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A survey on EFL Students' E-learning Readiness

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ABSTRACT

Online learning readiness for students has been a topic of investigation in several studies. Factors influencing E-learning readiness include preference, beliefs, competence, self-directed learning, computer skills, knowledge, attitude, work experience, and motivation. Data were collected from twenty-one respondents using a questionnaire (adopted from Ünal and Soyda, 2017) Descriptive statistics (Mean and Standard Deviation) were used to analyze the scores and Standard Deviation) were used to analyze the scores of the student questionnaire scores. This study revealed that the perception of English students in the first indicator namely E-learning "readiness" is categorized into "Moderate" (M = 3.38). The second indicator "students' acceptance in E-learning" reached the level of "Moderate" (M=3.79). The third indicator "students' training in E-learning" was at the "Moderate" level (M= 3.28). In general, English students' perceptions of online learning readiness in EFL classes are categorized into "Moderate". Future research can further explore what has been designed, planned, and implemented and evaluated in terms of E-learning in their EFL classrooms.

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1. INTRODUCTION

E-learning allows learning that is flexible, independent, and can be accessed from anywhere and at anytime without space and time limitations. It is important to keep up with learning during the pandemic and also to get wider information from anywhere. The lockdown caused by this pandemic has caused severe health cases, resulting in the closure of schools and higher education institutions and the promotion of online learning as an alternative to maintain learning balance and overcome the risk of the pandemic on the education system (Simamora et al., 2020). Many argue that E-learning platforms help online learning and ensure E-learning can be managed easily and users can access learning materials from educators

(Gutam, 2020; Muchtar, et al, 2020). In this situation, Zoom, Skype and Web based on surveys, there is currently a lot of research regarding the implementation of technology in online education related to efficiency, cost savings, effectiveness of online education requiring the role of workers that must be implemented in schools (Zhao, 2003).

E-learning is construed in a variety of contexts, such as distance learning, online learning and networked learning (Wilson 2001). In the context of this paper all of these instances will be considered to describe learning that utilizes information communications technology (ICT) to promote educational interaction between students, lecturers and learning communities (Holley 2002). Volery (2000) argues that the fast expansion of the Internet and related technological advancements, in conjunction with.

Limited budgets and social demands for improved access to higher education, has produced a substantial incentive for universities to introduce E-learning courses. Volery (2000) continues, that if universities do not embrace E-learning technology that is readily available, they will be left behind in the pursuit for globalization. Ribiero (2002) argues that if universities are to maximize the potential of E-learning as a means of delivering higher education, they must be fully aware of the critical success factors concerned with introducing online models of education.

Many commentators describe the relative benefits of E-learning in higher education, however, there are ramifications for unprepared, technology focused institutions, when trying to implement distance learning courses. O'Hearn (2000), contends that university structures are rigid and unproven, regarding the incorporation of technological advancements. Holley (2000) states that E-learning is difficult to implement without the full cooperation and support of lecturers, as the degree of interaction between lecturers and students is still predominant in E-learning environments (Volery 2000). Finally, are traditional universities able to compete with other independent education providers in relation to social demands for 'life-long learning' and globalised education services? (O'Hearn 2000).

Social demands for 'life-long learning' and globalised education services? (O'Hearn 2000). The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online E-L\earning (Moorhouse, 2020) E-learning according to Clark & Mayer (2016) is a kind of instructional method delivered by using digital device in order to support teaching and learning activity. Thus, in this present day, the coronavirus pandemic has transformed education scenario all over the world from regular face-to-face activities into this E-learning education. Then, E-learning and technology integration is critical during this period to assist educational environment to establish safe high-quality teaching and learning process for both students and lecturers Online E-learning classes can minimize the learning disruption and at the same time Covid the pandemic getting worsened. Murphy (2020) stated that the E-learning programs have been considered as an appropriate strategy used in this global pandemic. then it is because E-learning is the only possible way to make sure the educational process goes on during this COVID-19 pandemic, it can be assumed that by using this online E-learning education, EFL learners may have opportunity to get better chance in acquiring English as they cannot attend regular face-to-face teaching and learning activities.

