

**STUDENTS' PERCEIVED USEFULNESS OF THE E-LEARNING
(A Survey Study at Ar-Raniry State Islamic University)**

THESIS



Submitted by

NURUL HUSNA

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324410**

**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
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THESIS

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By:

**NURUL HUSNA
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324410**

Approved by:

Main Supervisor,

Co-Supervisor,


Dr. T. Zulfikar, M.Ed


Yuni Setia Ningsih, M.Ag

It has been defended in Sidang Munaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

Tuesday, June 4th, 2018
Ramadhan 20th, 1439 H

Darussalam - Banda Aceh

Chairperson,


Dr. T. Zulfikar, M.Ed


Secretary,


Husnul Khatimah, M.Pd

Member,

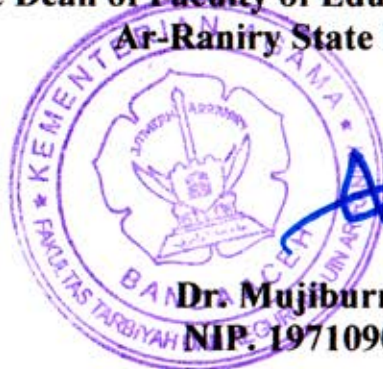


Yuni Setia Ningsih, M.Ag

Member,


Rahmat Yusny, S.Pd.I, M.TESOL

Certified by:

✓ The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University



Dr. Mujiburrahman, M.Ag
NIP. 197109082001121001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.flk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Nurul Husna
NIM : 231324410
Tempat/Tgl. Lahir : Busu, 14 Mei 1995
Alamat : Darussalam
Judul Skripsi : Students' Perceived Usefulness of the E-learning (A Survey Study at Ar-Raniry State Islamic University)

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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 17 Juli 2017,
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Nurul Husna

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Nurul Husna

ABSTRACT

Name : Nurul Husna
Reg. No : 231324410
Faculty/Major : Faculty of Education and Teacher Training/
Department of English Language Education
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University)
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Advisor II : Yuni Setia Ningsih, M.Ag
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This study examines the impact of perceived usefulness on students' attitude to e-learning use in Ar-Raniry State Islamic University. The variables used in this study are perceived usefulness and students' attitude. The Simple Linear Regression is analyzed to test the research question as an analysis model. An online survey is conducted and distributed to 109 respondents, English Language Education students of class 2013 and 2012. The result of this research shows that perceived usefulness gives positive impact on students' attitude after experiencing the e-learning. When students think that e-learning is more useful to support their study, students will experience positive impression in their learning process. Overall, the use of e-learning is useful to support learning process in Department of English Language Education, Ar-Raniry State Islamic University.

CONTENTS

	Page
DECLARATION LETTER	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x

CHAPTER 1: INTRODUCTION

1.1	Background of the Study	1
1.2	Research Question	4
1.3	Research Objective	5
1.4	Research Hypothesis	5
1.5	Significance of the Study	5
1.6	Terminology	6
	1. Students' Perceived Usefulness	6
	2. Students' Learning Attitude	6
	3. E-learning	7

CHAPTER II: LITERATURE REVIEWS

2.1	E-learning	8
	2.1.1 Type of Social Media for E-learning	9
	2.1.2 The Strengths and Weaknesses of E-learning	13
2.2	Technology Acceptance Model (TAM)	15
2.3	Perceived Usefulness	15
2.4	Students' Learning Attitude	16
2.5	Students' Perceived Usefulness of the E-learning towards their Learning Attitude	16
2.6	Previous Studies	17

CHAPTER III: RESEARCH METHODOLOGY

3.1	Research Location	21
3.2	Research Design	21

3.3	Population and Sample	22
3.4	Research Instrument	23
3.5	Data Collection Techniques.....	24
3.6	Data Analysis.....	24
3.6.1	Descriptive Statistic of Respondent Characteristics	24
3.6.2	Descriptive Statistic	24
3.6.3	Instrument Validity and Reliability	24
3.6.4	Classical Assumption Testing.....	26
3.6.5	Hypothesis Testing	26
3.6.5.1	Simple Linear Regression.....	26

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

4.1	Descriptive Statistic of Respondent Characteristics	28
4.2	Descriptive Statistic	29
4.3	Descriptive Statistic of Perceived Usefulness	29
4.4	Descriptive Statistic of Students' Attitude	32
4.5	Instrument Validity and Reliability Test	35
4.5.1	Instrument Validity Test	35
4.5.2	Instrument Reliability Test	36
4.6	Classical Assumption Testing.....	37
4.6.1	Normality Test	37
4.7	Hypothesis Testing	40
4.7.1	Simple Linear Regression	40
4.7.2	Result	41
4.7.3	Discussion.....	42

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

5.1	Conclusion	44
5.2	Suggestion	45

REFERENCES	47
APPENDICES.....	51
AUTOBIOGRAPHY	65

LIST OF TABLES

	Page
Table 3.1 The Number of Active English Department Students, Ar-Raniry State Islamic University	22
Table 4.1 Descriptive Statistic of Respondent Characteristics	26
Table 4.2 Mean and Standard Deviation	27
Table 4.3 Descriptive Statistic of Perceived Usefulness	28
Table 4.4 Descriptive Statistic of Students' Attitude	30
Table 4.5 The Result of Validity Test	34
Table 4.6 The Result of Reliability Test	36
Table 4.7 One-Sample Kolmogorov-Smirnov Test before Trimming Process	37
Table 4.8 Standardize Score (Z Score)	38
Table 4.9 One-Sample Kolmogorov-Smirnov Test after Trimming Process	39
Table 4.10 Coefficient of Regression	39

LIST OF FIGURES

	Page
FIGURE 4.1 Total Respondents' Responses of Perceived Usefulness	29
FIGURE 4.2 Total Respondents' responses of Students' Attitude.....	33

LIST OF APPENDICES

- I. Appointment Letter of Supervisor**
- II. Confirmation Letter of Conducting Research from Faculty of Education and Teacher Training, Ar-Raniry State Islamic University**
- III. Confirmation Letter of Conducting Research from Department of English Language Education, Ar-Raniry State Islamic University**
- IV. Questionnaire**
- V. The Responses of the Questionnaire**
- VI. Documentation of the Research**

CHAPTER I

INTRODUCTION

This chapter deals with the background of study, research question, research objective, research hypothesis, significance of study, and terminology. Background of the study provides and explains the phenomenon of the study, the aspects are studied, and the significance to be studied. The main purpose is to reveal the main motive of the research, the problem that needs to be solved, the importance of the research, and the introduction of terminology of this study.

1.1 Background of the Study

Globalization has changed human's life with sophisticated technology and information. Information technology enables human activities to become easier by using internal integrated technology such as computer, smartphone, and internet connection. Internet users could do everything by doing a single click on computer or smartphone anywhere and anytime. It facilitates the user to explore the world without moving any single steps to another part of the world at the same time.

The usefulness of internet technology allows users from all part of the world to use them as a source of information, business, style, and education. According to the International Telecommunications Union (2017), the internet users from Indonesia in December 31, 2017 have increased significantly in number from year 2000; 2,000,000 and 143,260,000 respectively. 50.4% of total Indonesian population is internet users. According to Juniarta (2015), the

Indonesian Ministry of Communications and Information spokesman, Ismail Cawidu stated that 58.4 % of Indonesian internet users in 2015 are 12 to 34 years old and online for five hours by personal computer and about two hours by mobile devices. Most of teenager and youth spend their time using internet to search information (20%), emailing (10%), downloading, viewing, and chatting (30%), playing game (30%) and other activities less than (10%).

The data above indicates that globally people tend to spend many hours on internet, especially on social media (Jabr, 2011). Consistent with Greenhow, Robelia, & Hughes (2009), social networking media is not only used to support communication but also to share knowledge between users. Moreover, Jonnavithula and Tretiakov (2012) also stated that social media can be used by teacher as e-learning site.

E-learning is a frequent application used to support education field (Islam, 2016). Using e-learning helps teaching and learning process to reduce time and boundary in education context (Chang, Jeyhun, & Chia-Rong, 2017). E-learning also allows student and teacher to widely search information from various sources indefinitely (Elkaseh, Wong, & Fung, 2016). E-learning also can be used to help collaborative and interactive learning environment (Fischer & Mandl, 2005). Besides, using e-learning, a teacher might teach the students through utilizing internet without visiting a classroom and a student also could access an e-learning site at home.

In Department of English Language Education, Ar-Raniry State Islamic University, there are many lecturers who use e-learning to support teaching and

learning process. The lecturers use many kinds of social media such as; Facebook, Nicenet.org, and Gmail to support e-learning activities. The students are required to read the materials posted, give comment, and post the assignment on it. This teaching and learning process is not only taking place in the classroom, but also outside the classroom. It eases the students to learn a specific material given by a lecturer from various materials on internet such as journals, articles, online books, and online magazines.

