

E-Learning Model And Conventional Learning Model of Literal Reading Course

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A B S T R A C T

This thesis is entitled E-Learning and Conventional Learning of Literal Reading. The aim of this research is to find out whether there is a significant difference between students taught using the E-Learning model and students taught using the Conventional learning model to teach the Literal Reading course in the second semester at the Nurul Huda University. In this research the author used a descriptive-comparative method with a qualitative approach. The E-Learning model makes students more active compared to conventional learning models. In the E-Learning model, lectures only help students learn. In this case, a student spends more time studying alone. However, in the conventional learning model, lecturers must explain the entire course content to students. Therefore, the E-Learning model provides more quality to students than conventional learning models. It can be concluded that the E-Learning model has advantages compared to conventional learning models. Aside from that, e-learning is more affordable, adaptable, and dynamic than traditional learning approaches. Therefore, as compared to traditional learning models, e-learning provides pupils with a higher quality education.

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INTRODUCTION

English is a language of engagement with a vast global audience. The official language for government instruction, commerce, and international communication in some nations is known as the language of power. English is the concept of the English language as a global means of international standard for the language (Wilson, 1968). From junior high school through university, English is taught as a foreign language in Indonesia. Since English is a foreign language that is taught in schools, a lot of kids believe that English is the hardest subject. From junior high school through university, English is taught as a foreign language in Indonesia. Since English is a foreign language that is taught in schools, a lot of kids believe that English is the hardest subject..The aim of teaching and learning English is to produce and understand spoken and written language. Some people think that a successful English learner is someone who can speak English fluently. They don't know that people who are said to be successful English learners are people who have mastered all English language skills. reading is the process of reading that is done critically and creatively by the reader in order to achieve a comprehensive understanding and examination of the reading text, followed by evaluating the context, value, function and The impact of reading (Widyastuti, 2017). Reading is not something that happens in a vacuum; it is done with a goal in mind. (Huang et al., 2018).

For English language learners, reading is crucial since it can increase their vocabulary, understanding, and information. From reading, you can gain a complete understanding of the text. This might be because a large number of these kids lack the knowledge that is essential to comprehend a word, such as how a word interacts with other words.. It is difficult to get information from reading and it is difficult to draw conclusions from reading. All of these

problems will affect students' understanding of reading and reading achievement. Therefore, students need strategies or techniques to overcome these problems.

Reading is an activity controlled by the eyes and brain to convey the message conveyed by the writer in the form of written symbols. (John S. Hedgcock, n.d.)

The internet can be used as a way to transfer knowledge from teachers to students. In recent years, technological developments have been so fast, making it possible for e-learning to be more effective than conventional learning (Chusna, 2019). That electronic media is used for various learning purposes, ranging from additional functions to conventional classes to replacing face-to-face online meetings with online meetings (Guri-Rosenblit, 2005). Learning styles vary for each type of learning media. E-learning tends to be more independent. This is more suitable for virtual learners. Students need to show active interest in studying the details and learning new things. It is like an independent method of achieving educational goals. Peer assistance would be additional. Additionally, peer pressure can motivate you to achieve difficult goals.

Additionally, many think that online learning is simpler. However, to achieve the intended results, e-learning actually requires an equal amount of work and perseverance. In today's climate, many e-learning courses are available with active learning environments including peer-to-peer communication and student and lecturer interactions. Conventional learning is learning model that is usually applied by teachers who generally consist of lecture, question and answer and giving methods task (Peranginangin et al., 2020). Online learning is a system that can facilitate students learning more widely, more and more variedly. Through the facilities provided by this system, students can learn anytime and anywhere without being limited by distance, space and time (Riyana, 2015). Online learning have their respective advantages and disadvantages. So the author is interested in conducting a comparative study to find out the differences between the two learning models. The aim of this research is to make a comparative analysis between E-Learning and Conventional Learning.

During the pandemic, it also changed the teaching model at various levels of education throughout Indonesia, including University Of Nurul Huda. During lockdown University Of Nurul Huda used e-learning as a learning model for students. After a year has passed and entered the new normal all levels of education back to conventional learning model (face-to-face learning). Therefore, the writer is interested in analysing the comparison of E-Learning learning model and conventional learning model to find out the differences of both.

