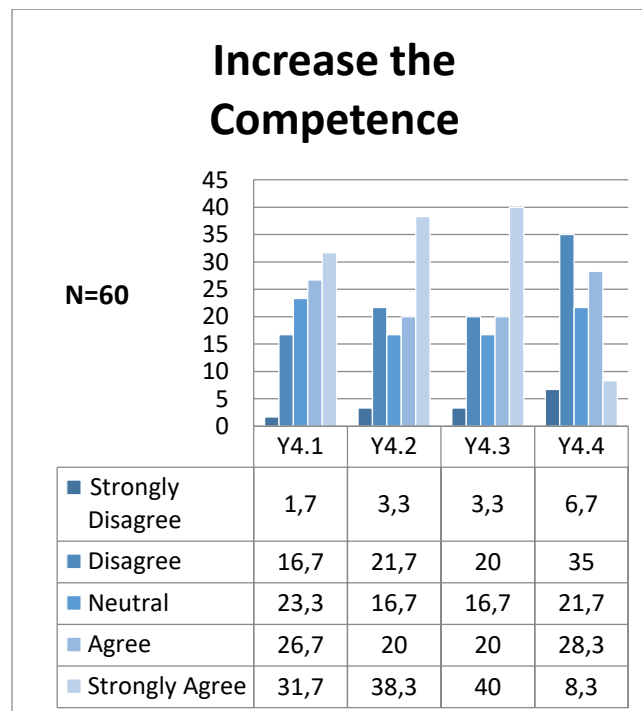
The main point of this aspect was to find out the students' perceptions about the benefit of E-learning madrasah in increasing the competence. Here, the researcher provided four related statements and they would be coded into Y4. Those statements were about; an improvement of students' understanding on the use of technology, students' learning creativity and productivity, students' thinking skill and students' learning motivation. The table 4.9 and chart 4.8 informed the result of those items.

Table 4.9 The students' perception towards the benefits of E-learning Madrasah in increasing the competence aspect

Item	Statement	M	STD	Rank
Y4.1	I become more understand with the use of technology as an alternative media of learning	3.70	1.139	High
Y4.2	E-learning Madrasah increases my creativity and productivity in learning English	3.68	1.282	High
Y4.3	E-learning Madrasah improves my thinking skill	3.73	1.274	High
Y4.4	E-learning Madrasah attracts my motivation to learn, especially in English lesson	2.97	1.119	Medium

Note:
M: Mean of the data
STD: Standard Deviation
Y4: Increase the Competence

Chart 4.8 The percentage of students' perception towards the benefits of E-learning Madrasah in increasing the competence aspect



According to the result above, the first item of this aspect got the high mean rank as much as 3.70. The highest percentage was gotten by strongly agree choice which reach a number of 31.7%. It was followed by agree option that achieved 26.7% respondents. It meant that the item of Y4.1 was approved by majority of the respondents. Therefore, more than a half of the students became more aware and understood with the use of technology as the learning media.

Almost same with the previous item, the statement of Y4.2 also got the positive perception from the respondents. The average value was 3.68 and it classified into high rank. Most of the students approved this statement. It could be proven by the description in chart 4.8 where 38.3% students chose strongly agree and 20% others chose agree. It indicated that E-learning Madrasah was helpful to improve the students' creativity and productivity in learning English.

The next item attained average value in a number of 3.73 as the highest mean in this aspect. Here, amount 36 respondents were agreeing with the item of Y4.3. They were divided into 20% students were in agree option and 40% others were in strongly agree option. Based on the result above, it could be concluded that E-learning Madrasah was very helpful to increase the students' thinking ability.

