STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF INTERACTIVE LEARNING USING E-LEARNING MODULE IN THE SUBJECT OF ENGLISH AT SMA BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF 2023/2024

THESIS

Submited as a Partial Requirements

For the Undegraduate Degree in English Education

By :

Shidicky Qosim Nurzeha

SRN. 196121138

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF CULTURES AND LANGUAGES

UIN RADEN MAS SAID SURAKARTA

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ADVISORS'S SHEET

Subject   : Thesis of Shidicky Qosim Nurzeha

SRN   : 196121138

<div align="right">

To:

The Dean of

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

</div>

Assalamu'alaikum warahmatullahi wabarakaatuh

       After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name   : Shidicky Qosim Nurzeha

SRN   : 196121138

Title   : *Student's Perception on The Implementation of Interactive Learning Using E-Learning Module in The Subject of English at SMA Batik 1 Surakarta in the Academic Year of 2023/2024.*

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor's Degree in English Language Education.

       Thank you for the attention.

Wassalamu'alaikum warahmatullahi wabarakaatu

<div align="right">

Sukoharjo,   December 2023

Advisor

Dr. H. Zainal Arifin, S.Pd., M.Pd.

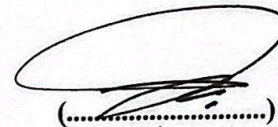NIP. 19730820 200312 1 003

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RATIFICATION

This is to certify the *Sarjana* thesis entitled **"Student's perception on the implementation of interactive learning using E-Learning module in learning English at SMA Batik 1 Surakarta"** by Shidicky Qosim Nurzeha has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.

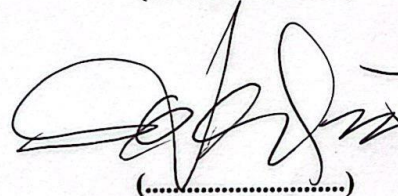Chairman : **Irwan Rohardiyanto, S.S., M.Hum.**

NIP. 19840117 201503 1 002   (.........................)

Secretary : **Dr.H. Zainal Arifin, S.Pd., M.Pd.**

NIP. 19730820 200312 1 003   (.........................)

Main Examiner : **Prof. Dr. H. Sujito, M.Pd**

NIP. 19720914 2002 1 001   (.........................)

Surakarta   Desember 2023

Approved by

Dean Faculty of Cultures and Languages

Prof. Dr. Imam Makruf, S.Ag., M.Pd.
NIP. 19710801 199903 1 003

DEDICATION

This thesis is dedicated to:

1. Allah who always give his full of rohmah and blessing

2. My beloved parents Mr. Fathoni and Mrs. Siti Alkhoiriyah always give spirit, support, love, pray and encouragement.

3. My advisor Dr. H. Zainal Arifin, S.Pd., M.Pd.

4. My beloved friends in PBI E 2019.

MOTTO

"The secret of happiness lies in 3 things: patience, gratitude, and sincerity."

(HR. Ahmad).

"Know that gratitude is the highest degree, and it is higher than patience, fear (khauf),

and separation from the world (zuhud)."

(Imam Al-Ghazali).

PRONOUNCEMENT

Name   : Shidicky Qosim Nurzeha

SRN   : 196121138

Study Program   : English Language Education

Faculty   : Cultures and Languages

I hereby sincerely state that the thesis titled "Student's Perception on The Implementation of Interactive Learning Using E-Learning Module in The Subject of English at SMA Batik 1 Surakarta in the Academic Year of 2023/2024". is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 21st of December 2023

Stated by,

Shidicky Qosim Nurzeha
SRN. 196121138

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Student's Perception on The Implementation of Interactive Learning Using E-Learning Module in The Subject of English at SMA Batik 1 Surakarta in the Academic Year of 2023/2024". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 21st of December 2023

The Researcher

Shidicky Qosim Nurzeha

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ABSTRACT

The purpose of this study are (1) To describe the students' perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta and (2) To identify the students' problem in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta.

The design of this research is Descriptive Quantitative. The subject of the research was the Eleventh Grade students of SMA Batik 1 Surakarta which consist of 30 samples. The technique was Random Sampling Technique and the data were collected by the questionnaire. The researcher used Likert Scale and descriptive analysis to analyze the data.

The result of this study shows that the students' perception of on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta have positive respond, most of students was agree with the benefits of e-learning. While the students' problems faced was the level of concentration and seriousness of their learning decreased during online learning. The internet access is not stable and device facilities, such as smartphone and laptop do not support in accessing e-learning. The students were also difficult to understand the material provided by the teacher and have difficulty doing individual assignments and group assignments that have to work on together by online. The last problems were the students easily experience stress during e-learning. Based on the result, it could be concluded that students enjoyed the benefits of e-learning, but the sudden adoption of online learning and lack of preparation, raises several problems. Therefore, teachers and students are expected to be able to create a creative and fun teaching and learning atmosphere so that the goals and quality of education can be achieved.

Keywords: E-learning module, Interactive learning, Students' perception

CHAPTER I

INTRODUCTION

A. Background of The Research

Education 4.0 is a desired approach to learning that aligns itself with the emerging fourth industrial revolution. This industrial revolution focuses on smart technology, artificial intelligence, and robotics; all of which now impact our everyday lives. The use of ICT-based technology is considered very convenient both in learning that can be accessed easily through computers, laptops and mobile phones whose development is very important in the learning pattern in the classroom because it is arranged using platform technology principles so as to expand human capacity, especially in the field of education (Khlifi & El-Sabagh, 2017; Garcia et al., 2020).

Technology is also a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the Internet and the ubiquity of smart devices that can connect to it, a new age of anytime anywhere education is dawning. It will be up to instructional designers and educational technologies to make the most of the opportunities provided by technology to change education so that effective and efficient education is available to everyone everywhere.

The technology in today's fields of teaching is often associates with the use of the information and communication technology. Related to the reality

about the technology used in learning, the teachers have big roles in making it successful or not. The teacher needs some skills in using those technology tools at school or university. Then to have a good result in using technology, the teachers should have a good attitude towards the technology used (Masruddin, 2020).

In addition, the result of some researchers has shown that information and communication technology media has superiority to help teachers to deliver learning message faster and easier for students. In addition, media have a positive effect and can change the students' behavior to be creative and dynamic. Then, the role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process. Furthermore, the use of technology as media in classroom is very helpful. Furthermore, media technology can increase the students' interesting in learning process (Masruddin, 2020).

Information and communication technology benefits in learning as a learning presentation medium, e.g. in the form of power point slides and animations with flash programs. As a medium of self-learning or E-Learning, for example, students are given the task of reading or searching for sources from the internet, submitting answers to tasks, even trying and doing learning materials. Through E- Learning, learning is no longer limited by space and time. Learning can be done anytime and anywhere. This encourages students to analyze and synthesis knowledge, dig, process and utilize information, produce their own writing, information and knowledge. Students are stimulated to

explore science. Facilities that can be utilized by students to learn through E-Learning include: E-Book, E-Library, interaction with experts, email, mailing List, News Group, and others.

The emergence of the digitalization era is a challenge as well as an opportunity for lecturers to respond and be creative in utilizing technology in learning such as developing and using innovative electronic learning media products in the form of e-modules to facilitate students in learning and can be used for independent learning that can be practiced anytime and anywhere (Darmaji, Kurniawan, Astalini, & Nasih, 2019; Hermawan, 2020; Kholid, 2020). E-learning allows students to learn English as a whole, including listening, speaking, reading, and writing. E-learning is an interactive tool that allows students and teachers to communicate more effectively. E-module contains the subject matter and practice questions at the end of the lesson to measure students' learning and assessments that will appear to solve the questions. Thus, it makes it easier for teachers and students to know the achievement of their competence, on the other hand, the task of a teacher is also more accessible with the available teaching materials.

Preliminary observation conducted by the researcher showed that to provide more enjoyable and interactive learning English, the English teacher at SMA Batik 1 Surakarta used interactive e-learning module. Students were asked to fill out a Google form (online) to identify their learning preferences and interest in using interactive e-modules, and this information was gathered. The characteristics of multimedia learning courses, such as the use of multimedia

and software and hardware, were considered in the development of interactive e-modules.

E-module is a form of a percentage of learning material systematically arranged into the minor learning units to achieve specific learning presented in electronic form where animation, audio, making user navigation more interactive with this program. Electronic media that students can access has different advantages and characteristics. If in terms of its benefits, the electronic media itself can make the learning process more enjoyable, interactive, can be done anytime and anywhere and can improve the quality of learning (Delima, 2021).

Imansari & Sunaryantiningsih (2017), in their research, shows that the interactive e-module learning media made are suitable for use in the teaching and learning process in the classroom and can achieve the average value of student completeness, and the learning process is also in the good category. The development of technology in the world of education which is so fast and has become the basis of human life, has required people to develop their abilities to face global competition. Technology, which is increasingly at the pace of the digital era, needs to be used to design innovative learning media or as a source of information and others. The technology system will make it easier for teachers or students at school, following the benefits taken by each individual.

Dewi and Naf'an (2018) show that using an e-module in an English Specific Purpose class effectively increases students' interest in learning English (the interest score increased from 68.33% to 79.7%). This result is

higher than the control students, only 73.9% without using the e-module. In addition, the e-module also effectively increases student scores by 2.5 points (increasing the pre-test score by 4.3 points to 6.8 points during the post-test). It also implies that e-modules are very effective in making it easier for students to learn English, with is reflected by their score of 77.7%.

Additionally, interactive e-modules can be used in both online and offline classrooms (Adawiyah, R., and Susilawati, L. A. 2020; Danirmala, 2020; Dankbaar, 2017; Erna, M., and Anwar, L. 2021; Fadieny, N., and Fauzi, A, 2021; Hendriyani, Y., Ambiyar, S., and Effend A number of studies, such as Cloonan et al., (2020), back up this claim, showing that students, both experienced and new to the subject, gain knowledge and confidence as a result. McNamara et al., (2020) conducted research that found that online interactive e-modules played an important role in improving students' critical thinking skills and providing them with greater independence in the process of skill improvement. A 10 to 15-minute online course with no more than one or two learning concepts and a mix of teaching and assessment tools, such as video clips, direct instruction, gaming elements, and social media platforms, is what we call an e-learning "module."

In online learning, students' perceptions, needs, and expectations are important for teachers to consider before designing and developing online course materials (Sahin & Shelly, 2008). Hassan & Atan (2012) revealed that 'learners' attitude critically influences the success of e-learning activity. When learners maintain positive attitudes during online learning, they tend to get

involved better in learning process. Perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or disagree about the method or about something that they have learned (Hong, 2023). It means that students have their own opinion toward something that they get from teaching and learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in learning process inside or outside the classroom, and produced them with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15). To evaluate students' perceptions of the learning environment and to assess any differences in perception related to students' performance and their year of study.

The level of satisfaction in online learning was found to be crucially determined by the amount and quality of interaction betwen teachers and learners (Fedynich, Bradley & Bradley, 2015). The research revealed that students are mostly satisfied with the course materials' clarity and organization but perceived that there needs to be more variety in terms of instructional design. Some learners stated their frustration for not getting immediate response to the course's questions (Fletcher & Bullock, 2015). Sari (2020) informs that the implementation of online learning during COVID-19 pandemic faces some obstacles such as slow internet connection, the enourmous amount of tasks students received, limited interaction between teachers and students, and limited materials received compared to offline teaching. The availability of internet connection in rural areas, limited teaching media accessibility, and technology

compatibility in accessing course materials are identified as the main influencing factors. These in EFL context determine the efficacy of online learning (Nur Agung, Surtikanti, & Op, 2020).

