

THE IMPACT OF ONLINE LEARNING SYSTEM ON EFL LEARNERS' EXPERIENCE AT UNIVERSITY OF ISLAM MALANG

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Abstract: This study aimed to give a detail description of the impact of online learning system on EFL learners at University of Islam Malang and which impact dominates the positive or negative. The design of this research was qualitative approach with descriptive qualitative design. The participants of this research were 52 students of fourth, sixth, and eighth semester of English Department of University Islam Malang. To explore the impact of online learning system on EFL learners, an online-based questionnaire and an online-based interview were used as the methods of collecting the data. The instruments used in this research were questionnaire and semi-structured interview which was adapted from (Kurniawan, 2019). The questionnaire used in this research was using Likert Scale, hence the data was analyzed by using theory derived from Sugiono (2015). The findings showed that online learning system had an impact on participants that was both positive and negative. the most impact that participants felt was the positive impact because most of the participants noticed a benefit from online learning. Positive impact included the participants feeling more knowledgeable about platforms that support them, more flexible, had no extra expenses, and saving time when participating in online learning. Unfortunately, Internet connection, proper internet equipment, and high cost for internet were still the obstacles in online learning.

Keywords: Impact, Online Learning, EFL Learner

INTRODUCTION

Covid Disease (Covid-19) episode has given provokes itself to instructive foundations, particularly advanced education. Expecting the transmission of the infection the public authority has given different approaches, like separation, social and physical removing to enormous scope social limitations (PSBB). This condition requires its residents to remain at home, work, love, and concentrate at home (Jamaluddin et al.2020).

Indonesia is one of the countries that learn English as Foreign Language. So learners in Indonesia learn English based on the curriculum that has been prepared by the government. This is different from countries that learn English as their second language. Learners in these countries learn English because they use English as their second language. Likewise, English is very rarely found in the daily communication of Indonesian people. Therefore, English learners in Indonesia are called EFL Learners.

EFL learners are those who are learning the English language for the first time in order to use it in a non-English speaking nation. According to Harmer (2007), EFL refers to scenarios in which learners were learning English in order to communicate with any other English speakers anywhere in the world. These

learners could be tourists or business travellers. It is still difficult for EFL to utilize the English language effectively outside of the classroom; yet, it is still possible for them to do so in order to improve their language proficiency.

Stem (2019) explained that online learning is the training that happen over the web. It isn't unexpected alludes to as e-learning among different terms. Be that as it may, internet learning is only one sort of distance learning, the umbrella term for any realizing which happens across distance and not in a conventional homeroom.

Online learning investigates ordinarily explore independent web based learning devices, informative procedures or methods, remarkable conditions inside a mixed learning system, and examination between homeroom based and completely web based learning. The accentuation is normally on the understudies' demeanour, insight, appraisal, assessment, fulfilment, and execution (Gonzalez & Louis, 2018; Sun, 2014). This pandemic causes the completely online language figuring out how to happen in an abrupt and totally ill-equipped circumstance. Unfortunately, there are a few advantages and disadvantages of this sort of learning model, so it affects accomplishing the reason for learning itself.

A., Santosa, P. I., & Nugroho, E. (2019) stated that there are many advantages to the use of information and communication technology in implementing online learning, including that it is not bound by space and time. Oknisih, N., & Suyoto, S. (2019) also stated that online learning has the advantage of being able to foster self-regulated learning. The use of online applications is able to increase learning independence, affordable fees for participants, and unlimited access in the development of knowledge.

In contrast, Lestiyanawati (2020) stated that there are six problems that arise during online learning, those are teachers' disabilities in accessing technology, the inadequate school facilities in supporting e-learning, the difficulties of teachers in explaining the material, students' limitations in accessing the internet, students' economically disadvantaged family's backgrounds, and the parents' support system. Wahab and Iskandar (2020) also stated that one of the problems is a lack of required technological devices.

METHOD

This research applied qualitative method as the research design. To collect data in this study, researcher used Questionnaire and Interview as data collection process. The questionnaire was the first instrument for this research to collect data. The research would get the answer to the research problem. To collect the information in-depth, the researcher conducted interviews. The researcher used a semi structured interview to obtain the data. The researcher chose 52 participants that had one year experience of learning through online learning system. The participants were from fourth semester, sixth semester, and eighth semester. To do an interview session, the researcher only chose 16 participants.