METHOD

In this study, the writers used descriptive method by using qualitative research. This research focused on existing phenomenon which is on e-learning model and conventional model of literal reading in teaching-learning process.

Moreover, for the population as a participant of the study consists of 33 students of the seventh semester of English Education Program of Nurul Huda University. Then, for the source of the primary data are by using observation and interviewing. And for the secondary data is by using observation. It relates to collecting of the data, they are as follows:

1. Questionnaire

The questionnaire used to identify effectiveness of learning Literal Reading course. It consists of 10 questions. This questionnaire contains student statements regarding the activities, attitudes, and responses made by students and lecturers during the learning process, besides that it is also used to match the data obtained in the observation sheet. In this study, the write used the Likert scale to measure scores. A closed forced choice scale with a range of responses that go from one extreme to the

other, the Likert scale is employed in questionnaires. A five-point scale, for instance, might contain three midpoints with less extreme options, and one end with "strongly agree" and another with "strongly disagree." Research in psychology and other social sciences frequently employs the Likert scale.

2. Interview

Interview choose to know deeply about students' personal opinion. It was consist 5 questions. There were some stages that held in the interview process; first stage, the writer choose all the students to be interviewed. Second stage, the writer asked some questions to them one by one. The last stage, all of the result questionnaire and interview were analysed.

3. Observation

The observation used to confirm students' answered about questionnaire. it considered of ten questions with condition TA (Totally Agree), A (Agree), N (Neutral), D (Disagree), and TD (Totally Disagree).

In addition, for technique of analysing data is by using; 1) Data Reduction; it techniques that classify, direct, and consider the data to be taken, and organize the data in such a way that final conclusions can be drawn. In the study researchers focused more on collecting data to provide a sharper picture of the results of the study, 2) Data analysing; A collection of information is compiled to make a conclusion. The form of presentation of qualitative data is in the form of field notes. Analysis is a form of simplification of words in a form that is easy to read and interpreted by displaying classified data

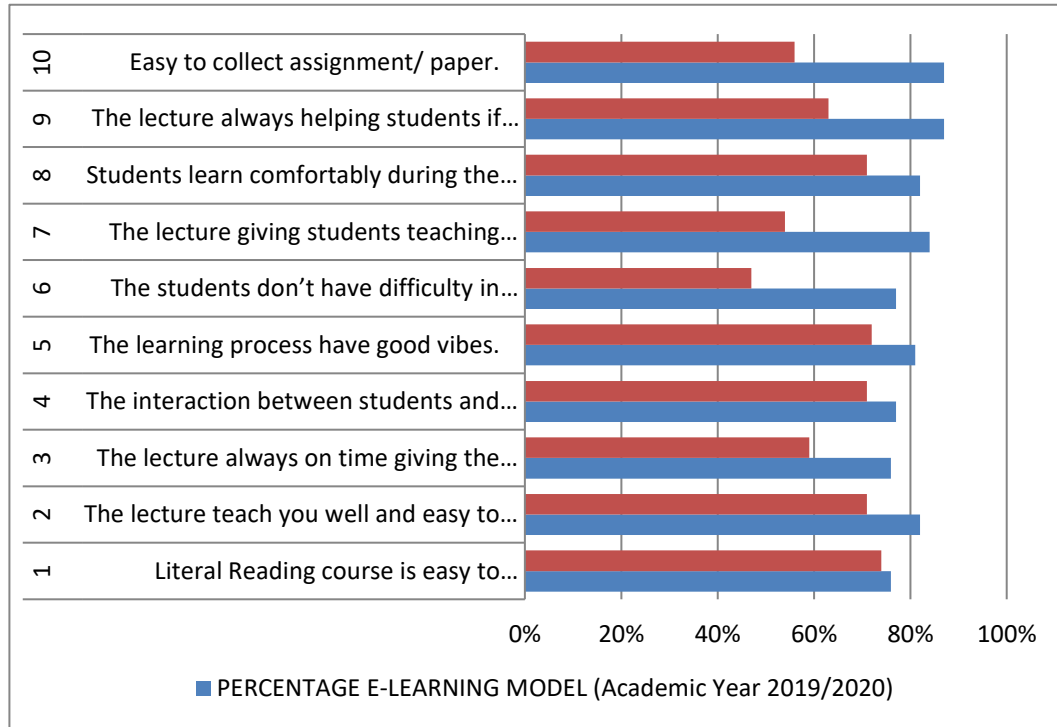
1. Drawing Conclusion

The last step is drawing conclusions. Thus the conclusions in this study can answer the formulation of the problem that was formulated from the start.