From the above explanation, this research has purpose to describe the students' perceptions of use e-learning in the appropriateness of usability and the appropriateness of ease to use for English teaching at SMA Batik 1 Surakarta. Therefore, this research entitled **"Student's Perception on The Implementation of Interactive Learning Using E-Learning Module in The Subject of English at SMA Batik 1 Surakarta in the Academic Year of 2023/2024".**

B. Identification of the Problem

Based on the background of the research, the researcher identifies some problems as follow:

1. In this digital age, teachers are confronting with new challenges every day in respect of students, their individual needs, new hardwares and softwares and own developmental needs.

2. Lecturers or teachers must be more innovative and creative in motivating students to learn optimally in both the classroom and independent study to improve the learning process.

3. In order to to provide more enjoyable and interactive learning English, the English teacher at SMA Batik 1 Surakarta used interactive e-learning module.

4. Student behaviour can change as a result of students using multimedia as a learning tool in multimedia courses besides just providing knowledge of software and hardware.

C. Statement of the Problem

Based on the background and identification of the problem, the researcher proposes the research problem as follows:

1. How is the students' perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta?

2. What problems do the students face in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta?

D. Objectives of the Research

Based on the problem statement above, the research objectives are arranged as follows:

1. To describe the students' perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta.

2. To identify the students' problem in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta.

E. Benefits of the Research

By doing this research, the researcher expects that this present research will give some benefits. Those benefits include practical and theoretical benefits, they are as follows:

1. Theoretical Benefits

    a. The results of this research can be used as a reference for further research, particularly on teaching and learning process of using e-learning module.

    b. The results of this research can give more contribution to support the study of English teaching and learning process using e-learning module.

    c. The results of this research can be used as an additional reference of knowledge and insight to the readers on the use of e-learning module as an alternative media of teaching and learning English.

2. Practical benefits

    a. For the students

        Generally, this research is expected to enhance the students' motivation and improve the students' performance in the teaching and learning process, particularly using e-learning module.

    b. For the teachers

        Hopefully, this research can give input in enriching the teacher with some alternatives teaching media that can be used for either online or offline learning, such as e-learning module. The choice of e-module

is due to its more practical use and, more specifically, for use in the classroom.

    c. For other researcher

It is expected that this research can become a kind of refernces to conduct the same type of research.

F. Definition of Key Terms

To avoid misunderstanding of the concept in this research, the researcher gives some definitions as follows:

1. Teaching and Learning

Teaching is the process of guiding and facilitating learning Brown (2015: 7). Meanwhile, learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction.

2. Interactive Learning

Interactive learning is a technique that seeks to get students actively engaged in the learning process, often through the use of technology. This is in contrast to more passive techniques like the traditional lecture (Freeman et al., 2014).

3. E-learning

"E-learning is the use of electronic media for a variety of learning purposes that range from add-on functions in conventional classrooms to

full substitution for the face-toface meetings by online encounters" (Guri-Rosenblit, 2005).

4. E-learning module

E-module is a form of a percentage of learning material systematically arranged into the minor learning units to achieve specific learning presented in electronic form where animation, audio, making user navigation more interactive with this program. Electronic media that students can access has different advantages and characteristics. If in terms of its benefits, the electronic media itself can make the learning process more enjoyable, interactive, can be done anytime and anywhere and can improve the quality of learning (Delima, 2021).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Language Learning (English)

a. Definition of Learning English

Schunk (2012) characterize a cycle that can withstand changes in learning societies. This presents certain restrictions to active participation in various practices in general in education and various types of participation. Furthermore, Schunk (2012) observes that students learning begin with information and aptitudes that are created and introduced into sophisticated situations which is one of the learning abilities. Vahedi and Oroujlo (2011) found that when familiarity with English very dominant, language, especially English, is recognized as a way to achieve through everyday life. English is an important tool in areas such as logical communication business, social trade, and political affairs. Also, Delahunty and Garvey (2010) states that language is the primary correspondence medium among students and educators, that it is a student textbook in educational facility. Students studying English as a second language worker experience multiplication problems because there are two items with English education facilities.

English is more likely to learn only foreign languages in Indonesia. This means that learning and teaching English happens primarily in the classroom, not in everyday communication. Indonesian

learners of English are not ready to use English as a communication tool in their daily lives outside the classroom. According to Oxford & Shearin (1994), in this context, foreign languages are the only languages learned during normal educational. Berns (1990) defined learning a foreign language as a language community, learning a target language in a nation that does not utilize this language. In this context of foreign language learning, learners have few opportunities to use their target language outside of the classroom as language (English, in this case) is not utilized primary means of communication between individuals. Suryati in Sulistiyo (2016) stated that the use of an input language in the classroom is essential when the target language is rarely used outside the classroom. From the description over, it can be concluded that learning provides impression through the abilities and knowledge acquired in the learning process. Studying English is the key to victory, as it is important in many viewpoints of life.

b. Principles of Learning English

According to Brown (2000), principle of learning English divided into three subgroups: cognitive principle, emotional principles and language learning principles, which is linguistic principle. Principle are considered research-derived theories, and teachers need to be consistent with classroom practice. The following is an overview of the principles that belong to each group:

1) Cognitive Principles

a) Automaticity: Peripheral interest in language form and subconscious processing of language.

b) Meaningful learning: This may consist of Rote Learning, which may lead to superior longterm storage.

c) Reward expectations: guided stduents to act on expectations of type or intangible reward.

d) Instrinsics motivations: the strongest learning reward is essentially motivated inside the learners.

e) Strategics speculation: learning and time methodoligies for learner to contribute within language learning process.

2) Affective Principle

a) Language's pride: Learning a new language implies cultivating a new way of thoughts.

b) Confidence: Successful learning can equate to believing that learner can learn.

c) Risks taking: take a risk and experiment outside the obvious, resulting in superior long-term preservation.

d) Relationship between language and culture: moreover, language learning includes learning of cultural values and ideas.

3) Linguistic Principle

a) Effect of native language: both the effects of promoting and hindering the learning of the learner's native language can be obtained.

b) Inter languages: at slightest part of a student's new language

improvements may be considered systematics.

c) Communication Skills: familiarity and usage are fair as critical as precision and use are just as important as leaders have for organizational and practical strategic skills and psychomotor skill.

2. **Concept of Electronic Learning (E-Learning)**

   a. **Definition of Electronic Learning (E-Learning)**

   Naidu (2006) stated that e-learning is a teaching and learning system that exploits innovations in information communication. The e-learning letter 'e' stands for 'electronic'. E-learning can incorporate all the informative exercise you create together with people working offline or online by free PC or an organized or other equipment. Also, Indrakusuma and Putri (2016:3) explained that e-learning is one of the new routes of the cycle of education and learning, and is the condensation of electronic realization that explicitly uses the Web as a learning framework. The materials provided to students through E-learning are available anytime, anywhere, despite the fact that educators are getting materials to enhance or provide a range of supportive learning assets, including multimedia, which can be maintained.

   In the expert's explanation above, E-learning tends to be presumed to be a learning and teaching framework that uses electronics media explicitly on the internet. This learning framework models is straightforward for instructors and understudies because it allows you to complete your learning anytime, anywhere.

Development of an application e-learning should also be directed to be able to fulfill four philosophies learning as suggested by Cisco in Indrakusuma and Putri (2016:5) as follows:

1) E-learning is that the provision of education, information, communication and online preparing.

2) E-learning offers a series of tools (traditional learning models, CD-ROM, learning textbook, computer-based trainings) that can enrich the value of traditional learning so they can cope with the challenge of globalizations.

3) E-learning means strengthening the learning model by enriching contents and developing educational technology, rather than replacing the existing classroom learning model.

4) Students' abilities shift significantly depending on the shape, content and form of expression. The more the learning style, content and teaching tools are in harmony, the better the student's skills will be, resulting in better result.

b. **Characteristics of E-Learning**

According to Rudi and Riyana (2007), E-learning has four characteristics, as follows:

1) Student appeals for learning materials are teacher / student independent. Because the understudy is to develop insights using rubber-like data conveyed by the sites interface.

2) Resources are all over and anyone can effortlessly get them. This is

due to the global nature of web media and is available to all this related individual.

3) Learning/ educational institutions act as mediators/ teachers.

4) Get in the restructuring of executives who can keep optimal use of educational framework arrays, educational programs, and educational informations and communication technologies.

The above four peculiarities are to recognize between traditional learning and e-learning. Student impressions for learning materials to measure insights through incentives conveyed by the e-learning apps interface are no longer dependent on the instructor. Even with e-learning, information sources are scattered around and anyone can easily use it.

c. **Benefits of E-Learning**

According to Siahaan in Indrakusuma and Putri (2016:6) E-learning promotes the interaction among students and subjects/materials. Students can exchange information or opinions on various topics related to the classroom or the personal development needs of the students. In addition, teachers can publish course materials and assignments that students need to complete in specific locations on the Internet for them to access. Depending on their needs, teachers can also give students the ability to access specific learning materials and exam questions that students can only visit once within a specified time.

According to Tjokro in Indrakusuma and Putri (2016:5), E Learning has three benefit:

1) Cost Efficiency

E-learning can provide the organized of its implementation, capability in facility arrangement, and real facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportations cost and need.

2) Flexible

E-Learning is easy to use, adaptable by choosing a time and place and the option to go on a picnic.

3) Learn to be Independent

E-Learning give the student opportunity to openly hold the entire matrix of the learning cycle.

d. Advantages of E-Learning

According to Tjokro in Indrakusuma and Putri (2016: 8), applying e-learning has four advantages:

1) Absorption is simpler, and it means that interactive media features can be used as images, text, motion, voice and video in the learning of e-learning.

2) It's fairly practical, and means you don't have to bother your teacher when learning e-learning. Likewise, it can be anywhere, not just the requirements of the native crowd.

3) It's much more concise and means learning with e-learning doesn't involve many kinds of habits.

4) Accessed 24 hours a day, this means that the authority of the material

depends on fervor and ingestions of understudy, which can be watched and attempted to e-tests.

e. Disadvantages of E-Learning

The disadvantages of e-learning described by Nursalam in Indrakusuma and Putri (2016:8) are as follows:

1) Lack of interactions among educators and students, and indeed among student itself.

2) The process of educating and learning tends to training instead of education itself.

3) Changing the part of learners, mastering traditional learning methods from the original, now it is also necessary to use ICT (information, communication and technology) to develop learning methods.

4) Not all places and regions have a stable internet network.

5) Lack of qualified human resources on internet savvy.

6) For students, using the right computer is inherently challenging.

7) The learner could become frustrated when they can not access pictures, videos and graphics due to improper devices (hardware and software).

8) The learner can feel isolated.

f. E-Learning in Studying English

According to Davies (2012), innovations in computer technology have long been used in the learning and teaching of EFL. More generally, computer technology has been used for language teaching since the 1960s,

when education analysts to begin with appeared interest in utilizing their learning skills after developing commercial mainframes in the 1950s. Over time, the recognition of introducing technologies into education has expanded, particularly with the advent of the World Wide Web. According to Hellebrandt (1999), an important part of this technological advancements is the improvement of an e-learning environment, which is considered to have transformatives potential in English learning and teaching methods. In particular, learners can utilize e-learning sources to develop the four core of English skills (reading, listening, writing, speaking).