Nowadays we usually equate educational technology with computers, laptops, iPads, iPhones, 3Dprinters, etc. However technology is not that new to education and most probably in 50 years it will look very different from what we now consider as being hi-tech. But back then it had the same reaction from teachers as the "new technology" receives today: ignoring. The technology in question: the chalkboard! The same happened to the filmstrip projector, the overhead projector, the motion picture or the educational television. Still the consequence as history might prove is that the eventual acceptance of any new technology has been determined more by the needs and the demands of the classroom than by the claims of the technology advocates. This indicator has been closely monitored by policy-makers as young people who are NEET may be experiencing difficulties transitioning from school to the labour market, and could be at risk for low income and social exclusion Educationalist a tool to change the way of thinking and acting towards a goal that has meaningful value in life both individually, society, or state.

Understanding education based on Law No.20 of 2003 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. So, through education, the pattern

of thinking is instilled, instilling values, developing self-potential and forming personality, so that it can be transformed from generation to generation for the sake of human civilization in the life of society, nation and state.

2. METHODS

The design of this quantitative investigation was survey-based. In order to shift the study from the sample to the population, it was cross-sectional in nature (Creswell 2012). This study was carried out at Lancang Kuning University's Department of English Education. The study's dependent variable was how ELF students E-learning readiness.

Participants were given a survey form and asked to answer questions about E-learning readiness on their smartphones by choosing one of five options (strongly disagree, agree, neutral, disagree, or strongly disagree) on a Likert scale that runs from 1 (strongly disagree) to 5 (strongly agree). In addition, the December 2023 data collection was examined and reviewed. In the study, Twenty-One, semesters five students from the design of this quantitative investigation was survey-based. In order to shift the study from the sample to the population, it was cross-sectional in nature (Creswell 2012). There was 5 males and 16 females, indicating that the feminine gender is dominant.

The research was conducted using the following methods: The students were given a questionnaire containing 37 questions regarding readiness to carry out E-learning. They then independently completed the questionnaire and gave it to the researcher.

The information gathered from the surveys. The SPSS program was used to analyze the data, and to fully comprehend the findings, simple visual aids were used to interpret them. There were four scales for the statements in the questionnaire: Strongly Agree (#5), Agree (#4), Neutral (#3), Disagree (#2), and Strongly Disagree (#1).

Table 1. Katz & Kahn's Likert Scale Range

No	Range	Category
1	1,00 - 2,49	Low
2	2.50 – 3.99	Moderate
3	4.00 – 5.49	High

Katz & Kahn's (1978) Likert Scale Range.

3. FINDINGS AND DISCUSSION

3.1 E-learning Readiness

The questionnaire from journal by Yurdagül Ünal and Irem Soyda on 25 September 2017. The research that has been applied to the process of online learning has been recognized by this study. The first indicator's results, which demonstrate the technology that students use to learn English as a foreign language, are displayed in Table 2. The technology that students utilize to learn English as a foreign language is represented by 26 statements. Research findings need to be backed up by sufficient evidence. The research hypothesis that was initially provided in the research section should be addressed by the study results and findings.

Table 2. Readiness

Number and statement	M	SD
1. I am satisfied with my university network	3.38	.74
2. I use the Internet as information source	4.00	.837
3. I use e-mail as the main communication tool with my students and colleagues	3.33	.913
4. I use office software for content delivery and demonstration	3.48	1.03
5. I use social network sites	4.05	1.024
6. I use softwares related to my research field	3.71	1.007