After that, continued to the last item which got the lowest mean in this aspect as much as 2.97. In accordance with the chart 4.8, there were 35% respondents who did not agree with the statement. It was added by 6.7% others who picked out strongly disagree. In conclusion, the students mostly rejected to agree with the statement of E-learning Madrasah motivate them in learning English

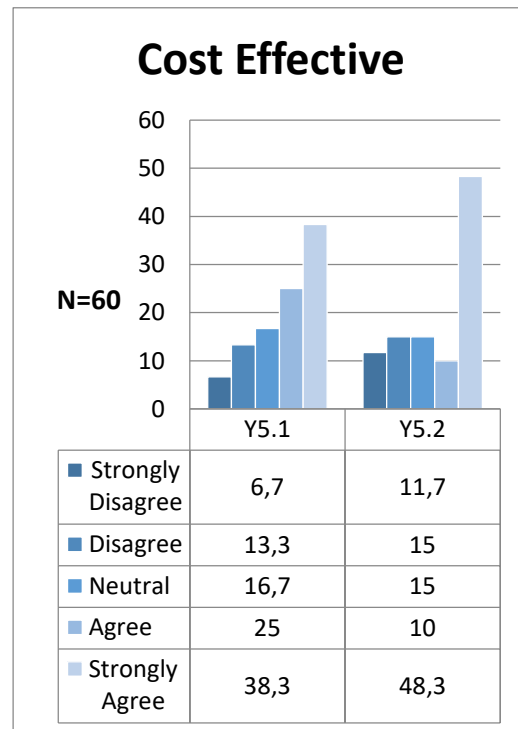
9. Cost Effective

The last aspect of the questionnaire of this research discussed about the benefits of E-learning Madrasah in terms of cost effective. In this aspect, the researcher gave two different statements related to the topic. The items of this aspect would be given the code into Y5. The first statement of Y5.1 was to find out the students' perception about the decrease of transportation and assignment cost by E-learning Madrasah. The second one was to know the students' perception on the comparison of internet data and pocket money cost. The clear description could be seen in the following table 4.10 and chart 4.9.

Table 4.10 The students' perception towards the benefits of E-learning Madrasah in cost effective aspect

Item	Statement	M	STD	Rank
Y5.1	E-learning Madrasah minimize the transportation cost by doing and submitting assignment electronically	3.75	1.284	High
Y5.2	The cost for buying the internet data is less than the cost of pocket money	3.68	1.490	High
Note: M: Mean of the data STD: Standard Deviation Y5: Cost Effective				

Chart 4.9 The percentage of students' perception towards the benefits of E-learning Madrasah in cost effective aspect



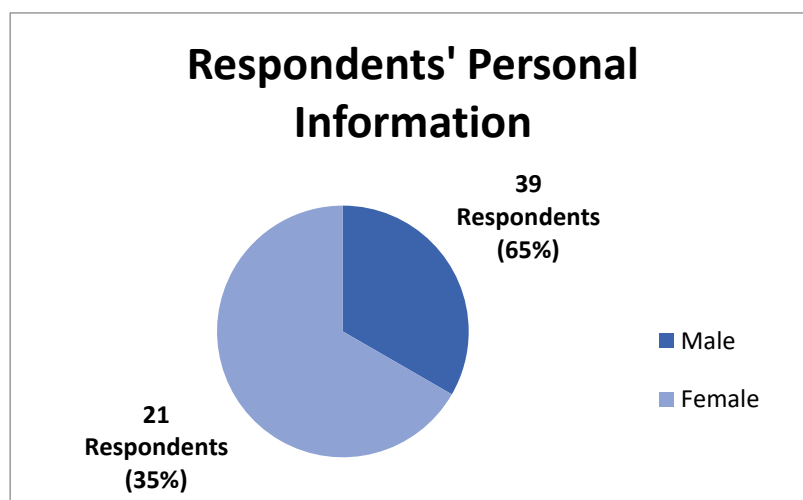
The result of the research in the table 4.10 showed that both of two items attained the high average value. It meant that this aspect got the positive perception from the respondents. The mean of Y5.1 was the highest mean in this aspect. As much as 25% students agreed with this statement, even 38.3% others were decided to choose strongly agree. Based on those explanation, for the most part of the respondents approved that by using E-learning Madrasah they could minimize the transportation and assignment cost.

Same with the earlier item, this statement also got the high mean rank in a number of 3.68. It could be proven by the chart 4.9 where 48.3% students answered strongly agree. It was also supported by 10% students again who answered agree. Therefore, the conclusion of this item result was, the majority of the students agreed that the cost for buying internet data was not more expensive than the cost of pocket money.