Chiu *et al.* (2007) stated that one of the main limitations of traditional EFL is that it can not provide students with a real English learning environtment, because public life is ruled by the local language. In addition, the classrooms are terribly large, which means that individual students have restricted opportunities to interact or communicate with teachers. Therefore, e-learning provides a platforms which learners can improve their English communication (speaking) skills while interacting with other learners in the virtual world. In this case, Lee (2002) conducted a pilot study utilizing synchronous electronic chats and task based instruction to improve students' communication skills. The results of the research show that the combination of interactive interactions and task based learning improve students' communication skills by making a living environmental in which they can engage on real time conversation on topic realted to their life interest. Besides, Chiu *et al.* (2007) noted that one of the advantages of e-

learning for the development of conversational skills includes being able to participate more fairly than face-to-face communication. In addition, this exchange should not be limited to the local level, but can be effectively and phenomenally expanded to the universal environment, providing opportunity for students to expand their cross culture science.

Furthermore, Brandl (2002) states that E-learning provides an unparalleled opportunity to gain unlimited access to online course materials and develop their reading and writing skills. Online information allowing students to go beyond textbook-based learning because online data makes it easy to access information anytime and anywhere. There are also many opportunities to listen the authentic language by online. Moreover, Brandl (2002) observed the importance of listening practice for understanding audio prompts and relevant clauses provided by online application. He reports evidence suggesting that learners change the way they approach learning and understanding when more syntactically complex clauses are used.

g. **E-Learning Application**

1) Google Meet

Google Meet can be a video conferencing application or an online conferencing. As reported by Samudro (2020), Google Meet is a product made by Google, a video communication service developed by Google. The previous version of the Google Meet application is one of

two applications, the latest version of Google Chat and Google Hangouts. October 2019 Google has stopped the classic version of Google Hangouts. Up to 3 participants can watch the communication services used in the video conferencing application. Google Meet can be accessed from Android and iOS applications and can be accessed using a web application, so it claims to be a more powerful version than previous versions of Google Hangouts

Creating and updating the Google Meet application is much more fun and offers the best features compared to the old version of Google Hangouts. This is a benefit provided by the GoogleMeet application:

a) Attractive User Interface

The Google Meet application has a unique, attractive and functional interface. In addition, this application is also light in size, it is quick to use, and the application management is efficient. Beginners using the Google Meet application will have no problem because the Google Meet application is also referred to as very easy to use or user-friendly.

b) Providing convenience for workers

As a video conferencing application, the GoogleMeet application is very useful for the community, especially for workers and employees. Also, if you are in the business world, of course, this application will help you simplify and streamline your work.

c) Can invite quite a lot of meeting participants

The Google Meet application is more powerful than similar applications like Zoom. Using the free feature, the GoogleMeet application can invite up to 30 meeting participants.

d) Integrated with Google Calendar

According to the name, Google Meet, a Google product, this application integrates with another Google product, namely Google Calendar. Allows users to quickly find calendar details, and allows users to call into meetings with one click.

e) Can be accessed on all platforms

You can use and access the Google Meet application on any platform, be it a PC or desktop computer, or a mobile device with Android or iOS operating systems. You can access the Google Meet app anytime, anywhere.

f) There is a direct text feature

During an online conversation, the Google Meet application can display the text of the conversation on the screen while you are communicating. However, the supported language is still English, unless the video is recorded, the text will not even appear.

2) Google Classroom

According to Herman in Hammi (2017:26), Google Classroom is an application to create classrooms at home on the Internet. Additionally, Google Classroom can be a way to distribute errands,

submit assignments, and evaluate the collected assignment. Therefore, this application can help educators and students to learn more deeply. This is because students and tutors can collect assignments, distribute assignments, and evaluate assignments at home or anywhere, without being limited by time or class hours.

Google Classroom is designed to communicate with educators and substitute students on the Internet. This app provides teachers with an opportunity to investigate their logical thinking of substitute students. Teachers have the ability to adjust the time to share logical investigations. In addition, they can also assign autonomous tasks to students; educators can also open up a space for dialogue among substitute students on the Internet. Nevertheless, running Google Classroom has some of the highest prerequisites, which require high-quality network access.

Roger in Iftakhar (2016:13) clearly describes the strengths and weaknesses of Google's classrooms during the education and learning process:

a) Advantages

   (1) The students will find it easier to communicate with their teachers through Google Docs, which is included in Google's classrooms.

   (2) Materials provided by educators are stored naturally in Google Drive in Google Classroom.

(3) Students can work on the sheet they create anytime, anywhere.

b) Disadvantages

(1) When students finish the filming process of their assignments, they have too much fun playing the Internet

(2) Schools must provide a free web connection. If there is a substitute student who does not have a cell phone with a hotspot on that has a PC, it will be a problem.

(3) Students can easily plagiarize or search for answers on google. Teachers become less innovative.

3. Concept of Perception

a. Definition of Perception

Jacobs et al., (2004: 231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek, 1995:199).

According to Muchinsky, Kriek and Schreuder (2006:217),

people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tend to remain consistent. It is only when something extra ordinary happens that people might reflect on their preconceived views.

Rakhmad (2011) states that perception is an observation of events, objects, or relationships obtained by inferring and interpreting information. Perception is the understanding of sensory stimuli. From all of the above opinions, it can be seen that the similarity is that perception is a cognitive process of a person/individual in giving meaning to stimuli (stimulus). These stimuli come from the environment accepted by the five senses. Based on the explanation over, it can be concluded that students' perception is the process by which students elaborate or respond to the information they receive through their five senses.

b. **Types of Perception**

1) Positive perception.

Perception that describes all knowledge (know it or not) and the response that is forwarded with its use. It will be continued with activeness or accepting and supporting the object perceive.

2) Negative perception.

Perception that describes all knowledge (know or not) and responses that are not aligned with the perceived object. It will be continued with passivity or rejecting and opposing the object perceive.

Thus, it can be said that perceptions, both positive and negative, will always affect a person's self in performing an action. And the emergence of a positive perception or negative perceptions, it all depends on how the individual describes all his knowledge about a perceived object.

c. **Perception Process**

According to Qiong (2017), there are three stages of the perception process, as follows:

1) Selection

The first stage is selection, in which it switches environmental stimuli into meaningful experiences. In daily life, we are constantly bombarded with various kinds of information, and we can find these stimuli in the blink of an eye: the witnesses of the accident, the ticking sound of the clock, that we are hearing. In order to accept everything in our world, many stimuli reach the sensory organs at the same time and are waiting for processing. However, not all available information is recognizable, it is because information overload and confusion arise. Therefore, we only perceive part of the information in the environment through a selective process.

2) Organization

Organization is the second stage of the perception process. We need to select information from the outside world, organize them in any way by search for meaningful patterns. This organizational step is achieved by categorizing things or people into categories. Therefore, some researchers call it categorization. The social and physical events and objects we encounter at this stage of perception are shapes, colors, textures, sizes, etc. For example, when asked what a human is, some people can describe them from the perspective of skin colour, and some people can describe them from the perspective of race or nationality. We experience an organized environment of external and internal structures, when we close our eyes and think about what our university library is.

3) Interpretation

Interpretation is the third stage of perception and it refers to the process of attributing meaning to selected stimuli. When the chose stimuli have been ordered into organized and stable examples, we try to give meaning to that pattern and try to understand it. However, each individuals can have various interpretations of a similar stimuli. For example, when a police officer arrives at a crime scene, it may be interpreted in other ways. Victims can consider that this is relief and a soothing remedy, but criminals are afraid of this.

4. **Concept of Problem**

a. **Definition of Problem**

A problem is generally considered to be a task, a situation, or person which is difficult to deal with or control due to complexity and intransparency. In everyday language, a problem is a question proposed for solution, a matter stated for examination or proof (Berry, D. C., & Broadbent, D. E., 1995). According to Gorman (1974), the problem is a situation where a person has difficulty and encourages someone to find a solution. For example, a hole between floods of secondary school graduates to accommodate college abilities. The cause of the problems that dominate English means that it comes from several contrasts between English and Indonesia (eg. pronunciation, syntax, and expressions).

Problems tend to be presumed to be difficult to manage and understand, and problems arise since there is a gap among some crave and reality. To handle the difficulties, we got to understand the possible causes of the problem.

b. **Problems in Learning English**

Praveen and Patel (2008) describe the problem of learning English as follows:

1) Motivation: a thoughts discourse that organizes his observations to understand how to control his actions and psychomotor movements.

2) Enhancement: you will not be able to believe every reaction.

3) Attention: the psychological cycle of students selecting part of student council in educational learning methods.

4) Memories: the human intellect could be memory capacity office.

5) Habits arrangement: Import this into your training when you have the opportunity to become fluent in the language. Getting new trends is the result of learning.

In other words, Praveen and Patel (2008) stated that influencing English language learning is basically the results of the students outcomes, student inspiration, positive responses, cycle human minds to consider, and the result of new incessant activities.

c. E-Learning Problems during Covid-19 Pandemic

Handayani (2020) describes a few problems that happened when utilizing e-learning during the pandemic in Indonesia:

1) Schools' facilitations are not prepared

The primary educational problems that arose in Indonesia between the pandemics was the educational facility were not ready. Perhaps stduents within the city can still run e-learning without problems. However, this does not apply to regions or provinces and cities without an internet network. The students will need a device in the form of a laptop or smartphone to do this e-learning as well as an internet network. Thus, especially in the areas that have this device, all the students in Indonesia are having problems. Another issue that arises with this e-learning method

is the issue of quotas. This online learning requires a lot of rupiah plus an allocation that you have to buy. Here, many parents of lower-intermediate level are finding it difficult to buy a quota.

2) Confusing Material and too Much Homework

Even the e-learning process itself can cause serious problems. Online learning, where students do not meet in person in class, is not optimal for teachers' explanations. As a result, many students do not understand the material presented. A student with a teacher may be able to deepen the material for later understanding. However, in reality, not all students in Indonesia have teachers. This online learning adds to the existing problems without any special assistance or when talking about children with disabilities. In addition, it was very difficult for students to do group work. In fact, group study is an excellent learning method to better understand lessons with friends. Besides also to hone the ability to work together with others to achieve a learning goal. It is very difficult to carry out group communication over long distances. Especially if there is no media integrated into a task or work to do.

3) Students' Focus on Learning

The sudden utilize of e-learning also causes problems in the seriousness and mental state of students in learning. E-learning is actually underrated by many students. Most of them are reviewing e- learning as an activity to fill their time during vacations instead of working hard on learning. With the condition that many teachers present many challenges,

it reduces children's seriousness to learning. They think they just do their online learning homework.

B. Digital Era

Digital Era is a period where a shift process occurs from industrial based to a information based economy using computer or other technology devices as medium or communication. Lau (2003) defined digital era as a time in which there is a widespread, ready and easy access to, sharing of and use of information in electronically accessible. The retrieval and transmission of information mainly depends on the Internet. The current era is called information and communication era as many studies are conducted regarding the collection, processing and transferring information (Bahman, 1991). Information has been developed rapidly around the world. Many new technologies have been invented to ease people daily tasks and business transaction. Some of the information has been migrated from physical to the electronic format. Modern devices such as smartphones, mobile computers, PDA, tablet were creations in the digital age and are vital for this generation.

C. Previous Related Studies

Studies about e-learning have been conducted by a few researchers. Firstly, Nopa *et al.* (2019): *Investigation of Students' Perception toward E- Learning in the Fifth Semester of English Language Education Undiksha:* This study aims to investigate stduents' perception of e-learning, and the results showed that most students believe that e-learning is an inventive thought and should be empowered. Blended learning, which combines face- to-face learning and online

learning, is the favored learning path for respondent. The main finding of this research is that e-learning was appeared to be useful. This utility includes people having the ability to check from wherever within the world while not basically relocating.

Another study is from Claire *et.al* (2016): *Re-examining students' perception of E-learning: an Australian perspective*; the aim of the case study presented in the paper is to find out what are the students' perspective using e-learning. Regarding the negative perception of e-learning, two main problems have been found in the minds of learners: lack of opportunities for collaborative learning and the inability to obtain e-learning materials. This negative perception can interfere with students' learning, especially in effective group work, especially face-to-face communication can stimulate students' creativity.