On the other hand, based on the writer's and peers' experience, students of Department of English Language Education, Ar-Raniry State Islamic University faced difficulties when using the e-learning. Students need a fast internet connection to connect their computer and access the e-learning in the classroom. Unfortunately, the internet connection is not supported well in all area of the college. Besides that, most of students do not have the Wi-Fi in their homes and need to find free internet access outside their homes. The home menu on e-learning is not familiar to the users. Students need to pay attention and learn how to use the e-learning. Students also complained that the tasks given on the e-learning were confusing and need further explanation. Lecturer need to explain further about the tasks given in the classroom.

Along with the usefulness of the e-learning found by the experts and the difficulties found by students in Department of English Language Education, Ar-Raniry State Islamic University, it shows that there is a gap between the finding of expert and the difficulties faced by students of Department of English Language

Education when using e-learning. Therefore, this research is important to conduct in order to analyze students' perception on e-learning use.

To analyze students' perception towards e-learning use, this study will use a model developed by Davis (1985) called TAM (Technology Acceptance Model). TAM has been successfully identified students' decision to use a learning system. The main objective of this model is to explain the individual's behavior towards the adoption of technology (Chang, Jeyhun, & Chia-Rong, 2017). TAM has central variables; perceived ease of use and perceived usefulness which directly influence attitude toward technology use (Davis, 1989). However Davis (1993) reinforces his statement that perceived usefulness was 50% stronger than perceived ease of use to influence users' attitudes towards using a technology.

Because of the existed issue found among students of Department of English Language Teaching who experience difficulties on e-learning use, it is important to conduct a study in order to identify students' attitude after studying on e-learning. This study examines the impact of perceived usefulness on students' attitude to e-learning use among students of Department of English Language Teaching. This study focuses on students of Department of English Language Teaching, class of 2012 and 2013, who had experienced e-learning sites such as Facebook, Nicenet.org, and Gmail. It is due to the experience of e-learning use in Ar-Raniry State Islamic University.

1.2 Research Question

Based on issues provided in background of study, the research question for this study is: Does students' perceived usefulness of the e-learning give positive impact on their learning attitude?

1.3 Research Objective

In line with the research question above, the objective of this study is to analyze the impact of students' perceived usefulness of the e-learning towards their learning attitude.

1.4 Research Hypothesis

Therefore, the following hypothesis is conducted for this study:

H₀: Students' perceived usefulness of the e-learning does not give positive impact on their learning attitude.

H₁: Students' perceived usefulness of the e-learning gives positive impact on their learning attitude.

1.5 Significance of the Study

There are two benefits of this study:

1. This study aims to contribute to information and educational technology, especially the implementing of e-learning as a learning method in classroom and students' perception to use it.
2. Teachers can optimize the learning activities, both inside and outside the classroom. E-learning can also ease teaching and learning process

and the task given because the learning can be done anytime and anywhere.

3. Schools can improve their students' learning outcomes by using e-learning to meet the objectives of the curriculum that had been expected.

1.6 Terminology

To avoid the misinterpretation, some significant terms would be used throughout the research are explained below:

1. Students' Perceived Usefulness

Davis (1989:320) defined perceived usefulness as the degree to which a person believes that using a particular system would enhance his or her job performance. Ma'ruf (2005; p. 62) also defined perceived usefulness as the internet users' subjective assessment degree towards the increase of achievement goal by using internet system. In this study, students' perceived usefulness is defined as students' perception of e-learning use because of its usefulness to help and improve students' learning process.

2. Students' Learning Attitude

Sun et al. (2006) defined students learning attitude as students' impression after participating the e-learning activities. The definition of students' learning attitude is actual influence on the use of the e-learning (Chang, Hajiye, & Su, 2017). This study defines learning attitude as the

students' positive impression after using the e-learning. The more positive students' perceive usefulness on e-learning, the more positive their attitudes are toward e-learning.

3. E-learning (Electronic learning)

Sun et al. (2006) defined e-learning as web-based system that makes information or knowledge available to users or learners and ignores time and geography limit. Islam (2016) also stated that e-learning is a frequent application used to support education field. This study defines e-learning as an educational application designed for teaching and learning process by using Nicenet.org. This study examines the use of Nicenet.org due to the use of Nicenet.org to support teaching and learning process in Department of English Language Education, Ar-Raniry State Islamic Univeristy.

CHAPTER II

LITERATURE REVIEWS

This chapter explains the relevant previous studies related to the perceived usefulness of the e-learning and theoretical description. Previous studies discuss about related theories and the findings. Theoretical description describes the explanation of each theory.

2.1 E-learning

E-learning is the abbreviation of electronic learning. Nowadays, the e-learning systems are known as modern information technologies which have various kinds of applications and provide the computer-based learning process, online learning, virtual classrooms and digital collaboration (Hsia, Chang, & Tseng, 2012). In addition, Sun et al. (2006) defined e-learning as a particularly a system based on web which provides the information and knowledge for the users or learners without geographic boundary. E-learning uses the communication technology to convey information for education and training.

Nowadays, e-learning is considered as modern education. In the past decade, the learning context has been transformed into web access, along with the crucial of technological competency to be mastered by students, teachers, and administrators. The use of web access has increased continuously in educational institutions, houses, neighborhoods, and communities (Greenhow, Robelia, & Hughes, 2009).

Islam (2016) stated that e-learning is a frequent application used to support education field. Using e-learning helps teaching and learning process to reduce time and boundary in education context (Chang, Jeyhun, & Chia-Rong, 2017). The use of e-learning allows teacher to teach the students through utilizing internet without visiting a classroom and a student also could access an e-learning site at home to attend a lecturer. Besides, e-learning also allows student and teacher to widely search information from various sources indefinitely (Elkaseh, Wong, & Fung, 2016). Hence, e-learning can be used to help collaborative and interactive learning environment (Fischer & Mandl, 2005).

According to Jonnavithula and Tretiakov (2012), social media can be used by teacher as e-learning site. Consistent with Greenhow, Robelia, and Hughes (2009), social media is not only used to support communication but also to share knowledge between users. Using social media to support teaching and learning process have a positive effect on students' learning outcome (Jakson, 2011). Social media adopting offers students to get various material resources to enhance their understanding (Friesen & Anderson, 2004).

2.1.1 Type of Social Media for E-learning

There are many kinds of social media that can be used to support teaching and learning processes and activities such as Facebook (Pappas, 2015), Twitter (Buddle, 2014 and Elkaseh, Wong, & Fung, 2016), Canvas (Farkas, 2012 and Carroll, Tchangalova, & Harrington, 2016) and Nicenet.org (Mohamed & Dzakiria, 2005). In this part, the description of Facebook, Canvas, and Twitter are explained briefly. However, the description of Nicenet.org is explained in detail

due to the focus of this study is the use of ninenet.org as e-learning site in Department of English Language Education, Ar-Raniry State Islamic University.

1. Facebook

Facebook is a popular American online social media and social networking service company based in Menlo Park, California. Pappas (2015) stated that Facebook enables the support of e-learning and makes everyone easily not only to connect and build relationships with the virtual classmates, but also to exchange e-learning information. Pappas (2015) explained the strengths in using Facebook as e-learning tool such as Facebook is easy to be access for everyone, ideal to boost collaborative and active learning, suitable to enhance students' engagement, and inexpensive to share material for students. On the contrary, Pappas (2015) also described the weaknesses of using Facebook as e-learning tool such as Facebook is not secure for privacy term. It also limits the lecturer to take control over the class. Hence, it is hard to conclude and give feedback on a learning activity (Pappas, 2015).

2. Canvas

Canvas is software that provides class to build an online study for courses, where class can post readings, video tutorials, discussion boards, tasks, and tests (Carroll, Tchangalova, & Harrington, 2016). Canvas offers a virtual space where students can study independently on their learning process and make great learning experiences for themselves and their

friends (Farkas, 2012). Carroll, Tchangalova, & Harrington (2016) stated that canvas course is delivered effectively to students in term of information literacy and material content. Lecturer as a co-instructor can also monitor student involvement and performance by using Canvas. Lecturer needs to create Canvas modules and directly import the content into students' course space. Each session of the course was created to meet students' needs in their courses (Carroll, Tchangalova, & Harrington, 2016).

3. Twitter

Gil (2018) stated that Twitter is an online news and social networking site where people communicate in short messages called tweets. Twitter can be used for academic application. Teachers, students, and parents can participate together on teaching and learning process by using Twitter in education (Norman, 2016). The short tweets can be used to tell students about any information and to collaboratively work as a great team.

Buddle (2014) described the strengths of using Twitter to support e-learning such as; Twitter improves the contact between students and their lecturer. It also helps to increase the cooperation between students. Twitter offers an active learning where students can experience the materials inside and outside classroom. Finally, Twitter can help to build a strong learning community between students. On the contrary, Schroeder, Minocha, & Schneider (2010) explained the weaknesses of using Twitter

to support e-learning process such as the data ownership are not secured and the quality of student interactions is poor.