B. Findings

In this study, the researcher shared the questionnaire to five classes of the 11th grade at MAN 1 Trenggalek. Actually, there were 171 students in those classes but, only 60 students who were willing to fill it. The respondents' personal information that completed the questionnaire was shown in the following chart.

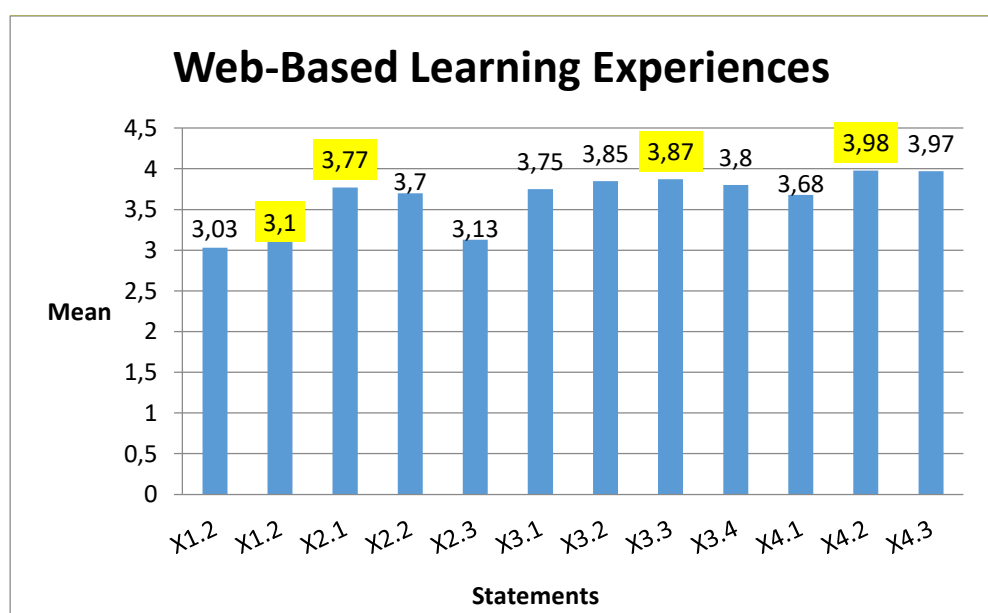
Chart 4.10 The personal information of respondents



According to the data above, the total of respondents was 60 students. The percentage of the data was 35% for male and 65% for female. Based on the percentage, the respondents' frequency comprised 21 male and 39 female students. It indicated that in answering the questionnaire, the number of female students was higher than the male students.

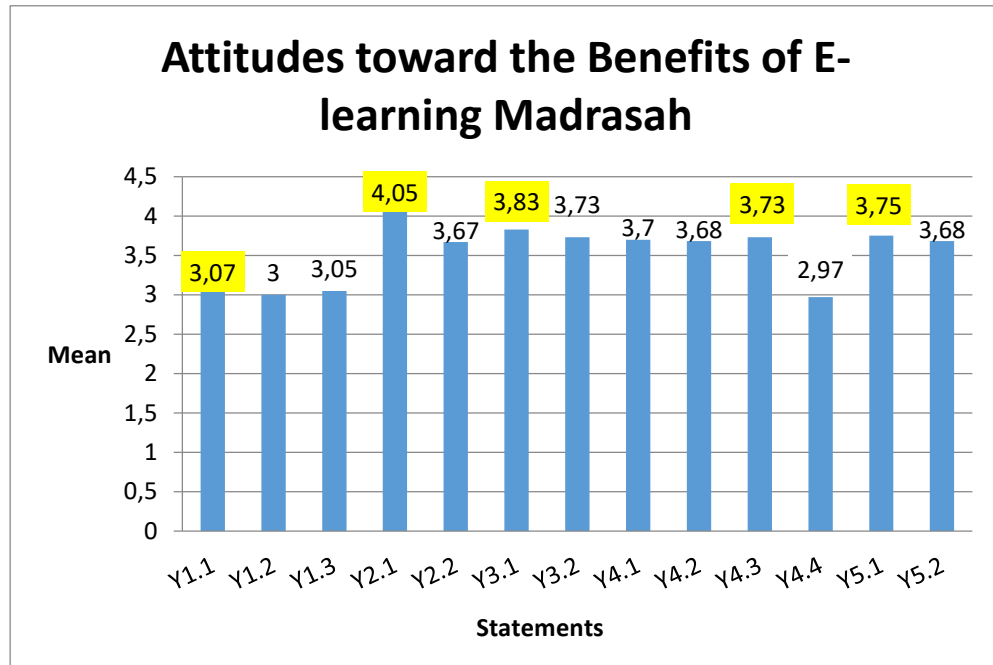
In this section, the researcher presented the result of two separate questionnaire sub-topics, namely web-based learning experiences and attitudes toward the benefits of E-learning Madrasah. The first sub-topic contained 12 statements and the second sub-topic contained 13 statements. Each statement of those sub-topics got the different average value (mean). The clear description was in chart 4.11 and 4.12 below.