The last previous study is from Krishnapatria (2020): *From 'Lockdown' to Letdown: Students' Perception of E-Learning;* This stduy aim to know the students' perception about the implementation of e-learning in two subjects of the English language at the time of the COVID19 pandemic. This stduy is descriptive and the data was collocted by an online questionnaires. The sample were international business students from Padjadjaran University in the courses English for Business and Language for Business. As a results, the student's perception of e-learning is reasonably beneficial; additionally, it can encourage adaptability and provide personalization that allows students to choose their path and pace of study. Due to the physical isolations caused by the COVID19 pandemic, a reasonable assessment of the students' perceptions of e-learning can

create a great point of reference for the usage of full online learning, which can alternatively take place with the blended learning method in the new normal.

The previous study above has similarities with this study where their research raises the topic of the using e-learning in education. However, this study is slightly different from the previous study where this study analyzes students' perception and problem of in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta which can be used as an evaluation and for further research on e-learning.

D. Conceptual Framework

```
┌─────────────────────┐          ┌─────────────────────┐
│ Learning English in │   ═══>    │    E-Learning       │
│   Digital Era       │          │     Module          │
└─────────────────────┘          └─────────────────────┘
                                            │
                                            ▼
                                 ┌─────────────────────┐
                                 │  Google Meet &      │
                                 │  Google Classroom   │
                                 └─────────────────────┘
                                     ╱          ╲
                                    ▼            ▼
                       ┌─────────────────┐  ┌─────────────────┐
                       │ Benefits of     │  │ Obstacles using │
                       │ using E-        │  │ E-Learning      │
                       │ Learning Module │  │ Module          │
                       └─────────────────┘  └─────────────────┘
                               │                    │
                               ▼                    ▼
                       ┌─────────────┐      ┌─────────────┐
                       │ Students'   │      │ Students'   │
                       │ Perception  │      │ Problem     │
                       └─────────────┘      └─────────────┘
```
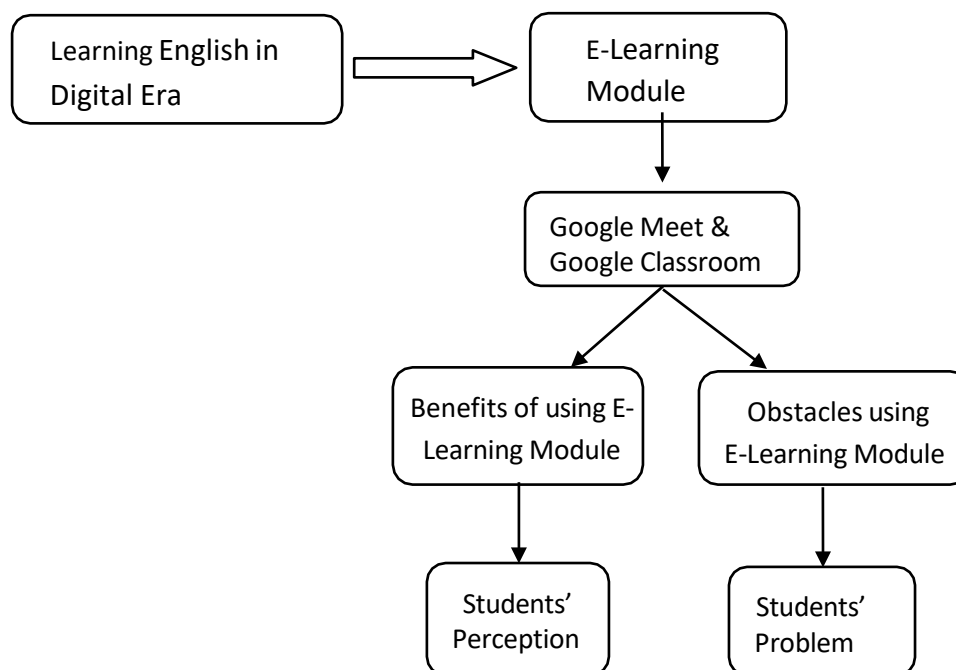
Figure 2.1. Conceptual Framework

This study will be applied at SMA Batik 1 Surakarta, as one of the private schools in the area Surakarta that implementing interactive learning using e-learning module in learning English in 2023. In the conceptual framework above, students' perception focused on the benefits of e-learning module. Meanwhile,

students' problems focused on the obstacles using e- learning module during the learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is an activity to observe something which is done by the researcher. When we do the research one the most important in the research is research design. Creswell (2012:3) states research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. This research type used here is an exploratory research with a quantitative approach to describe the students' perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta and to identify the students' problem in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta. According to Cresswell (2018), quantitative research is an investigation of social problems based on testing a theory consisting of many variables and measured by numbers, then analyzed by statistical procedures to determine whether the predictive generalizations of the theory are true.

Furthermore, Creswell (2018:134) states descriptive research is a form of survey that aims to collect opinions or perceptions from a particular population. Descriptive quantitative is often interpreted as research that produces descriptive data in the form of words, number and language that aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, holistically, on a specific, real, and by utilizing

various scientific methods (Moelong, 2019). By using a descriptive quantitative design, the researcher wanted to find out more information about the influence of students' self-confidence in their learning achievement.

B. Research Setting

1. Place of the Research

The research will be conducted at SMA Batik 1 Surakarta, Slamet Riyadi St No.445, Pajang, Laweyan, Surakarta City, Central Java 57146. The researcher chooses this school since based on the preliminary study, the English teacher conducted interactive learning using e-learning module in the classroom. This school is also one of the good quality schools in Surakarta and has qualified English teachers.

2. Time of the Research

This research will be done from August 2023 to September 2023 to obtain the research data. The research schedule can be seen in the following table.

Table 3. 1.
Research Schedule

No.	Activity	Month						
		March	April	May	June	July	August	Sept
1.	Pre-research							
2.	Consulting thesis proposal							
3.	Proposal examination							
4.	Observation							

5.	Collecting the data					▓	▓	
6.	Analyzing the data						▓	
7.	Writing thesis						▓	▓
8.	Thesis examination							▓

C. Subject of the Research

A research subject is an individual that participates in research. Information (or 'data') is collected from or about the individual to help answer the question under study. Sometimes research subjects are referred to as human subjects, research participants or study volunteers. The subject in this research were all students of the Eleventh Grade of SMA Batik 1 Surakarta in the Academic Year of 2022/2023. The total population is 137, which is divided into five classes. McMillan & Schumacher (2020) stated that sample can be selected by a vast collection of people that are distinct into a population, or can imply a set of subjects from the information gathered. Sample are therefore a more conservative collection than a subgroup of the population selected for a particular study. In this study, the researcher used Simple Random Sampling to take the sample from the population, which means that all Eleventh Grade students at SMA Batik 1 Surakarta in the Academic Year of 2022/2023 who actively used e-learning module have the same opportunity to be selected as a sample.

D. Variable and Indicator

1. Variable

In this study, there are two variables, there are independent variable (X) and dependent variable (Y). Independent variable is a variable that is

presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent.

This study consisted of the following variables:

a. E-Learning module in Studying English (X)

b. Students' Perception of E-Learning module in Studying English (Y)

2. Indicator

The indicator of this study are the students' perception and the students' problems and focused on the benefits of e-learning module and the obstacles using e-learning module during the learning process.

E. Research Instrument

The research instrument used for the data collections is a questionnaire and it consist of close-ended and open-ended questionnaires. According to Sugiyono (2019:64), it is a data collection method performed by asking and answering a series of question or written question of survey respondent. In this research, the researcher distributed a questionnaire through Google Form (online) and directly (face to face) to respondents. The questionnaires was used to measure the students' perception and problems on the implementation of e-learning module especially Google Meet and Google Classroom in studying English during digital era.

Table 3. 2.
Questionnaire Statement Grid

Variable	Indicator	Item Number
Students' Perception	Benefits of E-Learning Module	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,1 7,18,19,20

Students' Problem	Obstacles using E-Learning Module	21
	Total Item	21

Table 3. 3.
Likert Scale

No.	Alternative Answers	Score	
		Positive	**Negative**
1	Strongly Agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	1	4

(Sugiyono, 2019)

F. Technique of Data Collection

The technique of data collection in this research is questionnaire, spread to get quantitative data. A questionnaire is a research instrument consisting of a series of statements and other prompts for the purpose of gathering information from respondents. According to Cresswell (2018), questionnaire is a form used in a survey design that participant in a study choose some potential responses followed by a scale. The participants had to select the response on the scale that reflects their beliefs or opinions about the statement. It is a tool used by researcher to reflect about student learning process. In this research, the researcher involved all respondents and used them to determine the students perception about the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta.

G. Technique of Data Analysis

In this research, the researcher used quantitative data analysis. The questionnaire responses were analyzed statistically using Statistical Package for Social Scientists (SPSS) 25 to determine the degree of respondent's

perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta and the students' problem in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta.

The researcher used the formula from Sugiyono (2019). The researcher used Likert Scale to measure and analyze the questionnaires. The range of the responses from strongly agree to strongly disagree. There is a score for each degree of responses.

The data obtained was transferred to the data sheet utilizing descriptive statistics. The researcher analyzed the questionnaires into one formula:

$$P = \frac{F}{N} x 100\%$$

Which:

P   : Percentage

F   : Frequency

N   : Number of Sample

100%   : Constant Value

(Sugiyono, 2019)

After analyzed the range of the responses from strongly agree to strongly disagree, the researcher classified the result to find out whether the students' perception of e-learning is positive or negative into one formula:

$$\overline{X} = \frac{\sum x}{N}$$

Where:

χ   : Mean Score

∑x : Total Row Score

N   : The total number of samples

(Gay et al., 2012: 321)

    After calculating the mean score, the researcher classified the category

ofstudents' perception of e-learning utilize scoring category.

Table 3. 4.
Scoring Category of Perception

No.	Score Range	Category
1	41 – 80	Positive
2	0 – 40	Negative

(Sugiyono, 2019)

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Research Findings**

In this part, the researcher described the results of analysis based on the problem statement. This study used questionnaires to obtain accurate and valid data. The researcher used close-ended questionnaires to know the students' perception of E-learning module in studying English and open-ended questionnaire to describe the students' problem of the implementation of e-learning module at SMA Batik 1 Surakarta. Classification of students' questionnaire for each item:

1. **Students' Perception about the Benefits of E-learning Module.**

Table 4. 1.
Statement 1: "Google Meet and Google Classroom are easy to use".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	13	43,33%
2	Agree	17	56,67%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.1. Shows that among 30 students, there are 13 (43.33%) students chose strongly agree, 17 (56.67%) students chose agree and none students chose disagree and strongly disagree. Based on the percentage, most of students were agreed that Google Meet and Google Classroom were easy to use.

Table 4. 2.
Statement 2: "The use of Google Meet and Google Classroom saves
effort, time and money".

Nso.	Items	Frequency	Percentage (%)
1	Strongly Agree	7	23.33%
2	Agree	17	56.67%
3	Disagree	5	16.67%
4	Strongly Disagree	1	3.33%
	Total	**30**	**100%**

Table 4.2. shows that among 30 students, there are 7 (23.33%) students chose strongly agree, 17 (56.67%) students chose agree, 5 (16.67%) students chose disagree and 1 (3.33%) student chose strongly disagree. Based on the percentage, most of students were agreed that Google Meet and Google Classroom saves effort, time and money.