4. Nicenet.org

Nicenet is also known as Internet Classroom Assistant (ICA). It is a web-based tool to manage a classroom such as language classroom. Nicenet.org is a courseware developed by non-profit organization to provide a free service for teaching and learning process. The application is free of charge and contains no advertising. Nicenet.org is designed for every level of education from elementary to post-secondary.

Nicenet.org is designed as a user friendly tool and easy to adopt and use. To start a teaching room on Nicenet.org, the only requirement needs is an internet connection. Once a teacher provides an instruction and creates a virtual class on Nicenet.org, it is possible for teacher to modify and edit according to the class needs anytime. Nicenet.org uses a password to protect the users and only the member of the class can enroll the space. This capability allows students and teachers to create a closed and private classroom virtual community safely (Erben & Sarieva, 2013).

Nicenet.org has many functions to facilitate teacher and student in collaborative learning. Teacher and students can do discussion, link sharing, document posting and sharing, class schedule posting and syllabus posting. The teacher and students who are enrolled in the Nicenet.org classroom can communicate through messages posted in conference space while conferencing. Both of teacher and students can

post any topic for discussion in conferencing space. All of the messages will be saved on Nicenet.org space. Students can post their assignments on Nicenet.org where the others student members and parents can easily access their assignments as well. Nicenet.org also uses e-mail address and the participants' e-mail on the course will appear on the list (Erben, Ban, & Castaneda, 2009).

2.1.2 The Strengths and Weaknesses of E-learning

The implementation of e-learning in education, particularly for higher educational institutions has several strengths. Many studies have provided the strengths derived from the implementation of e-learning in education (Arkorful & Abaidoo, 2015; Algahtani, 2011; Hameed et al, 2008). Some of the strengths of e-learning adoption in education are:

1. E-learning provides the flexibility of time and place for lecturer and students to take a class. Students are free to choose time and place that suits them.
2. E-learning increases the effectiveness of knowledge with a huge amount of information access.
3. E-learning offers opportunities for students to have discussion among peers and lecturer by using discussion forums. Therefore, e-learning motivates students to interact with other, as well as exchange and respect different point of views.
4. E-learning is cost effective where students and lecturer do not need to travel to a real class. E-learning is also cost effective for learning

where e-learning class is available for maximum number of learners with no need for many buildings. (Arkorful & Abaidoo, 2015; Algahtani, 2011; Hameed et al, 2008).

Despite of the strengths, the implementation of e-learning also possesses some weaknesses in education. Studies support that e-learning has some weaknesses (Arkorful & Abaidoo, 2015; Hameed et al, 2008). Some of the weaknesses of e-learning adoption in education are:

1. E-learning makes students to experience lack of interaction or relation between peers and lecturer on teaching and learning process.
2. E-learning gives negative effect in the improvement of students' communication skills. Although students might have an excellent knowledge in academics, students may not possess the communication skills to deliver the acquired knowledge to others. It due to the lack of real interaction between their peers.
3. It is difficult for lecturer to control the test provided on e-learning. It is hard to regulate bad activities like cheating.
4. E-learning may also probably be misled to piracy and plagiarism.
5. It is also not all discipline can adopt the e-learning technique in education. For instance the purely scientific discipline that cannot be done through e-learning. Researches have argued that e-learning is more appropriate in social science and humanities disciplines than

scientific discipline where there is the need of practical skills.
(Arkorful & Abaidoo, 2015; Hameed et al, 2008).

2.2 Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) was developed by Davis (1985). This model is built to forecast individual's attitude after using information technology. There are two independent variables in TAM; perceived usefulness and perceived ease of use, one dependent variable; behavioral intention, and one mediating variable; attitude. The result showed that perceived usefulness and perceived ease of use influence users' attitudes towards using a technology. However Davis (1993) reinforces his statement that perceived usefulness was 50% stronger than perceived ease of use to influence users' attitudes towards using a technology. Therefore, this study uses perceived usefulness of the e-learning to predict students' attitude after participating the e-learning.

2.3 Perceived Usefulness

Perceived usefulness is the believe degree of an individual who use a particular system to increase her or his performance (Davis, 1989; p. 320). Ma'ruf (2005; p. 62) defined perceived usefulness as the internet users' subjective assessment degree towards the increase of achievement goal by using internet system. Liu, Liao, & Pratt (2009) in their research also defined perceived usefulness as the degree to which the technology is considered as superior to its predecessor. Hsia, Chang, & Tseng (2012) stated that perceived usefulness, the critical internal belief in Technological Acceptance Model (TAM), as the degree

of users' belief after using a particular system that will increase their job performance within an organizational context. In addition, according to Sun et al. (2006) perceived usefulness is the degrees of work improvement after adopting e-learning system.

2.3 Students' Learning Attitude

Many previous studies indicated that students' attitude is a significance factor in e-learning satisfaction (Arbaugh & Duray, 2002; Sun et al., 2006; Chang, Hajiyeef & Su, 2017). The definition of students' learning attitude is actual influence on the use of the e-learning (Chang, Hajiyeef, & Su, 2017). In addition Sun et al. (2006) defined students learning attitude as students' impression after participating the e-learning activities. The more positive students' perceive usefulness on e-learning, the more positive their attitudes are toward e-learning. As the result, it will improve students' learning experiences and satisfaction, and chances to use e-learning in the future (Arbaugh & Duray, 2002; Sun et al., 2006). Piccoli, Ahmad & Ives (2001) also stated that students' positive attitude on e-learning will let students to feel more satisfactory and effective in an e-learning environment. Furthermore, positive attitudes towards e-learning increase the chances of successful learning process (Sun et al., 2006).

2.4 Students' Perceived Usefulness of the E-learning towards their Learning Attitude

TAM has central variables; perceived ease of use and perceived usefulness which directly influence attitude toward technology use (Davis, 1989). TAM has been successfully identified students' decision to use a learning system. The main

objective of this model is to explain the individual's attitude towards the adoption of technology (Chang, Jeyhun, & Chia-Rong, 2017). TAM has been validated by many empirical studies of e-learning acceptance. TAM is the most commonly applied theory in e-learning studies (King & He, 2006; Sumak et al., 2011; Hsia, Chang, & Tseng, 2012; Jonnavithula and Tretiakov, 2012; Al-Gahtani, 2016; Elkaseh, Wong, & Fung, 2016; and Chang, Hajiyef, & Su, 2017). When students perceive e-learning as useful tool to support learning process, they will likely have a high degree of intention to use e-learning (Hsia, Chang, & Tseng, 2012).

In addition Elkaseh, Wong, and Fung (2016) stated that perceived ease of use and perceived usefulness are important factors to predict directly students' and teachers' attitude toward e-learning. Davis (1993) highlighted that perceived usefulness was 50% stronger than perceived ease of use to influence users' attitudes towards using a technology. Finally, this study only examines the effect of perceived usefulness of the e-learning on students' attitude after studying on e-learning.

2.5 Previous Studies

Studies related to perceived usefulness of the e-learning have been conducted in many previous studies. The researchers that have been involved in this field are Mohamed and Dzakiria (2005), Sun et al. (2006), Hsia, Chang, & Tseng (2012), Jonnavithula and Tretiakov (2012), Al-Gahtani (2016), Elkaseh, Wong, & Fung (2016), and Chang, Hajiyef, & Su (2017).

Mohamed and Dzakiria (2005) examined the Nicenet.org as the Internet Classroom Assistant (ICA) in English classroom at University of Utara Malaysia

(UUM), Malaysia. The data is collected by using a survey to examine students' reaction towards the use of Nicenet.org in learning process. The findings show that Nicenet.org is able to reduce the language barriers and increasing students' motivation in language learning. Besides that, they also found that Nicenet.org is useful tool to increase students' writing ability. Nicenet.org offers the chance for students to send messages and communicate among student and teachers.

Sun et al. (2006) found critical factors drive a successful e-learning. An empirical investigation was conducted to examine the learners' satisfaction. One of the critical factors that affect learners' satisfaction is perceived usefulness. The perceived usefulness affects users' attitudes toward a software tool and affects individuals' belief and behavior when adopting the tool. The more positive learners' attitudes are on e-learning, the better students' improvement on learning experiences and satisfaction.

Hsia, Chang, & Tseng (2012) examined the implementation of e-learning in many companies for employee training. This study examines the feasibility of the extended TAM to explain employee acceptance of e-learning systems. One of the results show perceived usefulness positively affects behavioral intention to use e-learning among the employee in Taiwan.