Chart 4.11 The average value of the students' perceptions on web-based learning experiences



Based on the whole finding from the questionnaire about web-based learning experiences, there were four aspects which each aspect had the highest mean. Item X1.2 about the interactivity of the process to deliver material with electronic media was answered disagree by 43.3% respondents with the mean 3.10. It showed that web-based learning was not interactive enough. The next item of X2.1 got the score 3.77 and a number of 71.7% students chose agree toward the statement. It indicated that the technical knowledge for accessing web-based learning was very important. It was also the only one aspect of this sub-topic which got the positive perception. The next mean as much as 3.87 was gotten by the item of X3.3. The majority of 73.3% respondents answered agree on the statement about the difficulty access because of low signal. It meant that the item with this mean 3.87 was true, a high signal quality was very needed for accessing web-based learning. Then, the highest average came from the statement of X4.2 with the score 3.98. The result of this item showed that 78.3% students felt that they got the difficulty to finish the English test because they could not understand well the material that shared through E-learning Madrasah. Furthermore, there were seven other items that got high mean and another item with medium mean.

Chart 4.12 The average value of students' perceptions on attitudes toward the benefits of E-learning Madrasah



The second sub-topic was about attitudes toward the benefits of E-learning Madrasah and five aspects were provided in this part. The highest mean of the first aspect was 3.07 which got 48.4% of respondents' disagreement. Although this item got the highest average on this aspect but, it was an only one which was categorized into the negative perception that was gotten by this second sub-topic. It was the item Y1.1 which could be said that E-learning Madrasah made the communication and group work to be more difficult to do. The next aspect that achieved the highest mean as much as 4.05 was Y2.1. A number of 78.4% students agreed that E-learning Madrasah was very helpful to be used because the students could learn without the limitation of space and time. On the item Y3.1 about the ease to get the newest material

via E-learning Madrasah was agreed by 65% students. The mean of its item was 3.83. The next item indicated that E-learning Madrasah was able to improve the students' thinking skill. It was approved by 60% students and achieved the mean score 3.73. On the last aspect, item Y5.1 got the average score as much as 3.75 and 63.3% students agreed that E-learning Madrasah was very cost-efficient. Moreover, five other statements attained the average value with high rank and three other statements attained the average value with medium rank.

C. Discussion

In this part, the researcher would present the interpretation and discussion after getting the result of the research. The result of the research was known after doing the data analysis. By analyzing the data, the researcher was able to know the eleventh grade students' perceptions on E-learning Madrasah use as an alternative media in teaching English by online at MAN 1 Trenggalek. The result of this research indicated that the students had both of the positive and negative perceptions toward the use of E-learning Madrasah.