Table 4. 3.
Statement 3: "I can learn through Google Meet anytime and anywhere".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	12	40%
2	Agree	12	40%
3	Disagree	4	13.34%
4	Strongly Disagree	2	6.66%
	Total	**30**	**100%**

Table 4.3. Shows that among 30 students, there are 12 (40%) students chose strongly agree, 12 (40%) students chose agree, 4 (13.34%) students chose disagree and 2 (6.66%) students chose strongly disagree. Based on the percentage, most of students were agreed that they can learn through Google Meet anytime and anywhere.

Table 4. 4.
Statement 4: "I am able to manage my study time effectively during e-learning".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	8	26.67%
2	Agree	15	50%
3	Disagree	5	16.67%
4	Strongly Disagree	2	6.66%
Total		**30**	**100%**

Table 4.4. Shows that among 30 students, there are 8 (26.67%) students chose strongly agree, 15 (50%) students chose agree, 5 (16.67%) student chose disagree and 2 (6.66%) students chose strongly disagree.

Based on the percentage, most of students were agreed that they were able to manage their study time effectively during e-learning.

Table 4. 5.
Statement 5: "Google Classroom helps me to collect assignments more quickly and easily".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	17	56.67%
2	Agree	10	33.33%
3	Disagree	3	10%
4	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.5. Shows that among 30 students, there are 17 (56.67%) students chose strongly agree, 10 (33.33%) students chose agree, 3 (10%) student chose disagree and none student chose strongly disagree. Based on the percentage, most of students were agreed that Google Classroom help them to collect assignments more quickly and easily.

Table 4. 6.
Statement 6: "The material 'video, PPT, e-book' that posted by the teacher in Google Meet help me to understand the topic of the lesson".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	10	33.33%
2	Agree	16	53.34%
3	Disagree	4	13.33%
4	Strongly Disagree	0	0%
	Total	**30**	**100%**

Table 4.6. Shows that among 30 students, there are 10 (33.33%) students chose strongly agree, 16 (53.34%) students chose agree, 4 (13.33%)) student chose disagree and none students chose strongly disagree. Based on the percentage, most of students were agreed that the material 'video, PPT, e-book' that posted by the teacher in Google Meet help them to understand the topic of the lesson.

Table 4. 7.
Statement 7: "My reading skills have improved because I can access lots of materials online".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	9	30%%
2	Agree	16	53.33%
3	Disagree	5	16.67%
4	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.7. Shows that among 30 students, there are 9 (30%) students chose strongly agree, 16 (53.33%) students chose agree, 5 (16.67%) student chose disagree and none student chose strongly disagree. Based on the percentage, most of students were agreed that their reading skills have improved because they can access lots of materials online.

Table 4. 8.
Statement 8: "Through online learning, my writing skills have improved because I am free to look for references and inspiration".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	9	30%
2	Agree	14	46.67%
3	Disagree	5	16.67%
4	Strongly Disagree	2	6.66%
Total		**30**	**100%**

Table 4.8. Shows that among 30 students, there are 9 (30%) students chose strongly agree, 14 (46.67%) students chose agree, 5 (16.67%) students chose disagree and 2 (6.66%) students chose strongly disagree. Based on the percentage, most of students were agreed that through e- learning, their writing skills have improved because they were free to look for references and inspiration.

Table 4. 9.
Statement 9: "The application that I use support the improvement of my English language skills".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	5	16.67%
2	Agree	18	60%
3	Disagree	4	13.33%
4	Strongly Disagree	3	10%
Total		**30**	**100%**

Table 4.9. Shows that among 30 students, there are 5 (16.67%) students chose strongly agree, 18 (60%) students chose agree, 4 (13.33%) student chose disagree and 3 (10%) students chose strongly disagree. Based on the percentage, most of students were agreed that the application that they use support the improvement of their English language skills.

Table 4. 10.
Statement 10: "I prefer studying with E-learning than studying in school".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	8	26.67%
2	Agree	5	16.66%
3	Disagree	11	36.67%
4	Strongly Disagree	6	20%
	Total	**30**	**100%**

Table 4.10. Shows that among 30 students, there are 8 (26.67%) students chose strongly agree, 5 (16.66%) students chose agree, 11 (36.67%) student chose disagree and 6 (20%) students chose strongly disagree. Based on the percentage, most of students were disagreed that they were prefer studying with E-learning than studying in school.

Table 4. 11.
Statement 11: "Google Meet and Google Classroom apps are hard to use".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Disagree	15	50%
4	Strongly Disagree	15	50%
Total		**30**	**100%**

Table 4.11. Shows that among 30 students, none students chose strongly agree and agree, 15 (50%) student chose disagree and 15 (50%) students chose strongly disagree. Based on the percentage, most of students were disagreed that Google Meet and Google Classroom apps are hard to use.

Table 4. 12.
Statement 12: "Using Google Meet and Google Classroom takes a lot of energy, time and money".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.66%
2	Agree	4	13.34%
3	Disagree	15	50%
4	Strongly Disagree	9	30%
Total		**30**	**100%**

Table 4.12. Shows that among 30 students, there are 2 (6.66%) students chose strongly agree, 4 (13.34%) students chose agree, 15 (50%) student chose disagree and 9 (30%) students chose strongly disagree. Based on the percentage, most of students were disagreed that using Google Meet and Google Classroom takes a lot of energy, time and money.

Table 4. 13.
Statement 13: "I can not do learning through Google Meet anytime and anywhere".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.66%
2	Agree	4	13.34%
3	Disagree	12	40%
4	Strongly Disagree	12	40%
	Total	**30**	**100%**

Table 4.13. Shows that among 30 students, there are 2 (6.66%) students chose strongly agree, 4 (13.34%) students chose agree, 12 (40%)) student chose disagree and 12 (40%) students chose strongly disagree. Based on the percentage, most of students were disagreed that they can not do learning through Google Meet anytime and anywhere.

Table 4. 14.
Statement 14: "I can not manage my study time effectively during online learning".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	3	10%
2	Agree	4	13.33%
3	Disagree	15	50%
4	Strongly Disagree	8	26.67%
Total		**30**	**100%**

Table 4.14. Shows that among 30 students, there are 3 (10%) students chose strongly agree, 4 (13.33%) students chose agree, 15 (50%)) student chose disagree and 8 (26.67%) students chose strongly disagree. Based on the percentage, most of students were disagreed that they can not manage their study time effectively during online learning.

Table 4. 15.
Statement 15: "Google Classroom makes me slower and harder to submit assignments".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0%
2	Agree	3	10%
3	Disagree	12	40%
4	Strongly Disagree	15	50%
Total		**30**	**100%**

Table 4.15. Shows that among 30 students, none students chose strongly agree, 3 (10%) students chose agree, 12 (40%) students chose disagree and 15 (50%) students chose strongly disagree. Based on the percentage, most of students were disagreed that Google Classroom make them slower and harder to submit assignments.

Table 4. 16.
Statement 16: "The 'video, PPT, e-book' material shared by the teacher via Google Meet did not help me in understanding the discussion material".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	1	3.33%
2	Agree	3	10%
3	Disagree	14	46.67%
4	Strongly Disagree	12	40%
	Total	**30**	**100%**

Table 4.16. Shows that among 30 students, there are 1 (3.33%) student chose strongly agree, 3 (10%) students chose agree, 14 (46.67) students chose disagree and 12 (40%) students chose strongly disagree. Based on the percentage, most of students were disagreed that the 'video, PPT, e-book' material shared by the teacher via Google Meet did not help them in understanding the discussion material.

Table 4. 17.
Statement 17: "My reading skills are not improving because I have less access to online materials".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.66%
2	Agree	5	16.67%
3	Disagree	14	46.67%
4	Strongly Disagree	9	30%
Total		**30**	**100%**

Table 4.17. Shows that among 30 students, there are 2 (6.66%) students chose strongly agree, 5 (16.67%) students chose agree, 14 (46.67) students chose disagree and 9 (30%) students chose strongly disagree. Based on the percentage, most of students were disagreed that their reading skills are not improving because they have less access to online materials.

Table 4. 18.
Statement 18: "Through online learning, my writing skills do not improve because I am lacking in finding references and inspiration".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	5	16.67%
2	Agree	2	6.66%
3	Disagree	14	46.67%
4	Strongly Disagree	9	30%
Total		**30**	**100%**

Table 4.18. Shows that among 30 students, there are 5 (16.67%) students chose strongly agree, 2 (6.66%) students chose agree, 14 (46.67%) students chose disagree and 9 (30%) students chose strongly disagree. Based on the percentage, most of students were disagreed that through online learning, their writing skills do not improve because they were lacking in finding references and inspiration.

Table 4. 19.
Statement 19: "The application used does not improve my English skills".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.66%
2	Agree	5	16.67%
3	Disagree	17	56.67%
4	Strongly Disagree	6	20%
Total		**30**	**100%**

Table 4.19. Shows that among 30 students, there are 2 (6.66%) students chose strongly agree, 5 (16.67%) students chose agree, 17 (56.67) students chose disagree and 6 (20%) students chose strongly disagree. Based on the percentage, most of students were disagreed that the application used does not improved their English skills.

Table 4. 20.
Statement 20: "I prefer to study at school than learning through e-learning".

No.	Items	Frequency	Percentage (%)
1	Strongly Agree	7	23.34%
2	Agree	10	33.33%
3	Disagree	4	13.33%
4	Strongly Disagree	9	30%
	Total	**30**	**100%**

Table 4.20. Shows that among 30 students, there are 7 (23.34%) students chose strongly agree, 10 (33.33%) students chose agree, 4 (13.33%) students chose disagree and 9 (30%) students chose strongly disagree. Based on the percentage, most of students were agree that they were prefer to study at school than learning through e-learning.

Based on findings above on each statement, the result of the students' perception of e-learning in studying English it can be calculate the mean score in following formula:

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{1834}{30}$$

$$\overline{X} = 61.2$$

After calculate the mean score, next, the researcher classified the categories of students' perception of e-learning in studying English used the level of perception scoring. Based on the data analysis of the questionnaires, it is found that the mean score of the students' perception of e-learning in studying English is 61.2, it shows that the students has positive perceptions of e-learning module in studying English during Covid-19 pandemic.

Table 4. 21. Level of Perception

Level of Perception	Score
Positive	41 -80
Negative	0-40

(Sugiyono, 2019)

2. **Students' Problems**

Based on the results of the open-ended questionnaire, the researcher found that the problems that face by the students in interactive learning using e-learning module at SMA Batik 1 Surakarta were follow:

Table 4. 22.
Statement 21: "Which problems did you experience when learning with E-Learning?"

No.	Questionnaire Statement	Frequency
1	The internet access at my house is not stable	18
2	Device facilities, such as smartphones and laptops in my house, don't support accessing Google Meet and Google Classroom	7
3	English group assignments are difficult to work on together online	11
4	My home environment is not comfortable for online learning	1
5	The level of concentration and seriousness of my learning decreased during online learning	21
6	There is nothing I can ask for help when I face difficulties while doing online learning at home	2
7	I have difficulty doing the assignments given by the teacher in Google Classroom	3
8	I easily experience stress during online learning	6

Table 4.23. Shows that among 30 students, there are 18 students chose *Statement.1*, 7 students chose *Statement.2*, 11 students chose *Statement.3*, 1 student chose *Statement.4*, 21 students chose *Statement.5*, 2 students chose *Statement.6*, 3 students chose *Statement.7*, and 6 students chose *Statement.8*. Based on the frequency, most of students chose

Statement.1 and *Statement.5* as their main problems when learning with e-learning.