Jonnavithula and Tretiakov (2012) conducted a research entitled "*A Model for the Effects of Online Social Networks on Learning*". This study analyzed the effect of online social networks such as; Facebook or Google Plus on students' learning. The results show that online social networks can be utilized by teachers to make students experience an e-learning. More critically, students may utilize

the online social networks in ways that influence their learning engagement and learning results by themselves, without a direct control from their teachers. The results also show the use of online social networks increases a higher students' engagement and outcomes. Finally, the use of online social networks for e-learning increased students' learning outcomes after participating on e-learning.

Al-Gahtani (2016) investigated the acceptance of e-learning by using a Structural Equation Model in academic field. A result survey of 286 students was analyzed to determine the factors that influence the learners' intention to use e-learning. This study is focused on Technology Acceptance Model (TAM). The result shows that one of the factors significantly predict the students' intention to use e-learning is perceived usefulness.

A research by Elkaseh, Wong, & Fung (2016) analyzed perceived ease of use and perceived usefulness of social media for e-learning. They stated that social networking media gives new opportunities for students and teachers to learn, share, create, and interact between each other. Therefore, they conducted a study to find out the factors that influence students' and teachers' acceptance of using social networking media as an e-learning tool. They used Technology Acceptance Model (TAM); perceived ease of use and perceived usefulness to test the factors of social networking using for e-learning. They adopted a mixed methodology and collected the data through questionnaire and interview. Finally, the results were examined by using Structural Equation Model (SEM) to predict students' and teachers' behavior of using social networking media for e-learning. The results showed perceived ease of use and perceived usefulness as important

factors that predict a students' and teachers' behavioral intention in using social networking media for e-learning.

In addition, Chang, Hajiye, & Su (2017) examined the factors that affect university students' behavioral intention to use e-learning system for the aim of educational purpose in Azerbaijan. The sample was undergraduate students and master students and collected by using a convenient sampling technique. The data were analyzed by using Structural Equation Modeling (SEM). One of the results show perceived usefulness positively influences students' behavioral intention to use e-learning.

The findings from all the previous studies above showed that students' perceived usefulness of the e-learning gives positive impact on their learning attitude. The more positive students' perceived usefulness of the e-learning, the more positive students' attitude after participating of the e-learning. In conclusion, perceived usefulness of the e-learning gives positive impact on students' attitude after studying on the e-learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides the information about the research methodology for this study. It consists of detail description of research design, research population and sample, research instrument, data collection technique and data analysis.

3.1 Research Location

The study is conducted in Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University. The object of the study is students of Department of English Language Education. The address is JL. Ibnu Sina, No. 2, Kopelma Darussalam, Syiah Kuala, Banda Aceh, Aceh, Indonesia.

3.2 Research Design

This study uses quantitative method to analyze the data and to answer research question. Quantitative method is used to describe variables and examine relationships between variables. Quantitative data analysis is a powerful research form and often associated numerical data analysis (Cohen, Manion, & Morrison, 2013). The aim of this study is to find out the impact between two variables. Perceived usefulness which is symbolized by “X” is as independent variable and dependent variable is learning attitude which is symbolized by “Y”.

The method adopted under quantitative method approach for this study is survey. Survey research is most generally used method and considered as the most appropriate method to test the hypothesis (Elkaseh, Wong, & Fung, 2016). There are many types of survey; oral survey, written survey, and online survey. This study focuses on written survey. Written survey can be categorized as questionnaire, mail survey, or drop-off survey (Fowler, 2009). An online survey is used in this study. It ensures the respondents to respond the questionnaire in low cost and time-efficient way (Chang, Hajiyeu, & Su, 2017).

This study uses SPSS V. 20 program as statistical analysis. To test the hypothesis, this study uses a linear regression model which is free of assumptions of the classical linear regression model. This study uses 1 independent variable; perceived usefulness and 1 dependent variable; students' attitude on e-learning.

3.3 Population and Sample

According to the data from the Information Technology and Database Center of Ar-Raniry State Islamic University, there are 129 students of Department of English Language Education who are enrolled from class of 2012 and 2013 in even semester 2017/2018. Therefore, the population in this study is 129 students of Department of English Language Education. Hence, the number of students experienced e-learning from Nicenet.org are 109 students of Department of English Language Education. Those students have experienced e-learning class through Nicenet.org for each particular subject such as Writing III, Linguistics, Computer Assisted Language Learning, English Language Assessment, and Discourse Analysis. Finally, the sample for this study is 109

students of Department of English Language Education, Ar-Raniry State Islamic University.

Table 3.1 The Number of Active Students of Department of English Language Education , Ar-Raniry State Islamic University

No	Academic Year	Number of Students	Number of Students Experienced E-learning by Nicenet.org
1	2012	22	7
2	2013	107	102
	Total	129	109

Source: Archive of Information Technology and Database Center, Ar-Raniry State Islamic University

3.4 Research Instrument

The research instrument used for this study is questionnaire. The type of questionnaire used is online questionnaire. Online questionnaire is more effective and easy to collect the data from the respondents. The questionnaire used is a closed-ended questionnaire by using Likert's scale. The scale types used of the questionnaire is four-point scale; 1) strongly disagree; 2) disagree; 3) agree; 4) strongly agree. This questionnaire is adapted from Davis (1989), Gattiker and Hlavka (1992), Sun et al. (2006), Shahsavar (2012) and Chang, Hajiyevev, & Su (2017). The question items consist of 40 questions; 26 questions related to students' attitude as dependent variable items, 14 questions related to students' perceived usefulness of the e-learning as independent variable items, and 3 questions related to respondents' characteristics. The questions are related to the impact of students' perceived usefulness toward their learning attitude of the e-learning.

3.5 Data Collection Techniques

The online questionnaire is created on Google Forms. To collect the data from participants, the link address of online questionnaire is distributed to the respondents via social media; Line, and WhatsApp. The respondents' responses are examined to answer the research question. The result is analyzed by using Statistical Package for Social Science (SPSS V.20).

3.6 Data Analysis

3.6.1 Descriptive Statistic of Respondent Characteristics

Descriptive statistic of respondent characteristics is conducted to show and summarize the information of respondent characteristics (Sugiyono, 2012). This study summarizes the data percentage and data frequency. The summary of the data are measured by using SPSS V.20.

3.6.2 Descriptive Statistic

Descriptive statistic is conducted to measure and summarize the information of data distribution in each research variables (Sugiyono, 2012). This study provides the information of average, mean and standard deviation of the data. The information of the data distribution is measured by using SPSS V.20.

3.6.3 Instrument Validity and Reliability

1. Validity test is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. Validity test is also the extent to which the results of a study can be generalized from a sample to a population. The data collected from the

questionnaire need a high validity so that the data really describes the phenomenon to be measured.

The validity test used in this study is conducted statistically by using *Pearson product-moment coefficient of correlation* test on SPSS version 20. The validity test of the questionnaire is based on the comparison of *r*-test and *r*-table score. The value of *r*-test is measured by finding the correlation value between alternative scores of respondents' answer on certain question items and total item score in related variables. Furthermore, the *r*-test is compared with the critical value of *r*-table (*r*-product moment). If $r\text{-test} > r\text{-table}$, the question item in a certain variable is declared valid and vice versa (Ghozali, 2005).

2. Reliability test is a tool to measure a reliability of questionnaire which is the indicator of a variable. A questionnaire is reliable if the responses of the questionnaire are consistent or stable over time.

To measure the reliability of questionnaire, this study uses Cronbach Alpha test. This test is conducted only once to a group of respondents on each variable. The reliability score is considered reliable based on the coefficient of Cronbach alpha (α); $>$ than 0.60 (Malhotra, 2011). If the reliability degree is greater than the coefficient of Cronbach alpha (α), the results show that the questionnaire a high level of accuracy and consistency (Ghozali, 2005).

3.6.4 Classical Assumption Testing

Classical assumption testing is conducted to fulfill the BLUE (Best Linear Unbiased Estimation) model criteria. To fulfill the classical assumption criteria of regression model in this study, the tests that should be conducted is normality test. Normality test is conducted to determine whether the distribution data of dependent and independent variable are normal, close to normal, or not (Gujarati, 2006). Normality testing can be done by Kolmogorov-Smirnov non-parametric statistical test (K-S) on SPSS V.20.

3.6.5 Hypothesis Testing

3.6.5.1 Simple Linear Regression

Linear regression is a linear approach to a research modeling to examine the relationship between dependent variable and one or more independent variables. A research model that has one independent variable is called simple linear regression (Freedman, 2009). The relationship for this study can be modeled as:

$$Y = \alpha + \beta X$$

Definition:

Y : Dependent Variable (Perceived Usefulness)

α : Constant

β : Coefficient of Determination

X : Independent Variable (Students' Attitude)

To conduct simple linear regression on the research data, this study uses SPSS V. 20 to analyze the data and conclude the regression result. The result can be seen on coefficients regression table. The table of coefficient regression can be seen from the output of the linear regression test on SPSS V.20.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains and provides the research finding and research discussion. The research finding is derived from the data analysis of the questionnaire. The discussion is deliberated from the research finding of data analysis as a final result. The finding explanation is described and correlated to previous results of the previous studies.