7. I use instant Messaging	3.33	1.065
8. I use computers confidently	3.48	1.03
9. I use web browsers confidently	3.86	.793
10. I use search engines confidently	3.95	.74
11. I use digital file management tools confidently	3.67	1.065
12. I use tools to create learning materials confidently	3.90	.837
13. I have information about what E-learning is	3.90	.831
14. I have enough information and competency to prepare E-learning materials	3.86	.964
15. I feel that I am ready to integrate E-learning in my teaching	3.76	.889
16. I have enough time to prepare E-learning materials	3.76	.995
17. I believe my students will like E-learning	3.86	.793
18. The top-level administration understands what E-learning is	4.00	.632
19.The top-level administration supports the use of E-learning	3.67	.796
20. I believe E-learning is applied in my department	3.62	.805
21. I believe E-learning is applied in my faculty	3.62	.973
22. I believe E-learning is applied at my university	3.67	1.017
23.E-learning can enhance the quality of the theoretical part of the my research field	3.71	.956
24. E-learning can enhance the quality of the practical part of the my research field	3.48	1.209
25. E-learning can be applied to the theoretical part of the my research field	3.52	.981
26. E-learning can be applied to the practical part of the my research field	3.67	.966

Indicator 1 (N=21)	**M**	**SD**
Student perception on the culture role in EFL classroom	3.70	0.918

Note: N=21 On a likert scale (1-3), the respondents' Mean (M) and Standard Deviation (SD) are computed

Table 3 shows the amount of "Moderate" attitude that students had on the importance of culture in foreign language instruction and acquisition, as evidenced by the Mean (M=3.70) and Standard Deviation (SD=0.918). The information demonstrates that there is enough positive agreement between the students' perceptions in the first indicator. This result suggests that FL teachers comprehend the significance of the culture role in FL classrooms to a sufficient degree.

3.2 E-learning Acceptance

Table 3 displays the advantages of online learning for EFL students. the use of smartphones for language learning is at the "Moderate" level indicated by the Mean (M = 3.793) and Standard Deviatio n (SD = 0.921). The data shows that the benefits gained from online learning are quite positive on the first indicator. This finding indicates that online learning has a positive impact.

Table 3. Acceptance

Number and statement	**M**	**SD**
27.I believe that E-learning can improve the quality of my teaching	3.71	1.007
28. I believe that using E-learning can increase my productivity	3.62	.865
29. I believe that E-learning is useful for my research	3.86	.854
30. I believe that E-learning enables me to accomplish my teaching more effectively than the traditional classroom-based approach.	3.95	.865

31. I believe that it is easy for me to use E-learning.	3.76	.831
32. I believe that my students find it easy to use E-learning	3.86	1.108

Indicator 2 (N=21)	**M**	**SD**
Student practices regarding culture-teaching	3.793	0.921

Note: A Likert Scale (1-3) is used to determine N=21, M, and SD.

In a foreign language classroom, students' methods for teaching culture resulted in a mean score of 3.793 with a standard deviation of.921. The mean score fell into the "Moderate" category. The majority of the students' choices for the second indicator show that they have demonstrated their techniques for teaching culture in an appropriate number of times. This result shows that FL classroom teachers have a good sense of how to encourage cultural diversity.

3.3 E-learning Training

Table 4 the need for E-learning training for students. E-learning training is a method of education that utilizes information and communication technologies (ICT) to deliver learning materials and facilitate collaborative and meaningful learning.

Research has shown that remote online training can be effectively assessed using neurophysiological measures, such as electroencephalograms (EEGs), to understand cognitive and emotional processes during the training session. Evaluation of E-learning in training programs is essential for program development and understanding user needs, learning sources, training design, and the impact of training on acquired skills

Table 4. Training

Number and Statement	M	SD
33. I do not need training on E-learning	3.00	1.183
34. My students do not need training on E-learning	2.95	1.203
35. Technical and administrative personals do not need training on E-learning	3.24	1.179
36. The facilities of university are sufficient for E-learning.	3.52	.75
37. To what extent do you support the integration of E-learning in your department/program if your institution seems to be ready for E-learning?	3.71	.845

Indicator 2 (N=21)	M	SD
Student practices regarding culture-teaching	3.284	1.031

In an EFL classroom setting, the third indication, "students' familiarity with the target culture," yielded a mean score of 3.284 and a standard deviation of 1.031. A "Moderate" level was assigned to the mean score. It can be concluded that the students' choices for the third indicator show that they have appropriately embraced their acquaintance with the target culture when instructing in their language classes. This result shows that EFL students understand the target culture sufficiently.