Besides the problems above, some students also added some of the problems they experienced were as follow:

a. Not excited and feeling lazy

In contrast to the environment at school that can make students excited because they can meet friends and teachers, the environmental factor at home which is comfortable for resting makes students feel lazy to do assignments and understand the material.

b. Less interactive when learning

Limited space and time make online learning less interactive and need more repetition when delivering material.

c. Application used are often error

Problems in the application used have several impacts such as, the mic does not work, the teacher's voice is not heard and make students have to enter and exit the application.

B. Discussion

Based on the data from questionnaire, the researcher gave further information and discussion as follow:

1. Students' Perception about the Benefits of E-learning

This research was conducted at the Eleventh-Grade students of SMA Batik 1 Surakarta, which the students have been going through interactive online learning using e-learning module since the Covid-19 pandemic hit

the world including Indonesia. After the COVID-19 pandemic hit, the world of education, including schools, had to find a solution on how education could continue to run well. During the pandemic, lessons are conducted online. However, after the conditions improved, the lessons were shifted to hybrid learning. The objective of this study was to know the students' perception of interactive learning using e-learning module in studying English and to describe the students' problems in the implementation of e-learning module at SMA Batik 1 Surakarta. The result of the research was obtained from 30 students from different class. The students have used Google Meet and Google Classroom application as their main application for learning during Covid-19 pandemic until recently.

This research found that in e-learning activities most of the students gave positive responses about learning in Google Meet and Google Classroom application because with e-learning they can enjoy the process of learning wherever they want, saves effort, time and money and also easy to use. It is related with the previous study from Nopa *et al.* (2019) which claim that e-learning was appeared to be useful. This utility includes individuals having the ability to check from anyplace within the world while not essentially relocating. This statement is also in accord with Tjokro in Indrakusuma and Putri (2016:5), E-learning can provide the organization of its implementation, proficiency in facility provision, and actual facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportation costs and needs. E-Learning

module is easy to use, adaptable by choosing a time and place and the option to go on a picnic.

During the implementation of e-learning module, the students were able to manage their study time effectively and trains them to be more responsible and independent with their assignments. According to Tjokro in Indrakusuma and Putri (2016:5), e-learning offers the chance for the student to freely hold the entire matrix of learning cycle.

The students felt that e-learning can facilitate interaction and communication between teacher and students well and they felt that when the lesson on e-learning were taking place, they were more courageous and confidents to talk in English. Chiu *et al.* (2007) noted that one of the advantages of e-learning for the advancement of conversational skills includes being able to participate more fairly than face-to-face communication.

During e-learning, the students claim that the teacher taught English material well through e-learning and the material (video, PPT, e- book) that posted by the teacher on e-learning application help them to understand the topic of the lesson. This statement in accord with Siahaan in Indrakusuma and Putri (2016:6) E-learning promotes the interaction among students and subjects/materials. Students can exchange information or opinions on various topics related to the classroom or the personal development needs of the students. In addition, teachers can publish course materials and assignments that students need to complete in specific locations on the

Internet for them to access. Depending on their needs, teachers can also give students the ability to access specific learning materials and exam questions that students can only visit once within a specified time.

E-learning application that the students used were able to support the improvement of their English language skills. Through e-learning, students reading and writing skills have improved because they can access lots of materials and free to look for references and inspiration by online. This statement is supported by Hellebrandt (1999), learners can utilize e- learning sources to develop their four core English skills (speaking, writing, listening, reading). Furthermore, Brandl (2002), states that e- learning provides an unparalleled opportunity to gain unlimited access to online course materials and develop their reading and writing skills.

Although e-learning has many benefits, students still prefer to study in school rather than learning through e-learning because they still need real and limitless social interaction. This statement in accord with Cisco in Indrakusuma and Putri (2016:5) E-learning does not mean to replace the traditional classroom learning model, but to reinforce the learning models by the improvement of contents and the advancement of educational innovation.

2. **Students Problems**

As it is known that e-learning system by using Google Meet and Google Classroom application is a new experience for the students at the Eleventh Grade students of SMA Batik 1 Surakarta. They found problems on their

learning process with e-learning module system and during using Google Meet and Google Classroom. Based on the result of open-ended questionnaire in findings above, the problems that faced by students as follow:

a. The level of concentration and seriousness of their learning decreased during online learning.

   Unlike the situation and conditions of learning in schools, e-learning forces students to study in a very limited space and time. The absence of direct supervision from the teacher also makes it difficult for students to focus and pay less attention to lessons. This statement in accord with Handayani (2020) explains that the sudden utilize of e-learning causes problems in the seriousness and mental state of students in learning. E-learning is actually underrated by many students. Most of them are reviewing e-learning as an activity to fill their time during vacations instead of working hard on learning. With the condition that many teachers present many challenges, it reduces children's seriousness to learning. They think they just do their online learning homework.

b. The internet access at house is not stable and device facilities, such as smartphones and laptops don't support accessing e-learning.

   Although the students live in big cities, not all regions have good internet networks. This will have a negative impact when learning through e-learning takes place. Most students complained about broken connections, not being able to access material and making them

miss lessons. According to Handayani (2020), the first educational problems that arose in Indonesia between the pandemics was the educational facilities were not ready. Perhaps students within the city can keep run e-learning without problems. However, this does not apply to regions or provinces and cities without an internet network. The students will need a device in the form of a laptop or smartphone to do this e-learning as well as an internet network. So here, especially in the areas that have this device, all the students in Indonesia are having problems.

c. Have difficulty doing the assignments.

A limited time allocation once a week and only one hour, makes the teacher limited to explain the material clearly, this makes students have to be independent in understanding the material and doing the assignments given by the teacher. According to Handayani (2020), online learning, where students do not meet in person in class, is not optimal for teachers' explanations. As a result, many students do not understand the material presented.

d. English group assignments are difficult to work on together online

Not only individual assignments that are impacted by the application of e-learning, group assignments that are usually done together by students both at school and outside of school, must now be done virtually without direct meetings. This certainly makes it difficult for students to do the assignment because they have to think of effective ways so that their group assignments can be done properly and fairly. According to

Handayani (2020), it was very difficult for students to do group work. In fact, group study is an excellent learning method to better understand lessons with friends. Besides also to hone the ability to work together with others to achieve a learning goal. It is very difficult to carry out group communication over long distances. Especially if there is no media integrated into a task or work to do.

e. Easily experience stress during e-learning

Learning situations and conditions that are limited and isolated make students easy to experience stress. Problems that arise during e- learning, such as application errors and inaccessible material, are also a factor. Although the time allocation on e-learning is reduced, the new habit of students which requires them to stare at gadgets for hours per day also makes them feel the discomfort of learning. According to Nursalam in Indrakusuma and Putri (2016:8) students can feel isolated and may become frustrated if they are unable to access pictures, videos and graphics due to improper devices (software and hardware).

Based on the explanation above, it can be concluded that the Eleventh-Grade students of SMA Batik 1 Surakarta has positive perceptions about the benefits of interactive learning using E-learning module in studying English at SMA Batik 1 Surakarta. However, since this was their first experience of doing interactive learning using E-learning module, they naturally faced some problems. The problems were; the level of concentration and seriousness of their learning

decreased during e-learning, the internet access at house is not stable and device facilities, such as smartphones and laptops do not support accessing interactive learning using e-learning module, difficult to understand the material provided by the teacher and have difficulty doing the assignments, English group assignments are difficult to work on together by online, and the students easily experience stress during online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of finding and discussion, it can be concluded based on the problem statement "How is the students' perception on the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta?" and "What problems do the students face in the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta?"

Based on the result, most of the students liked and enjoyed the benefits of interactive learning using e-learning module activities. It means that the students' perception is positive.

The result of open-ended questionnaire shows that the problems faced by the students at the implementation of interactive learning using e-learning module in learning English at SMA Batik 1 Surakarta, were; the level of concentration and seriousness of their learning decreased during e-learning, the internet access at their house is not stable and device facilities, such as smartphones and laptops do not support accessing e-learning, the students difficult to understand the material provided by the teacher and have difficulty doing the assignments, English group assignments are difficult to work on together by online, and the students easily experience stress during online learning.

B. Limitation

In this research, the researcher limits the discussion on the students' perceptions of use e-learning in the appropriateness of usability and the appropriateness of ease to use for English teaching at SMA Batik 1 Surakarta. The reasearcher focuses on finding out the students' perception on the use of Interactive Learning Using E-Learning Module in Learning English at SMA Batik 1 Surakarta. The result of this research showed that the students' perceived the e- learning web-based to be useful in improving their understanding, independence, performance, self-discipline, motivation to learn, and interaction with each other and with the teacher. Moreover, the students will have positive response toward the e-learning web-based module was ease to use. This implies that the inclusion of technology in education at the school in beneficial

C. Suggestion

Based on the conclusion above, the researcher suggests the following things:

1. For the English teacher at SMA Batik 1 Surakarta

    Hopefully in the future, the English Teacher are expected to be able to create a fun learning atmosphere, such as doing ice breaking by giving games related to the subject matter to be delivered, this can be done at the beginning or in the middle of learning to reduce students' boredom and stress in facing online learning. Providing feedback on a regular basis and more communicative to students can also make students' attention and

concentration stay focused on the lesson. The Teacher are also expected to further increase creativity in the presentation and delivery of material to help students focus and understand the material easily, such as preparing learning media in the form of animated videos, quizzes with themes that students like, and using additional applications such as Youtube, Quizizz and Quipper School. In addition, the teacher are also expected to pay more attention to the strategies for giving individual assignments and group assignments to the students, how to keep assignments in accordance with the goals, circumstances and abilities of students. In order for the group assignment strategy to be more effective, the teacher can ask each group of students to record the group discussions that have been carried out by video conferencing, this can make students more responsible for their involvement in the group.

2. For the School

    Hopefully in the future, the school will help solve the problem or pay more attention to the problem of some students who may have inadequate facilities for e-learning.

3. For the Students

    Hopefully in the future, the students will be better to increase interest in learning English and adapt themselves to use other platforms to overcome the lack of understanding of the material. The students are also expected to help teachers in creating a fun learning atmosphere and expected to be able to make learning targets and prepare subject matter

early so that during the lesson, students can easily understand the lesson. For the problem of an unstable internet network, it is better for students to find out what internet networks are good for their respective regions, this will minimize the occurrence of material lags and learning time is not wasted

4. For the Next Researchers

Future researchers can use this study as additional research and explore more about E-Learning or various application specially in English teaching learning process, if the future researchers have problems that are similar to this study, it would be better to add more research instruments specifically to the interview to further strengthen the data.