4.1 Descriptive Statistic of Respondents' Characteristics

The questionnaire is given to 109 students of Department of English Language Education, Ar-Raniry State Islamic University from Google Form. The questionnaire consists of three part questions; question related to respondents' characteristic, students' perceived usefulness, and students' attitude. The respondents' characteristics are identified in the table below:

Table 4.1 Descriptive Statistic of Respondents' Characteristics

		Frequency	Percentage
Gender:	Male	36	33.03
	Female	73	66.97
Unit:	1	17	15.60
	2	12	11.01
	3	5	4.59
	4	11	10.09
	5	11	10.09
	6	15	13.76
	7	13	11.93
	8	25	22.94

Table 4.1 shows that the respondents are dominated by female. There are 73 female students participated in this study. It equals 66.97% of total respondents. The male respondents are 36 students or equaled 33.03% of total respondents. The respondents also come from different units; unit 1 - unit 8. The number of students participated in this study is nominated by unit 8. It consists of 25 students or equals 22.94% of total respondents. In other hand, the lowest number of students participated in this study is 5 students of unit 3. It equals to 4.59% of total respondents.

4.2 Descriptive Statistic

Descriptive statistic measures and summarizes the information of data distribution for each of research variables (Sugiyono, 2012). This study provides the data value of mean and standard deviation. The result of descriptive statistic on SPSS 20 is shown in the table 4.2.

Table 4.2 Mean and Standard Deviation

Variable	Mean	Standard Deviation
Perceived Usefulness	2.982	0.534
Student Attitude	2.626	0.383

4.3 Descriptive Statistic of Perceived Usefulness

The result of respondents' responses to perceived usefulness can be seen in the table 4.3. The table provides the information of the responses in SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Besides, it also shows the mean value of each question items.

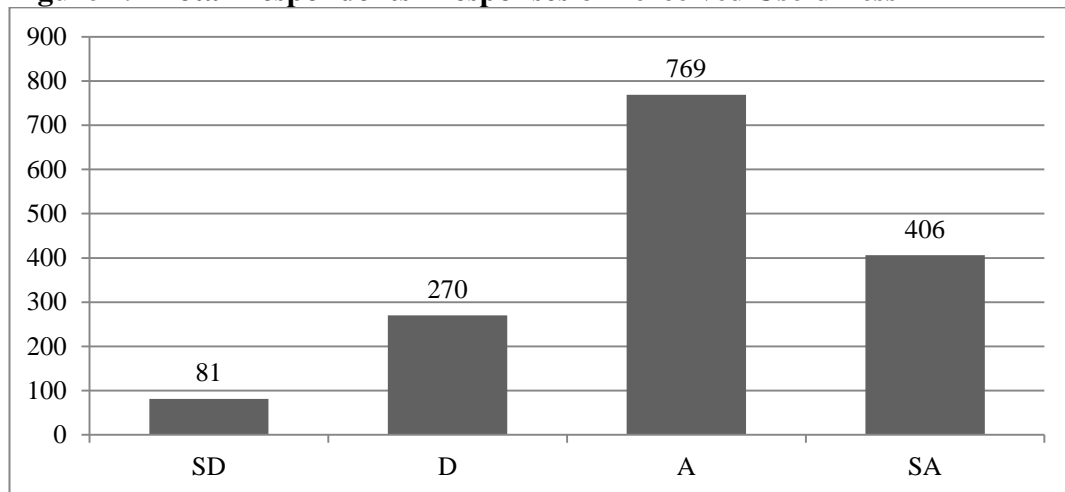
Table 4.3 Descriptive Statistic of Perceived Usefulness

No	Questions	SD	D	A	SA	Mean
	Perceived Usefulness:					
1	Using e-learning is useful in learning program.	4	11	57	37	3.17
2	Using the e-learning would allow me to accomplish learning tasks more quickly.	1	12	56	40	3.24
3	Using e-learning would improve my learning performance.	3	18	59	29	3.05
4	Using e-learning would enhance my effectiveness in learning.	4	20	61	24	2.96
5	Using e-learning would increase my productivity in learning.	6	11	61	31	3.07
6	Using e-learning gives me greater control over my study	6	23	54	26	2.92
7	Using e-learning saves my time	4	19	50	36	3.08
8	Using e-learning allows me to accomplish more tasks than would otherwise be possible	2	17	62	28	3.06
9	Using e-learning reduces the times I spend on unproductive activities	6	20	54	29	2.97
10	Using e-learning improves the quality of study	4	20	53	32	3.04
11	Using e-learning makes me easier to study	9	12	50	38	3.07
12	E-learning supports critical aspects of my study	5	22	58	24	2.93
13	E-learning addresses my study-related needs	5	19	65	20	2.92
14	I feel difficult to learn without e-learning	22	46	29	12	2.28
Average						2.98

Table 4.3 shows that the average students' response of perceived usefulness on e-learning is 2.98. Most of the respondents' responses are in A (Agree). It shows that most of the respondents agree to the usefulness of e-learning in supporting their learning activity. Most of the responses in SD (Strongly Disagree) for the usefulness of e-learning are below 10% than all of the total responses. The highest mean value from 14 question items of perceived usefulness is "Using the e-learning would allow me to accomplish learning tasks more quickly". The highest mean is 3.24. It shows that using e-learning help students to complete their tasks faster than regular learning in the classroom. In another hand, the lowest mean value from 14 question items of perceived usefulness is "I feel difficult to learn without e-learning". The lowest mean is 2.28. It shows that the students are acceptable to learn without e-learning. The

brief illustration of total responses for perceived usefulness is represented in the figure 4.1.

Figure 4.1 Total Respondents' Responses of Perceived Usefulness



The bar chart provides the information of the total respondents' responses on perceived usefulness of e-learning in Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The total responses of perceived usefulness are 1526 responses. The highest number of total response is Agree (A) for 769 responses (50.39% of total responses). The total response of Strongly Agree (SA) is about half of the total responses for A (Agree); 406 responses. Hence, the lowest response is Strongly Disagree (SD); only 5.30% of total responses. Overall, the respondents' responses to the usefulness of using e-learning in learning process are mostly agreed and strongly agreed. It shows that students have positive responses on perceived usefulness. Based on students' positive responses, it indicates that students perceive the e-learning as useful tool to support their study.

4.4 Descriptive Statistic of Students' Attitude

The result of respondents' responses to students' attitude can be seen in the table 4.4. The information of the responses in SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree) are provided in the table 4.4. It also displays the mean value of each question items as well.

Table 4.4 Descriptive Statistic of Students' Attitude

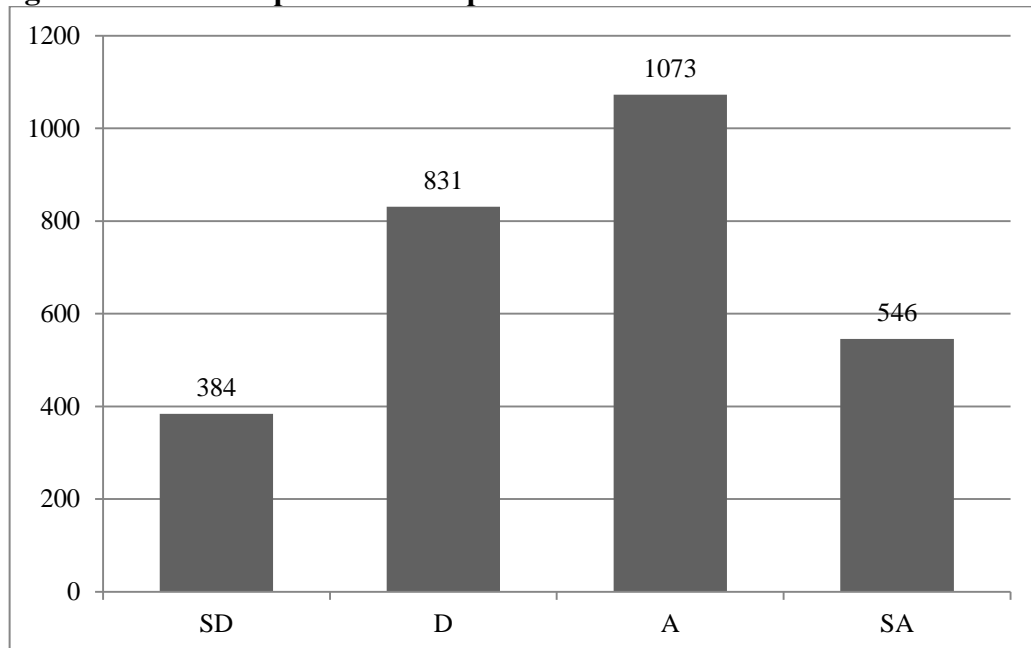
No	Questions	SD	D	A	SA	Mean
1	Students' Attitude: I believe that learning with e-learning is very difficult	34	42	25	8	2.06
2	I believe that learning with e-learning is very complicated	20	52	29	8	2.06
3	I believe that learning with e-learning requires technical ability	12	43	46	8	2.23
4	I believe that learning with e-learning lets me feel psychological stress very greatly	24	46	31	8	2.46
5	I believe that learning with e-learning can be done only if one knows a programming language such as basic	17	46	32	14	2.21
6	I believe that learning with e-learning is only advisable for people with a lot of patience	16	46	36	11	2.39
7	I believe that learning with e-learning makes a person more productive at his/her study	6	23	66	14	2.81
8	I believe that learning with e-learning is for people with the same age as mine only	29	27	40	13	2.34
9	E-learning makes the course more interesting to me	1	17	56	35	3.15
10	I need to take training to understand how to use e-learning	8	41	35	25	2.71
11	E-learning helps me to learn new words from my classmates' postings	1	15	50	43	3.24
12	E-learning helps me to get new ideas from my classmates' postings	2	12	51	44	3.26
13	I enjoy sharing my knowledge with my classmates on e-learning	6	14	45	44	3.17
14	Using e-learning in learning process is a waste of time	26	46	20	17	2.26
15	E-learning provides me opportunities that I have never tried before in traditional classrooms	5	10	54	40	3.18
16	I felt isolated when I participated in an e-learning class	30	47	21	11	2.12
17	It is easier for me to convey my thoughts through e-learning than to converse face-to-face with my classmates	9	33	50	17	2.69
18	Study through e-learning is quite boring	27	43	31	8	2.18
19	I am not the type to study well with e-learning	23	51	21	14	2.24
20	I prefer to study alone to study with my	10	46	39	14	2.52