DISCUSSION

There are several variables that affect how prepared EFL teachers and students are for e-learning, making it a complicated problem. Both Çaliskan (2022) and Al-Furaydi (2013) stress the significance of technological proficiency and favorable attitudes toward technology integration; the latter also emphasizes the role of administrative assistance and well-defined policies. Suwartono (2019) highlights the potential of digital teaching tools to support EFL instruction, while Samaneh (2013) adds that English competence can boost preparation for E-learning. Marwa & Herdi (2017) also have proven the use of technology and communication in terms of teaching phonology in EFL classroom by using YouTube videoes. All of these studies point to the necessity of a multimodal strategy that includes teacher preparation, administrative assistance, and the use of digital resources in order to improve E-learning preparedness in EFL classrooms.

Numerous studies have examined EFL E-learning readers, focusing on various facets of their experiences. Huang (2013) discovered that e-books are well-liked by EFL students, who point to their ability to improve motivation and reading habits. Supriyono (2018) provided additional evidence in favor of this, pointing out that web-based learning can improve students' macro- and micro-reading skills. Al-Jarf (2021) provided evidence of how collaborative mobile e-book reading can help struggling EFL college readers improve their reading abilities. Rahimi (2011), however, stressed the value of peer and teacher support in E-learning as well as the necessity of a safe space for mistakes. All of these studies show that E-learning can improve EFL students' reading abilities, but they also point to the need for more research on the best practices and resources.

According to Freitas (2012), E-learning has revolutionized the educational landscape by providing fresh chances for social interaction and knowledge creation. In his 2003 book, Naidu highlights the value of storytelling and introspection in online learning, offering readers a manual to assist them deal with the intricacies of this kind of instruction. Horton (2002) delves deeper into the real-world implementation of E-learning and provides tactics for its efficient use in businesses. Dirgantari (2021) proposes a special application of E-learning in the form of a web-based learning material to increase students' reading skills through the usage of reading methods. Taken as a whole, these studies highlight how E-learning can improve student outcomes and experiences.

Numerous research have demonstrated that a variety of factors impact the acceptance of E-learning. In creating a user experience-based E-learning acceptance model, Zardari (2021) emphasized the significance of perceived utility, perceived ease of use, and satisfaction. Khedr (2012) highlighted the influence of material quality and learner interface design on E-learning adoption. According to Lee (2008), perceived ease of use, perceived quality of the E-learning service, and perceived easiness are important variables. Sensuse (2017) provided more evidence supporting the significance of perceived utility in E-learning adoption. All of these research highlight how complex E-learning acceptance is, with important factors including perceived utility, content quality, UI design, and user experience.

As Díez (2008) points out, E-learning training is a complicated process that involves more than just ICT proficiency. Additionally, it ought to emphasize the integration of ICT solutions that support didactic goals and pedagogical competencies. According to Yucel (2006), having a well-thought-out program that incorporates both synchronized and asynchronous learning is crucial. In addition, DeRouin (2004) emphasizes the importance of learner control in E-learning and offers recommendations for its use. Last but not least, Entonado (2006) emphasizes the necessity of efficient training techniques, which may be ascertained by studying the teaching and learning process. All of these studies point to the necessity of an all-encompassing strategy for E-learning training that includes both pedagogical and technical elements.

4. CONCLUSION

Universities should improve the skills and knowledge of their students in order to make them more prepared for online learning. By addressing educational needs, current platforms, infrastructures, employee knowledge, and reluctance to change, E-learning may be expanded. Planning and improvement are necessary to ensure that organizations are prepared for the deployment of E-learning. E-learning preparedness is influenced by elements including internet access, communication, and technological proficiency. In order to increase service delivery to residents and companies, government entities should integrate ICT. E-readiness is essential for e-governance.

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