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APPENDIX 1

A. Instrument

1. Questionnaire (Students' Perception)

Instructions:

1. Read the questionnaire below carefully and answer honestly according to your beliefs.

2. Please fill out this questionnaire by putting a checklist (□) on one of the alternative answers provided.

Note:
SA   : Strongly agree (*Sangat Setuju*)
A   : Agree (*Setuju*)
D   : Disagree (*Tidak Setuju*)
SD   : Strongly disagree (*Sangat Tidak Setuju*)

Research Questionnaire

Exploring Students' Perception on The Implementation of Interactive Learning Using E-Learning Module in Learning English
(A study at the Eleventh-Grade Students of SMA Batik 1 Surakarta)
Identity of Respondent

Name :

Class   :

No.	Questionnaire Statement (*Penyataan Kuesioner*)	*Alternatif Jawaban* (Alternative Answers)			
		SA	A	D	SD
	Students' Perception				
1.	*Aplikasi Google Meet dan Google Classroomdan e-learning module mudah digunakan.* (Google Meet and Google Classroom application and the e-learning module are easy to use).				
2.	*Penggunaan Google Meet dan Google Classroom serta e-learning module dapat menghemat tenaga, waktu dan uang.* (Theuse of Google Meet dan				

	Google Classroom with e-learning module saves *effort, time and money).*				
3.	*Saya dapat melakukan pembelajaran melalui Google Meet dan dengan e-learning module kapan saja dan dimana saja. (I can learn through Google Meet and using e -learning module anytime and anywhere)*				
4.	*Saya dapat mengatur waktu belajar saya secara efektif selama pembelajaran online dan dengan menggunakan e-learning module. (I am able to manage my study time effectively during online Learning and using the e-learning module)*				
5.	*Interactive learning dengan e-learning module membantu saya menjadi lebih cepat dan mudah dalam mengumpulkan tugas. (Interactive learning using e-learning module helps me to collect assignments more quickly and easily)*				
6.	*Materi 'video, PPT, e-book', e-learning module yang dibagikan guru melalui interactive learning di Google Meet dapat membantu saya untuk mengerti materi pembahasan. (The material 'video, PPT, e-book', e-learning module that posted by teacher through interactive learning in Google Meet help me to understand the topic of the lesson)*				
7.	*Keterampilan membaca saya meningkat karena saya bisa mengakses banyak materi secara online melalui e-learning module. (My reading skills have improved because I can access lots of materials online through e-learning module)*				
8.	*Melalui pembelajaran online learning dan menggunakan e-learning module, keterampilan menulis saya meningkat karena saya bebas untuk mencari referensi dan inspirasi. (Through online learning and using e-learning module, my writing skills have improved because I am free to look for references and inspiration)*				
9.	*Aplikasi e-learning module yang digunakan sangat mendukung perkembangan kemampuan Bahasa Inggris saya. (The applications of e-learning module that I use support the improvement of my English language skills)*				
10.	*Saya lebih senang belajar dengan e-learning module daripada belajar di sekolah dengan modul konvensional. (I prefer studying with e-learning module than studying using regular module in school)*				

11.	*Aplikasi Google Meet dan Google Classroom serta e-learning module sulit digunakan. (Google Meet and Google Classroom with e-learning module apps are hard to use).*			
12.	*Penggunaan Google Meet dan Google Classroom dengan e-learning module dapat menguras banyak tenaga, waktu dan uang. (Using Google Meet and Google Classroom with e-learning module takes a lot of energy, time and money).*			
13.	*Saya tidak dapat melakukan pembelajaran melalui Google Meet dengan e-learning module kapan saja dan dimana saja. (I cannot do learning through Google Meet using e-learning module anytime and anywhere)*			
14.	*Saya tidak dapat mengatur waktu belajar saya secara efektif selama pembelajaran online dan dengan e-learning module. (I cannot manage my study time effectively during online learning and using e-learning module)*			
15.	*Interactive learning dengan Google Classroom dan e-learning module membuat saya menjadi lebih lambat dan sulit dalam mengumpulkan tugas. (Interactive learning using Google Classroom and e-learning module makes it slower and harder for me to submit assignments)*			
16.	*Materi 'video, PPT, e-book', and e-learning module yang dibagikan guru melalui interactive learning di Google Meet tidak membantu saya dalam memahami materi pembahasan. (The 'video, PPT, e-book', and e-learning module material shared by the teacher in the interactive learning via Google Meet did not help me in understanding the discussion material)*			
17.	*Keterampilan Bahasa Inggris saya tidak meningkat karena saya kurang mengakses materi secara online dengan menggunakan e-learning module. (My English skills are not improving because I have less access to online materials using e-learning module.)*			
18.	*Melalui pembelajaran interactive learning dengan e-learning module, keterampilan Bahasa Inggris saya tidak meningkat karena saya kurang dalam mencari referensi dan inspirasi. (Through interactive learning using e-learning module, my English skills do not improve because I am lacking in finding*			

	references and inspiration)				
19.	*Aplikasi e-learning module yang digunakan tidak memberi perkembangan pada kemampuan Bahasa Inggris saya. (The application of e-learning module used does not improve my English skills)*				
20.	*Saya lebih senang belajar di sekolah dengan menggunakan buku cetak daripada belajar melalui e-learning module. (I prefer to study at school using printed book than learning through e-learning module)*				

Adapted from: Tjokro in Indrakusuma & Putri (2016:3-8)

2. Questionnaire (Students' Problem)

Harap beri tanda silang (X) yang jelas pada tabel dibawah ini (Anda dapat menyilangkan lebih dari satu item) **Please make a clear cross (X) in the table below (you can cross more than one item)!**

21. *Masalah apa yang Anda alami saat belajar dengan menggunakan E-Learning module dalam interactive learning (Google Meet dan Google Classroom)?*

Which problems do you experience with E-Learning module in the interactive learning (Google Meet andGoogle Classroom)?

Questionnaire Statement (Penyataan Kuesioner)	Cross
Akses jaringan internet di rumah saya tidak stabil. (The internet accesses at my house is not stable)	
Fasilitas gawai seperti smartphone dan laptop yang ada di rumah saya, kurang mendukung untuk mengakses Google Meet dan Google Classroom. (Device facilities, such as smartphones and laptops in my house, do not support accessing Google Meet and Google Classroom)	
Tugas kelompok bahasa Inggris sulit untuk dikerjakan bersama secara online dengan e-learning module. (English group assignments are difficult to work on together online by using e-learning module)	
Lingkungan di rumah saya tidak nyaman untuk melakukan	

pembelajaran interactive online dan mengerjakan tugas dengan e-learning module. (My home environment is not comfortable for interactive online learning and doing task using e-learning module)	
Tingkat konsentrasi dan keseriusan belajar saya menurun selama melakukan pembelajaran interactive dengan e-learning module. (The level of concentration andseriousness of my learning decreased during interactive online learning with e-learning module)	
Tidak ada yang bisa saya mintai bantuan ketika saya menghadapi kesulitan selama melakukan pembelajaran interactive online dengan menggunakan e-learning module di rumah. (There is no one I can ask for help when I face difficulties while doing interactive onlinelearning using e-learning module at home)	
Saya kesulitan dalam mengerjakan tugas-tugas yang diberikan oleh guru pada interactive learning dengan menggunakan e-learning module. (I have difficulty doing the assignments given by the teacher in the interactive learning using e-learning module)	
Saya mudah mengalami stress selama melakukan pembelajaran interactive learning dengan menggunakan e-learning module. (I can easily experience stress during interactive learning by using e-learning module)	
Lainnya, silakan sebutkan (Other, please specify):	

Adapted from: Handayani (2020)

APPENDIX 2

AVERAGE OF STUDENTS' PERCEPTION OF INTERACTIVE

LEARNING USING E-LEARNING MODULE IN STUDYING ENGLISH

Statement	Agree	Disagree
1	100%	0%
2	80%	20%
3	80%	20%
4	76.67%	23.33%
5	90%	10%
6	86.67%	13.33%
7	83.33%	16.67%
8	76.67%	23.33%
9	76.67%	23.33%
10	43.33%	56.67%
11	0%	100%
12	20%	80%
13	20%	80%
14	23.33%	76.67%
15	10%	90%
16	13.33%	86.67%
17	23.33%	76.67%
18	23.33%	76.67%
19	23.33%	76.67%
20	56.67%	43.33%
Average	50.33%	49.67%

APPENDIX 3
THE RESULT OF STUDENTS' PERCEPCION OF INTERACTIVE LEARNING
USING E-LEARNING MODULE IN STUDYING ENGLISH AT SMA BATIK 1
SURAKARTA

Respondent																												
2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
3	4	3	4	3	4	4	3	3	3	4	3	4	3	3	4	4	3	3	4	4	3	3	4	3	4	4	3	3
3	2	4	4	3	3	3	3	3	2	4	3	4	3	3	3	3	4	2	3	4	3	2	1	3	4	3	2	3
1	3	3	4	3	4	3	3	4	3	4	2	4	4	3	4	3	1	3	4	3	4	4	4	2	3	2	3	4
2	3	2	4	3	4	3	2	3	3	4	3	4	4	4	2	3	4	4	1	3	3	3	3	3	3	3	1	3
2	3	4	3	4	4	4	4	4	4	4	3	4	4	4	3	4	3	2	3	3	2	4	4	4	4	4	4	3
2	4	3	3	3	4	3	3	3	2	3	3	4	3	2	3	4	3	3	4	3	3	3	4	4	4	4	2	3
2	3	4	3	3	3	3	3	2	3	3	3	4	3	2	3	3	2	3	4	4	2	3	3	4	4	4	4	3
2	2	4	3	4	4	3	3	1	3	3	2	4	3	3	3	3	3	4	4	2	1	4	3	4	4	3	2	3
2	1	3	3	4	3	1	3	3	1	4	2	4	3	4	3	3	2	3	3	3	3	3	3	3	4	3	2	3
1	2	4	4	1	4	4	4	1	3	4	4	1	2	2	3	2	3	2	2	2	2	2	3	1	4	2	3	2
3	4	4	4	3	4	4	3	3	3	4	3	4	3	3	3	4	4	3	3	4	4	3	3	4	4	4	4	3
3	2	4	4	3	3	3	3	3	2	4	1	4	3	3	3	3	4	4	3	4	3	2	1	4	4	3	2	3
1	3	3	4	3	4	3	3	4	3	4	2	4	4	3	4	3	1	3	4	3	4	4	4	2	3	2	3	4
2	3	2	4	3	4	3	2	3	3	4	3	4	4	4	1	3	4	4	1	3	3	3	3	3	3	3	1	3
2	3	4	3	4	4	3	4	4	4	4	3	4	3	4	3	4	3	2	3	3	2	4	4	4	3	4	4	3
2	4	4	3	3	4	3	4	3	2	3	3	4	3	2	3	4	3	3	4	3	3	3	4	4	4	4	1	3
2	1	4	3	3	1	3	3	2	3	3	3	4	3	2	3	3	2	3	4	4	2	3	3	4	4	4	4	3
2	1	4	3	4	4	3	3	1	3	3	1	4	3	3	3	3	3	4	4	2	1	4	3	4	4	3	1	3
2	1	4	3	4	3	1	3	3	1	4	2	4	3	4	3	3	1	3	3	3	3	3	3	3	4	3	1	3
1	2	4	4	1	4	4	4	1	3	4	4	1	2	2	4	2	3	2	2	1	2	2	3	1	4	2	3	2
Total Row Score																												
Mean Score																												

THE STUDENTS' ANSWERS

Research Questionnaire

Exploring Students' Perception of Interactive Learning Using E-Learning Module in Studying English.