	classmates in an e-learning					
21	E-learning helps me to communicate more with other students	8	25	50	26	2.86
22	I do not like to use e-learning	39	43	18	9	1.97
23	E-learning is good as a tool for discussing with other students	9	10	67	23	2.95
24	It is easier to voice out my opinions through e-learning than to convey it face-to-face to my lecturer	9	24	50	26	2.85
25	I am motivated to read others' postings	6	17	57	29	3.00
26	It is interesting to share my personal ideas with others on e-learning	7	12	53	37	3.10
Average						2.63

Table 4.4 shows that the average response of students' attitude on e-learning at Ar-Raniry State Islamic University is 2.63. Most of the respondents' responses are in A (Agree). Those responses are related to the positive impressions after studying on the e-learning. It shows that most of the respondents experience positive impressions in e-learning activity. The highest responses in SD (Strongly Disagree) and D (Disagree) are dominated in question 22, "I do not like to use e-learning". It shows that 82 of 103 total respondents like to use e-learning for their study. It equals 79.61% of total respondents with the lowest mean value; 1.97.

On the other hand, the highest mean value from 26 question items of students' attitude is "E-learning helps me to get new ideas from my classmates' postings". The highest mean is 3.26. It shows that using e-learning help students easier to get new ideas from their peers' posting on e-learning than regular learning. Overall, the respondents' responses to students' attitude after experiencing e-learning in learning process are positive impressions. The brief illustration of total responses for students' attitude is represented in the figure 4.2 below.

Figure 4.2 Total Respondents' Responses of Students' Attitude



The bar chart provides the information of the total respondents' responses on students' attitude after studying on e-learning in Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The total responses of students' attitude are 2834 responses. The highest number of total response is Agree (A) for 1073 responses (37.86% of total responses). The total response of Strongly Agree (SA) is 546 or about half of the total responses for A (Agree). The total response of Strongly Disagree (SD) is 384 or about half of Disagree (D). Overall, the respondents' responses to the students' attitude are mostly agree. It shows that students have positive impressions after using e-learning in learning process.

4.5 Instrument Validity and Reliability Test

This study examines the validity of questionnaire by using Pearson product-moment coefficient of correlation test on SPSS version 20. The test is conducted by comparing the *r*-test and *r*-table score (*r*-product moment). *R*-test > *r*-table for each question item indicates that the item in questionnaire is valid and vice versa. Besides, this study examines the reliability test by using Cronbach Alpha test. The coefficient of reliability test > Cronbach alpha (α) (0.60) indicates that the questionnaire has a high level of accuracy and consistency (Ghozali, 2005).

4.5.1 Instrument Validity Test

The result of Pearson product-moment coefficient of correlation test on SPSS 20 for each of the question items is described in the table 4.5. The table provides the information of coefficient of correlation for each of question items. It also displays the critical value (5%) for N=103 and the result of validity test.

Table 4.5 The Result of Validity Test

No	Question Items	Variables	Coefficient of Correlation	Critical Value 5% (N=103)	
1	X1	X	0.698	0.194	Valid
2	X2		0.581		Valid
3	X3		0.755		Valid
4	X4		0.779		Valid
5	X5		0.750		Valid
6	X6		0.733		Valid
7	X7		0.708		Valid
8	X8		0.640		Valid
9	X9		0.679		Valid
10	X10		0.720		Valid
11	X11		0.801		Valid
12	X12		0.737		Valid
13	X13		0.687		Valid
14	X14		0.397		Valid
1	Y1	Y	0.625	0.194	Valid
2	Y2		0.577		Valid

3	Y3	0.530	Valid
4	Y4	0.517	Valid
5	Y5	0.530	Valid
6	Y6	0.573	Valid
7	Y7	0.291	Valid
8	Y8	0.527	Valid
9	Y9	0.281	Valid
10	Y10	0.675	Valid
11	Y11	0.369	Valid
12	Y12	0.355	Valid
13	Y13	0.264	Valid
14	Y14	0.506	Valid
15	Y15	0.360	Valid
16	Y16	0.629	Valid
17	Y17	0.416	Valid
18	Y18	0.450	Valid
19	Y19	0.560	Valid
20	Y20	0.390	Valid
21	Y21	0.378	Valid
22	Y22	0.301	Valid
23	Y23	0.271	Valid
24	Y24	0.509	Valid
25	Y25	0.360	Valid
26	Y26	0.412	Valid

The critical value of the Pearson Product-Moment Correlation Coefficient of this study has the level significance of 5% ($\text{sig } \alpha = 0.05$) and the degree of freedom of this study is ($\text{df} = N - 2$), where N is the total number of respondents; $\text{Df} = N - 2$, ($\text{Df} = 103 - 2$; $\text{Df} = 101$). Therefore, the r -table Pearson Product Moment with critical value 5% ($N = 103$) in this study is $r\text{-table} = 0.194$. Based on the table 4.5, the coefficient of correlation or r -test for each question items in each variables exceeds the critical value ($r\text{-table}$); the coefficient of correlation $>$ critical value ($r\text{-table}$) product moment (0.194). Therefore, the entire question items on the questionnaire used in this study are valid.

4.5.2 Instrument Reliability Test

The reliability of the questionnaire used in this study is described in this part. The result of Cronbach Alpha test on SPSS 20 for each question items is described

in the table 4.6. The table shows the value of coefficient Cronbach's Alpha. The result of the reliability test is provided as well.

Table 4.6 The Result of Reliability Test

No	Variable	Total Items	Cronbach's Alpha		
			Coefficient	α	
1	Students' Perceived Usefulness	14	0.914	0.60	Reliable
2	Students' Attitude	26	0.841	0.60	Reliable

The table 4.6 shows the result of reliability test from the questionnaire. The coefficient of Cronbach's Alpha for each variable is 0.914 and 0.841. The coefficient Cronbach's Alpha of both variables have bigger values than α (0.60); coefficient of Cronbach's Alpha $> \alpha$. Consequently, all of the question items from the questionnaire in this study are reliably.

4.6 Classical Assumption Testing

The model used in this study fulfills the classical assumption criteria of regression model. The classical assumption test conducted in this study is normality test. The test is aimed to test the data distribution (Gujarati, 2006). One of normality test on SPSS V.20 is Kolmogorov-Smirnov non-parametric statistical test (K-S).

4.6.1 Normality Test

This study examines the normality of the data by conducting normality test. The test is used to determine whether the data of each research variables is distributed in normal, close to normal, or not (Gujarati, 2006). This study measures the normality of data by using Kolmogorov-Smirnov non-parametric

statistical test (K-S). To determine the normality of data by using Kolmogorov-Smirnov test, Ghozali (2013) states that if the value of asymptotic significance 2-tailed > 0.05 , the data is distributed normally and vice versa. The result of normality test is shown in the table 4.7.