There were several reasons why the students gave the positive perceptions on the main topic of this research. The first, they enjoyed to do web-based learning by using E-learning Madrasah because it was very flexible to use. It was similar with the statement from Loh et al (2019) which said that the students can learn without the boundary of time and space. They were able to access E-learning Madrasah every time and everywhere. They also could get the comment

or feedback easily without having to meet the teacher directly. Besides that, the students would be facilitated to accomplish the task more quickly. As stated by Rusman (2012:292), web-based learning enables the students to complete the task quickly because they can answer the questions directly in a same website. Moreover, the students enjoyed to use E-learning Madrasah because they could get the newest material and save the important documents from the teacher and school in their smartphone. Munir (2012: 248) which sites from Bates (1995) assumed that it is very facilitate the students because they will not confuse to save many documents in the different places. In this case, E-learning Madrasah was very flexible and practical to use as the media of web-based learning.

The next reasons why the students pleased to use E-learning Madrasah was the ease of its access. In this era, the students had been familiar with the use of internet and technology in their daily life. Because of that reason, the students felt confident in doing the learning process by accessing E-learning Madrasah. Thus, they would not get the big difficulty in the technical knowledge to access web-based learning. That result was similar with the opinion from Rusman (2012:292). Furthermore, the aspect of cost effective also became the reason why the students pleased in accessing E-learning Madrasah. Based on the result, the students perceived that it could minimize the transportation cost. As described by Loh et al (2019), E-learning is very efficient in the cost of transportation and accommodation. It also reduced the cost for submitting the assignment because they could finish the task paperless. Same with the statement from Tjokro (2019:187), the students also approved that the cost for buying the internet data

was less than the pocket money. Therefore, the ease of access and cost-efficient of E-learning Madrasah could attract their pleasure to do an online learning.

The other several reasons also influenced the students' interest in using E-learning Madrasah. These reasons related to their competence improvement after studying by using E-learning Madrasah. The students interested in using E-learning Madrasah because it can increase their awareness and understanding with the use of technology as an alternative media in teaching and learning process. Moreover, the result of the study showed that the students' discipline and independent learning skill also increased along the process of learning. Those reasons were in accordance with the view from Yee (2011) about benefits of E-learning. The result of this study also showed that learning by using E-learning Madrasah gave the good effect to the students' thinking skill became better. Furthermore, the students' creativity and productivity in learning English also increased after they used E-learning Madrasah as an alternative media for doing the learning process. It was in line with the opinion from Brown (2000) about the advantages of E-learning to improve the competencies. Therefore, the use of E-learning Madrasah was very useful to increase the students' capabilities.

Regardless to the whole positive perceptions, this research also got some negative perceptions from the students. The negative perceptions showed by the students related to the problems or obstacles faced by them in using E-learning Madrasah. The first aspect which got the negative response was the interactivity. The students felt the difficulty to do an online communication with the teacher and friends by using E-learning Madrasah. Because of that problem, sometimes

the students misunderstood with the instruction of the assignment that they must answer. This obstacle was in accordance with the statement from Mu'in and Amelia (2018). As delivered by Loh et al (2016), it also makes the group work becomes more difficult. Besides that, the result of this study showed that the online discussion forum was very challenging to do. The students also did not more active to convey their idea when they participate in online discussion. One of the factors that caused the students did not active participating in discussion because they got the problem to understand the English material without the explanation from the teacher orally. It indicated that the application of fully web-based learning by using E-learning Madrasah was not interactive enough.

The next aspect that got the negative perception was the accessibility. The result of the study told that the students were uncomfortable to learn English independently by accessing E-learning Madrasah. It also did not attract the students' motivation to learn English. The learning process which was fully done by online could cause the students bored because they should access the same website almost every day (Loh et al, 2016). In following the learning process by E-learning Madrasah, the students needed a high quality signal. As stated by Vitoria et al (2018), not every place has a good internet connection, so that the students will get a big problem if the signal is low. The research also showed the same result with the opinion of Mehandi and Kalpana (2018) where not all of the students have the adequate software and hardware to access E-learning Madrasah. When they did not have it, they would be confused because they could not follow the learning process. Therefore, the supporting device and internet

connection were needed in the use of online learning activity through E-learning Madrasah. It was in order the students could follow the learning process and finish the work easily without having any trouble.