(A study at the Eleventh-Grade Students of SMA Batik 1 Surakarta) Instructions:

1. Read the questionnaire below carefully and answer honestly according to your beliefs.

2. Please fill out this questionnaire by putting a checklist (☐) on one of the alternative answers provided.

Note:

SA   : Strongly Agree (Sangat Setuju)

D   : Disagree (Tidak Setuju)

A   : Agree (Setuju)

SD   : Strongly Disagree (Sangat Tidak Setuju)

Identity of Respondent Name: Muhammad Al Qodri

Class: 11.4

No.	Questionnaire Statement (Penyataan Kuesioner)	Alternatif Jawaban (Alternative Answers)			
		SA	A	D	SD
	Students' Perception				
1.	Aplikasi Google Meet dan Google Classroom mudah digunakan (Google Meet and Google Classroom application are easy to use).		√		
2.	Penggunaan Google Meet dan Google Classroom dapat menghemat tenaga, waktu dan uang. (The use of Google Meet dan Google Classroom saves effort, time and money).		√		
3.	Saya dapat melakukan pembelajaran melalui Google Meet kapan saja dan dimana saja. (I can learn through Google Meet anytime and anywhere)				√
4.	Saya dapat mengatur waktu belajar saya secara efektif selama pembelajaran online. (I am able to manage my			√	

	study time effectively during online learning)				
5.	Google Classroom membantu saya menjadi lebih cepat dan mudah dalam mengumpulkan tugas. (Google Classroom helps me to collect assignments more quickly and easily)		√		
6.	Materi 'video, PPT, e-book' yang dibagikan guru melalui Google Meet dapat membantu saya untuk mengerti materi pembahasan. (The material 'video, PPT, e-book' that posted by teacher in Google Meet help me to understand the topic of the lesson)		√		
7.	Keterampilan membaca saya meningkat karena saya bisa mengakses banyak materi secara online. (My reading skills have improved because I can access lots of materials online)			√	
8.	Melalui pembelajaran online learning, keterampilan menulis saya meningkat karena saya bebas untuk mencari referensi dan inspirasi. (Through online learning, my writing skills have improved because I am free to look for references and inspiration)			√	
9.	Aplikasi yang digunakan sangat mendukung perkembangan kemampuan Bahasa Inggris saya. (The applications that I use support the improvement of my English language skills)			√	
10.	Saya lebih senang belajar dengan e-learning daripada belajar di sekolah. (I prefer studying with e-learning than studying in school)				√
11.	Aplikasi Google Meet dan Google Classroom sulit digunakan (Google Meet and Google Classroom apps are hard to use).			√	
12.	Penggunaan Google Meet dan Google Classroom dapat menguras banyak tenaga, waktu dan uang. (Using Google Meet and Google Classroom takes a lot of energy, time			√	

No.					
	and money).				
13.	Saya tidak dapat melakukan pembelajaran melalui Google Meet kapan saja dan dimana saja. (I can not do learning through Google Meet anytime and anywhere)	√			
14.	Saya tidak dapat mengatur waktu belajar saya secara efektif selama pembelajaran online. (I can not manage my study time effectively during online learning)		√		
15.	Google Classroom membuat saya menjadi lebih lambat dan sulit dalam mengumpulkan tugas. (Google Classroom makes it slower and harder for me to submit assignments)			√	
16.	Materi 'video, PPT, e-book' yang dibagikan guru melalui Google Meet tidak membantu saya dalam memahami materi pembahasan. (The 'video, PPT, e-book' material shared by the teacher via Google Meet did not help me in understanding the discussion material)			√	
17.	Keterampilan membaca saya tidak meningkat karena saya kurang mengakses materi secara online. (My reading skills are not improving because I have less access to online materials.)		√		
18.	Melalui pembelajaran online learning, keterampilan menulis saya tidak meningkat karena saya kurang dalam mencari referensi dan inspirasi. (Through online learning, my writing skills do not improve because I am lacking in finding references and inspiration)		√		
19.	Aplikasi yang digunakan tidak memberi perkembangan pada kemampuan Bahasa Inggris saya. (The application used does not improve my English skills)		√		
20.	Saya lebih senang belajar di sekolah daripada belajar melalui e-learning. (I prefer to study at school than learning through e- learning)	√			

Masalah apa yang Anda alami saat belajar dengan menggunakan E-Learning (Google Meet dan

Google Classroom)?

Harap beri tanda centang (□) yang jelas pada tabel dibawah ini (Anda dapat mencentang lebih dari satu item)

Which problems do you experience with E-Learning (Google Meet and Google Classroom)?

Please make a clear checklist (□) in the table below (you can checklist more than one item)

Questionnaire Statement (Penyataan Kuesioner)	Cross
Akses jaringan internet di rumah saya tidak stabil. (The internet access at my house is not stable)	
Fasilitas gawai seperti smartphone dan laptop yang ada di rumah saya, kurang mendukung untuk mengakses Google Meet dan Google Classroom. (Device facilities, such as smartphones and laptops in my house, don't support accessing Google Meet and Google Classroom)	
Tugas kelompok bahasa Inggris sulit untuk dikerjakan bersama secara online. (English group assignments are difficult to work on together online)	√
Lingkungan di rumah saya tidak nyaman untuk melakukan pembelajaran online. (My home environment is not comfortable for online learning)	
Tingkat konsentrasi dan keseriusan belajar saya menurun selama melakukan pembelajaran online. (The level of concentration and seriousness of my learning decreased during online learning)	√
Tidak ada yang bisa saya mintai bantuan ketika saya menghadapi kesulitan selama melakukan pembelajaran online di rumah. (There is nothing I can ask for help when I face difficulties while doing online learning at home)	
Saya kesulitan dalam mengerjakan tugas-tugas yang diberikan oleh guru pada Google Classroom. (I have difficulty doing the assignments given by the teacher in Google Classroom)	√
Saya mudah mengalami stress selama melakukan pembelajaran online. (I easily experience stress during online learning)	√
Lainnya, silakan sebutkan (Other, please specify):	

Saya kurang setuju kalau online trus mam kalau di rumah pasti smua murid bisa dibilang malas untuk sekolah karena faktor lingkungannya yg di rumah itu adalah tempat untuk beristirahat dan kalau para murid malas maka akan timbul rasa malas untuk mengerjakan dan memahami materi atau tugas, sedangkan jika di lingkungan sekolah bisa dibilang kita semangat karena kita bisa ketemu bersama teman, guru, dll jadi rasa semangat kita ke sekolah itu meningkat. Semoga corona cepat hilang dan memulai aktivitas kita kembali di sekolah,

amiin.

Research Questionnaire

Exploring Students' Perception of Interactive Learning Using E-Learning Module in Studying English.

(A study at the Eleventh-Grade Students of SMA Batik 1 Surakarta)

Instructions:

1. Read the questionnaire below carefully and answer honestly according to your beliefs.
2. Please fill out this questionnaire by putting a checklist (□) on one of the alternative answers provided.

Note:

SA   : Strongly Agree (Sangat Setuju)

D   : Disagree (Tidak Setuju)

A   : Agree (Setuju)

SD   : Strongly Disagree (Sangat Tidak Setuju)

Identity of Respondent

Name: Khanza Salsabilla

Class: 11.4

No.	Questionnaire Statement (Penyataan Kuesioner)	Alternatif Jawaban (Alternative Answers)			
		SA	A	D	SD
	Students' Perception				
1.	Aplikasi Google Meet dan Google Classroom mudah digunakan (Google Meet and Google Classroom application are easy to use).		√		
2.	Penggunaan Google Meet dan Google Classroom dapat menghemat tenaga, waktu dan uang. (The use of Google		√		

	Meet dan Google Classroom saves effort, time and money).			√	
3.	Saya dapat melakukan pembelajaran melalui Google Meet kapan saja dan dimana saja. (I can learn through Google Meet anytime and anywhere)		√		
4.	Saya dapat mengatur waktu belajar saya secara efektif selama pembelajaran online. (I am able to manage my study time effectively during online learning)		√		
5.	Google Classroom membantu saya menjadi lebih cepat dan mudah dalam mengumpulkan tugas. (Google Classroom helps me to collect assignments more quickly and easily)	√			
6.	Materi 'video, PPT, e-book' yang dibagikan guru melalui Google Meet dapat membantu saya untuk mengerti materi pembahasan. (The material 'video, PPT, e-book' that posted by teacher in Google Meet help me to understand the topic of the lesson)		√		
7.	Keterampilan membaca saya meningkat karena saya bisa mengakses banyak materi secara online. (My reading skills have improved because I can access lots of materials online)		√		
8.	Melalui pembelajaran online learning, keterampilan menulis saya meningkat karena saya bebas untuk mencari referensi dan inspirasi. (Through online learning, my writing skills have improved because I am free to look for references and inspiration)	√			
9.	Aplikasi yang digunakan sangat mendukung perkembangan kemampuan Bahasa Inggris saya. (The applications that I use support the improvement of my English language skills)		√		
10.	Saya lebih senang belajar dengan e-learning daripada belajar di sekolah. (I prefer studying with e-learning than			√	

	studying in school)			√	
11.	Aplikasi Google Meet dan Google Classroom sulit digunakan (Google Meet and Google Classroom apps are hard to use).			√	
12.	Penggunaan Google Meet dan Google Classroom dapat menguras banyak tenaga, waktu dan uang. (Using Google Meet and Google Classroom takes a lot of energy, time and money).		√		
13.	Saya tidak dapat melakukan pembelajaran melalui Google Meet kapan saja dan dimana saja. (I can not do learning through Google Meet anytime and anywhere)		√		
14.	Saya tidak dapat mengatur waktu belajar saya secara efektif selama pembelajaran online. (I can not manage my study time effectively during online learning)		√		
15.	Google Classroom membuat saya menjadi lebih lambat dan sulit dalam mengumpulkan tugas. (Google Classroom makes it slower and harder for me to submit assignments)				□
16.	Materi 'video, PPT, e-book' yang dibagikan guru melalui Google Meet tidak membantu saya dalam memahami materi pembahasan. (The 'video, PPT, e-book' material shared by the teacher via Google Meet did not help me in understanding the discussion material)			√	
17.	Keterampilan membaca saya tidak meningkat karena saya kurang mengakses materi secara online. (My reading skills are not improving because I have less access to online materials.)			√	
18.	Melalui pembelajaran online learning, keterampilan menulis saya tidak meningkat karena saya kurang dalam mencari referensi dan inspirasi. (Through online learning, my writing skills do not improve because I am lacking in finding references and inspiration)				√
19.	Aplikasi yang digunakan tidak memberi perkembangan pada kemampuan Bahasa Inggris saya. (The application			√	

	used does not improve my English skills)				
20.	Saya lebih senang belajar di sekolah daripada belajar melalui e-learning. (I prefer to study at school than learning through e- learning)		√		

Masalah apa yang Anda alami saat belajar dengan menggunakan E-Learning (Google Meet dan Google Classroom)?

Harap beri tanda centang (□) yang jelas pada tabel dibawah ini (Anda dapat mencentang lebih dari satu item)

Which problems do you experience with E-Learning (Google Meet and Google Classroom)?

Please make a clear checklist (□) in the table below (you can checklist more than one item)

Questionnaire Statement (Penyataan Kuesioner)	Cross
Akses jaringan internet di rumah saya tidak stabil. (The internet access at my house is not stable)	
Fasilitas gawai seperti smartphone dan laptop yang ada di rumah saya, kurang mendukung untuk mengakses Google Meet dan Google Classroom. (Device facilities, such as smartphones and laptops in my house, don't support accessing Google Meet and Google Classroom)	√
Tugas kelompok bahasa Inggris sulit untuk dikerjakan bersama secara online. (English group assignments are difficult to work on together online)	
Lingkungan di rumah saya tidak nyaman untuk melakukan pembelajaran online. (My home environment is not comfortable for online learning)	
Tingkat konsentrasi dan keseriusan belajar saya menurun selama melakukan pembelajaran online. (The level of concentration and seriousness of my learning decreased during online learning)	
Tidak ada yang bisa saya mintai bantuan ketika saya menghadapi kesulitan selama melakukan pembelajaran online di rumah. (There is nothing I can ask for help when I face difficulties while doing online learning at home)	
Saya kesulitan dalam mengerjakan tugas-tugas yang diberikan oleh guru pada Google Classroom. (I have difficulty doing the assignments given by the teacher in Google Classroom)	
Saya mudah mengalami stress selama melakukan pembelajaran online. (I easily experience stress during online learning)	

Lainnya, silakan sebutkan (Other, please specify):

Jaringan saya selalu tiba tiba terputus ketika saya menggunakan laptop untuk google meet, dan microphone meet saya selalu bermasalah di handphone saya.

Appendix 2: Documentation

Figure 1. Documentation of Classroom Learning
Figure 2. Documentation of Classroom Learning
Figure 3. Documentation of SMK Batik 1 Students

Figure 4. Documentation of Questionnaire Distribution

Figure 5. Documentation of Questionnaire Distribution