Table 4.7 One-Sample Kolmogorov-Smirnov Test before Trimming Process

		Unstandardized Residual
N		109
Normal Parameters ^{a,b}	Mean	68.3119266
	Std. Deviation	1.85968451
Most Extreme Differences	Absolute	.093
	Positive	.051
	Negative	-.093
Test Statistic		.093
Asymp. Sig. (2-tailed)		.022 ^c

The non-parametric Kolmogorov-Smirnov (K-S) test is required a normal data distribution on the residual values. Based on the table 4.7, the unstandardized residual of asymptotic significance (2-tailed) $N = 109$ is $0.022 < 0.05$; the data are not normally distributed. Therefore the data is required to do treatment in order to have a normal data distribution. Grubbs (1969) states the mechanism that can be used for data distribution problem is to do trimming method or removing outlier. The outlier is the data observation of a research that is far from the other data observations (Grubbs, 1969). The data is categorized as outlier when the standardized score (Z Score) of the data is more than 3 to 4; for the sample number more than 80 observations (Hair et al., 1998: p.65). To categorize data outliers, the standardized scores are shown in the table 4.8.

Table 4.8 Standardize Score (Z Score)

No	Z Score	No	Z Score	No	Z Score
1	-0.567	41	-0.033	81	-0.467
2	-0.999	42	-0.060	82	-0.718
3	0.037	43	-0.794	83	-0.769
4	0.213	44	3.470	84	-0.592
5	0.468	45	0.519	85	-0.746
6	-0.087	46	3.066	86	-0.002
7	-0.696	47	4.466	87	0.087
8	0.119	48	-0.690	88	-0.090
9	0.190	49	-0.517	89	-3.128
10	0.798	50	0.090	90	-0.115
11	0.369	51	-3.268	91	-0.899
12	-0.028	52	0.090	92	-0.746
13	0.137	53	-0.970	93	-0.643
14	0.112	54	0.568	94	-0.115
15	-3.245	55	0.902	95	-0.796
16	-0.340	56	-0.038	96	0.040
17	0.998	57	-3.707	97	0.090
18	0.592	58	-0.543	98	0.443
19	0.894	59	-0.769	99	-0.592
20	0.483	60	-0.442	100	0.136
21	-0.272	61	0.858	101	0.832
22	-0.517	62	-0.164	102	-0.139
23	0.466	63	0.889	103	3.820
24	-0.137	64	0.240	104	-0.777
25	0.772	65	-0.064	105	0.190
26	-0.139	66	0.295	106	0.114
27	-0.690	67	0.010	107	0.300
28	0.266	68	0.493	108	-0.593
29	0.492	69	0.493	109	-0.147
30	-0.466	70	0.010		
31	-0.844	71	-0.545		
32	-0.643	72	0.974		
33	0.974	73	0.721		
34	-0.292	74	0.420		
35	4.847	75	-0.642		
36	-0.922	76	0.340		
37	-0.269	77	0.190		
38	-0.647	78	0.766		
39	0.040	79	-0.753		
40	-0.291	80	0.267		

Table 4.8 shows that there are 6 responses with Z score more than 3 to 4. Those respondents are respondent 15, 35, 44, 46, 47, 51, 57, 83, and 103. Therefore, a trimming process is conducted to exclude the outliers from the observation in this study. Consequently, those 6 respondents have been excluded from this study. Finally, the number of observations is left 103 from 109 observations. The test result of normality test after trimming process is shown in Table 4.9 below:

Table 4.9 One-Sample Kolmogorov-Smirnov Test after Trimming Process

		Unstandardized Residual
N		103
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	7.81975651
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.040
Kolmogorov-Smirnov Z		.665
Asymp. Sig. (2-tailed)		.768

After conducting the trimming process, the test result of normality test shows that number of total observation is decreased; N = 103 from N = 109 (compare N number in table 4.7 and table 4.9). Hence, table 4.9 shows the unstandardized residual of asymptotic significance (2-tailed) N = 103 is 0.768 > 0.05. It can be concluded that the data of this study are normally distributed.

4.7 Hypothesis Testing

4.7.1 Simple Linear Regression

The result of simple linear regression model in this study is examined by computer software IBM SPSS 20. It analyzes the effect of perceived usefulness of the e-learning on students' attitude after experiencing the e-learning. The output

of SPSS shows the regression result. Based on the table 4.10, the coefficient of regression table, the result of this study is concluded. The result is shown in the table 4.10.

Table 4.10 Coefficient of Regression

Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	65.814	4.686	
	X	.037	.111	.034

a. Dependent Variable: Y

Based on the research result of simple linear regression in the table 4.10, therefore the result can be transformed into the research model as:

$$Y = \alpha + \beta X \quad (\text{I})$$

$$Y = 65.814 + 0.037X \quad (\text{II})$$

4.7.2 Result

Based on the simple linear regression model (II), the result of hypothesis testing in this study is interpreted from the prediction of the equation below.

$$Y = 65.814 + 0.037X \quad (\text{II})$$

1. Constant (α)

The constant in the model is 65.814. Therefore, the students' attitude is predicted to be 65.814 when perceived usefulness as an independent variable in this study is zero or constant.

2. Perceived Usefulness (X) on Students' attitude (Y)

The regression coefficient of perceived usefulness as independent variable is 0.037. The coefficient slope is positive (0.037). It shows that students' attitude is predicted to increase 0.037 (3.7%) when students' perceived usefulness of the e-learning goes up by one percent.

According to Freedman (2009), to discover a regression result, the coefficients of independent variables needs to be really different from 0. Therefore, the independent variables has a genuine influence on dependent variable. The null (default) hypothesis is accepted if independent variable has absolutely no effect (has a coefficient of 0%) and it is a reason to reject a theory. In another hand, The alternative hypothesis is accepted if independent variable has an absolute effect (has a coefficient $> 0\%$) and it is a reason to accept a theory.

Based on the interpretation above, the coefficient of perceived usefulness of the e-learning as independent variable is 0.037. It equals to 3.7%. It shows that perceived usefulness as independent variable has a genuine effect on students' attitude as dependent variable; $3.7\% > 0\%$. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

4.7.3 Discussion

The result shows that perceived usefulness has a genuine effect on students' attitude with the regression coefficient of 3.7% ($3.7\% > 0\%$). This finding is consistent with many of previous studies (Sun et al. (2006); Hsia,

Chang, & Tseng (2012); Chang, Hajiye, & Su (2017). Sun et al. (2006) found that perceived usefulness as a critical factor that lead to a successful e-learning. An empirical study was conducted to examine the satisfaction of the students. The finding shows that perceived usefulness has an effect on students' attitudes, belief, and behavior when using e-learning. The finding also represents that students with positive attitudes on e-learning have better improvement on learning experience and satisfaction. Hsia, Chang, & Tseng (2012) also found that perceived usefulness has a positive impact on individual's behavioral intention to use e-learning among the employee in Taiwan. Moreover, Chang, Hajiye, & Su (2017) studied the factors that impact the university students' behavioral intention to use e-learning system as the purpose of educational system in Azerbaijan. One of the results shows that perceived usefulness of e-learning has a positive effect on students' attitude to use e-learning.

In conclusion, students' perceived usefulness of the e-learning gives positive impact on their learning attitude after experiencing e-learning among students of Department of English Language Education, Ar-Raniry State Islamic University, Banda Aceh. A long with the previous studies' result, the finding of this study shows that students of Department of English Language Education experience positive impression of their study on e-learning. Finally, the more positive students of Department of English Language Education perceive the usefulness of the e-learning in Ar-Raniry State Islamic University, the more positive students show their attitude after studying on the e-learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestion of the study. The conclusion is drawn based on the research findings to answer the proposed research question. Meanwhile, the suggestion is proposed to provide following improvement of the study.

5.1. Conclusions

Based on the findings of the data analysis on SPSS Version 20, it has been identified that the regression coefficient of perceived usefulness is 0.037. The slope of the coefficient regression is positive (0.037). The result represents that students' attitude is predicted to rise at 0.037 (3.7%) when students' perceived usefulness of the e-learning rise by one. It indicates that the regression coefficient of independent variables (perceived usefulness) is different from 0%.

Therefore, the result illustrates that perceived usefulness of e-learning has a genuine impact on students' attitude after experiencing e-learning. Finally, the null hypothesis is rejected (students' perceived usefulness of the e-learning does not give positive impact on their learning attitude). While the alternative hypothesis is accepted (students' perceived usefulness of the e-learning gives positive impact on their learning attitude).

The research finding shows that students have positive impressions on learning process on e-learning class. In conclusion, the more positive students perceive to the usefulness of the e-learning, the more positive their attitude to the

use of the e-learning in learning process. Hence, when students feel that using e-learning is more useful, the students will have more positive impression to the use of e-learning in Department of English Language Education, Ar-Raniry State Islamic University. Consequently, the use of e-learning is important to support teaching and learning process in Department of English Language Education, Ar-Raniry State Islamic University.