The steps for collecting the data were the researcher chose 52 participants then shared the link of google form to the participants. All the questions in google

form were for figuring the impact of online learning system. The interview which consisted of four questions aimed to gain in-depth explanation and description of the impact of online learning.

FINDINGS AND DISCUSSIONS

The outcomes of the data were delivered by the researcher when data collection was complete. In order to address the study's research question, the researcher provided the finding of this study that was the impact of online learning system on EFL learners. The researcher analysed an in-depth students' experience by discussing 11 statements obtained from the questionnaire and also discussing 16 responses obtained from the participants of the interview.

The researcher used the questionnaire and interview method which consists of eleven statements and divided into 3 parts as follow:

1. The impact of online learning system
2. The advantages of online learning
3. The obstacles that are often found during online learning

These components are used to analysis the impact of online learning system on fourth, sixth, and eighth semesters at University of Islam Malang. The findings of this study would also be supported by the theories of the experts. Based on the students' answer to the questionnaire statements. The first aspect was "The impact of online learning system".

The researcher believed that online learning system had an impact on EFL learners. Based on the data that the researcher got, mostly the students agreed that online learning system caused an impact on EFL learners. There are two impacts that the participants felt namely, positive impact and negative impact.

It is in line with the theory from Waralah Rd Cristo (2008: 12) who stated that impact is something that is caused by something that is done, it can be positive or negative or a strong influence that has both negative and positive consequences.

The second aspect was "The advantages of online learning". The researcher come up with an idea that online learning has advantages for them. Most of the participants felt that online learning could save their time, the participants did not need a transport to join online learning, the participants felt more flexibility on online learning, the participants did not have to pay extra expenses on online learning, and the participants could adopt new technology on online learning.

It is in line with the research conducted by Santosa et al., (2019). According to the findings, there are many advantages to the use of information and communication technology in implementing online learning, including that it is not bound by space and time.

Also, the research conducted by Oknisih, N., & Suyoto, S. (2019). According to the findings, online learning has the advantage of being able to

foster self-regulated learning. The use of online applications is able to increase learning independence, affordable fees for participants, and unlimited access in the development of knowledge.

The third aspect was “The obstacles that are often found during online learning”. Every learning process have challenges, like wise offline and online learning process. The participants felt the obstacles on online learning even though online learning has advantages for them. It can be seen from the percentage that most of the participants felt problem in the internet connection, software awareness, low English and ICT knowledge, no proper internet equipment and high cost for the internet when doing online learning.

The research findings are in line with the research conducted by Lestiyawati (2020). According to the findings, students' limitations in accessing the internet and the inadequate school facilities in supporting e-learning were the problems of online learning.

Also, another research conducted by Wahab (2020). According to the findings, one of the problems is a lack of required technological devices.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, online learning had an impact on participants' experience that was both positive and negative. The positive impact of online learning system were the participants could learn new technology that supported them in participating online learning, the participants also felt more time-saving because they do not need to go to the campus, and the participants having flexibility while conducting online learning. Moreover, for the negative impact was about internet connection problem, the participants also felt high cost for internet, and the participants did not have proper internet equipment.

Overall, the most influential impact that participants felt was the positive impact. This happened because the participants could apply new technology in their learning. The participants were also made aware that learning could be anywhere and did not have to be in the classroom.

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the speaking lecturer, the second for the students and the last for future researcher.

First, the researcher would like to suggest lecturers to explore more on the platforms used in online learning. This aims to increase students' knowledge about platforms in online learning and also to increase variety in learning activities.

Second, the following suggestion is for students to be more engaged and actively share their perspectives and fresh ideas with the lecturers to improve the learning experience. Students' further insights into how to run a pleasant and interesting class are also needed.

Last, the researcher would like to suggest for future research to conduct the research about blended learning and how students' perception on its

application. This is because the pandemic conditions are starting to subside and several school institutions have begun to apply blended learning as a new learning method.

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