5.2. Suggestions

The finding illustrates that the students experienced positive impressions in their study when using e-learning. Therefore, the use of e-learning is crucial in teaching and learning process. Hence, this study recommends to the Ar-Raniry State Islamic University to facilitate the official university e-learning website for students and lecturers. So, the lecturers can use the official e-learning website rather than using the social media or another free e-learning website such as Nicenet.org. The official e-learning website can be adjusted to the certain needs of the students and lecturers in the Ar-Raniry State Islamic University.

This study only examines the Nicenet.org use as e-learning site. Therefore, this study also suggests that future research needs to examine and compare other e-learning sites in order to find out the more useful e-learning website to support teaching and learning process. Besides, this study only conducts the survey for students as the research participant. The following study is advised to let the lecturers to be the research participant as well to examine the perception of lecturer in using e-learning on their teaching process. The observation of this study is limited in number of research sample. It is recommended for further

research to increase the number of respondents. Finally, the addition of independent variable is highly recommended to show a better result on predicting the students' attitude after studying by using e-learning.

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Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-598/UN.08/FTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** :
1. Menunjuk Saudara:
 1. Dr. T. Zulfikar, M.Ed
 2. Yuni Setianingsih, M.Ag
- Untuk membimbing Skripsi :
- Nama : **Nural Husna**
- NIM : **231324410**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Perceived Usefulness of the E-Learning (A Survey Study at Ar-Raniry State Islamic University)**
- Sebagai Pembimbing Pertama
- Sebagai Pembimbing Kedua
- KEDUA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA** :
- Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 12 Januari 2018
 An. Rektor
 Dekan,



 Mujiburrahman

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

**Confirmation Letter of Conducting Research from Faculty of
Education and Teacher Training, Ar-Raniry State Islamic
University Banda Aceh**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 5250 /Un.08/TU-FTK/ TL.00/05/2018

17 Mei 2018

Lamp : -

Hai : Mohon izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Nurul Husna
N I M	: 231 324 410
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Keumuneng II No. 05, Sektor Timur Darussalam Banda Aceh

Untuk mengumpulkan data pada:

Pusat Komputer UIN Ar-Raniry, Mahasiswa PBI Leting 2013 dan 2012

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perceived Usefulness of the E-Learning (Case Study at Ar-Raniry State Islamic University)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Saif Farzah Ali

Kode 7844

Confirmation Letter of Conducting Research from Department of English Language Education UIN Ar-Raniry Banda Aceh



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-206/Un.08/KJ.PBI/TL.00/07/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-5250/Un.08/TU-FTK/TL.00/05/2018 tanggal 17 Mei 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Husna
NIM : 231 324 410
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Perceived Usefulness of The E-Learning (A Survey Study at Ar-Raniry State Islamic University)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Juli 2018

Ketua Prodi Pendidikan Bahasa Inggris


(T. Zulfikar)

QUESTIONNAIRE

STUDENTS' PERCEIVED USEFULNESS OF THE E-LEARNING

(A Survey Study at Ar-Raniry State Islamic University)

NAME :

UNIT :

GENDER :

Note:

SD : Strongly disagree

A : Agree

D : Disagree

SA : Strongly Agree

No	Questions	SD	D	A	SA
	Perceived Usefulness:				
1	Using e-learning is useful in learning program.				
2	Using the e-learning would allow me to accomplish learning tasks more quickly.				
3	Using e-learning would improve my learning performance.				
4	Using e-learning would enhance my effectiveness in learning.				
5	Using e-learning would increase my productivity in learning.				
6	Using e-learning gives me greater control over my study				
7	Using e-learning saves my time				
8	Using e-learning allows me to accomplish more tasks than would otherwise be possible				
9	Using e-learning reduces the times I spend on unproductive activities				
10	Using e-learning improves the quality of study				
11	Using e-learning makes me easier to study				
12	E-learning supports critical aspects of my study				
13	E-learning addresses my study-related needs				
14	I feel difficult to learn without e-learning				
	Students' Learning Attitude:				
15	I believe that learning with e-learning is very difficult				
16	I believe that learning with e-learning is very complicated				
17	I believe that learning with e-learning requires technical ability				
18	I believe that learning with e-learning lets me feel psychological stress very greatly				

19	I believe that learning with e-learning can be done only if one knows a programming language such as basic				
20	I believe that learning with e-learning is only advisable for people with a lot of patience				
21	I believe that learning with e-learning makes a person more productive at his/her study				
22	I believe that learning with e-learning is for people with the same age as mine only				
23	E-learning makes the course more interesting to me				
24	I need to take training to understand how to use e-learning				
25	E-learning helps me to learn new words from my classmates' postings				
26	E-learning helps me to get new ideas from my classmates' postings				
27	I enjoy sharing my knowledge with my classmates on e-learning				
28	Using e-learning in learning process is a waste of time				
29	E-learning provides me opportunities that I have never tried before in traditional classrooms				
30	I felt isolated when I participated in an e-learning class				
31	It is easier for me to convey my thoughts through e-learning than to converse face-to-face with my classmates				
32	Study through e-learning is quite boring				
33	I am not the type to study well with e-learning				
34	I prefer to study alone to study with my classmates in an e-learning				
35	E-learning helps me to communicate more with other students				
36	I do not like to use e-learning				
37	E-learning is good as a tool for discussing with other students				
38	It is easier to voice out my opinions through e-learning than to convey it face-to-face to my lecturer				
39	I am motivated to read others' postings				
40	It is interesting to share my personal ideas with others on e-learning				

The Responses of the Questionnaire

Perceived Usefulness (X)

No	Unit	Gender	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
1	5	2	4	3	4	3	3	3	4	4	4	3	3	4	3	2
2	8	2	3	3	4	3	4	2	4	2	3	4	3	2	2	1
3	8	1	4	3	3	3	3	2	3	3	3	2	3	3	3	1
4	8	2	3	2	4	4	2	3	2	2	2	2	2	3	3	2
5	1	2	3	2	3	3	3	4	3	3	2	3	4	2	4	3
6	5	1	4	3	3	3	3	3	3	3	3	4	4	3	3	2
7	6	2	2	4	3	3	3	4	3	3	2	3	3	2	1	4
8	1	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4
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The Responses of the Questionnaire

Students' Attitude (Y)

No	Unit	Gender	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26
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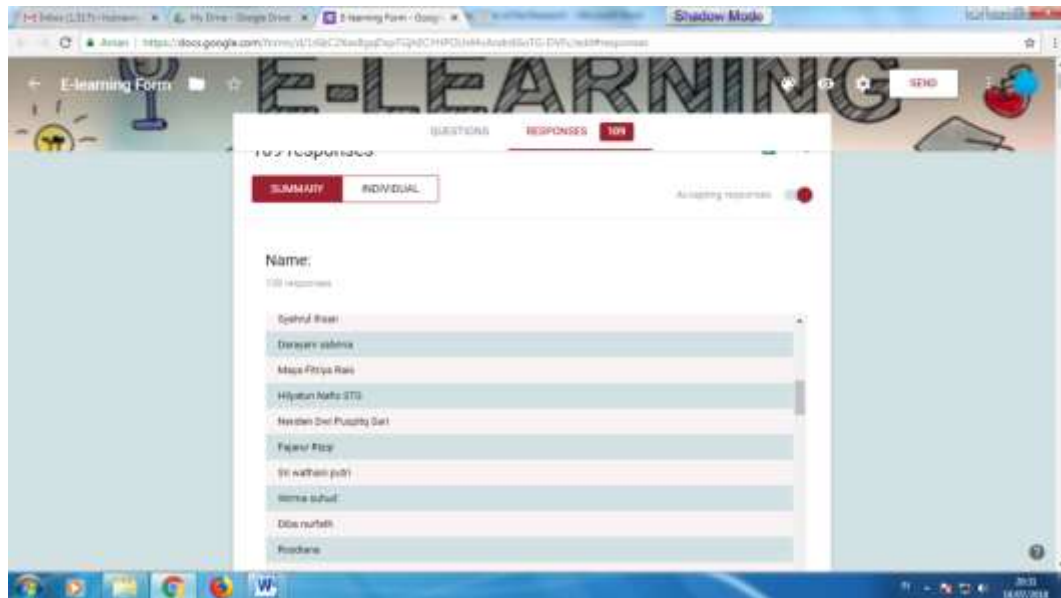
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Documentation of the Research



BIOGRAPHY

Name : Nurul Husna
1st Address (KTP) : DS. Balee Busu, Kecamatan Mutiara, Pidie, Aceh
2nd Address : Jl Keumuneng II No 5, Sektor Timur, Darussalam, Banda Aceh
Mobile Phone : 081373856772
Email : husnawiyono123@gmail.com

Personal Information

Date of Birth : May 14, 1995
Place of Birth : Busu
Sex : Female

Education

Elementary : **SDN 3 Beureunueun**
Junior High : **MTsS Jeumala Amal**
Senior High : **MAS Jeumala Amal**
University : **Syiah Kuala University, Management Department
Ar-Raniry State Islamic University, Department of
English Language Education**