RESULTS

1. Questionare

Table 1.
Questionnaire Chart



From the above questionnaire's chart it can be conclude that learning model is more effective than conventional leraning

2. Interview

THE RESULT OF INTERVIEW E-Learning Model

NO INTERVIEW	ANSWERS
1	1. Easy.
	2. No, I'm not.
	3. PDF, Google Classroom, Group Chat.
	4. Online presentation, discussion.
	5. Poor internet connection.
NO INTERVIEW	ANSWERS
2	1. Easy.
	2. It's little bit difficult for me.
	3. PDF, Google Classroom, Group Chat.
	4. Online presentation, discussion.
	5. Poor internet connection.
NO INTERVIEW	ANSWERS
3	1. Easy.
	2. No.
	3. PDF, Google Classroom, Group Chat.
	4. Online presentation, discussion.
	5. Poor internet connection.

NO INTERVIEW	ANSWERS
4	1. Easy.
	2. No.
	3. PDF, Google Classroom, Group Chat.
	4. Online presentation, discussion.
	5. Poor internet connection.
NO INTERVIEW	ANSWERS
5	1. Easy.
	2. No.
	3. PDF, Google Classroom, Group Chat.
	4. Online presentation, discussion.
	5. Poor internet connection.

THE RESULT OF INTERVIEW Conventional Learning Model

NO INTERVIEWEE	ANSWERS
1	1. Easy.
	2. It's little bit difficult for me.
	3. PDF, Google Classroom, Group Chat.
	4. Presentation, discussion.
	5. Difficult to meet lecture face to face.
NO INTERVIEWEE	ANSWERS
2	1. Easy.
	2. It's little bit difficult for me.
	3. PDF, Google Classroom, Group Chat.
	4. Presentation, discussion.
	5. Difficult to collect the assignment/paper.
NO INTERVIEWEE	ANSWERS
3	1. Easy.
	2. It's little bit difficult for me.
	3. PDF, Google Classroom, Group Chat.
	4. Presentation, discussion.
	5. Difficult to collect the assignment/paper.
NO INTERVIEWEE	ANSWERS
4	1. Easy.
	2. No.
	3. PDF, Google Classroom, Group Chat.
	4. Presentation, discussion.
	5. Difficult to collect the assignment/paper..
NO INTERVIEWEE	ANSWERS
5	1. Easy.
	2. No.
	3. PDF, Google Classroom, Group Chat.
	4. Presentation, discussion.
	5. Difficult to collect the assignment/paper.

3. Observation

No	Aspect	Indicators	Conditions				
			TA	A	N	D	TD

E-Learning model observation

No	Aspect	Indicator	Condition					Note
			TA	A	N	D	TD	
1.	students' struggle	1. Literal Reading course is easy to understand.	4	18	11	-	-	
		6. The students don't have difficulty in learning process.	4	19	20	-	-	
		10. Easy to collect assignment/paper.	14	16	3	-	-	
2.	Students' satisfaction	2. The lecture teach you well and easy to understand.	5	26	2	-	-	
		3. The lecture always on time giving the material.	7	12	14	-	-	
		7. The lecture giving clear teaching materials/modules/h and outs.	10	19	4	-	-	
		9. The lecture always helping students if she/he hard to understanding the material.	15	13	5	-	-	
3.	Students' learning process	4. The interaction between students and lecture are good.	5	18	10	-	-	
		5. The students don't have difficulty in learning process.	6	22	5	-	-	
		8. Students learn comfortably during the class.	9	17	5	-	-	

Table 2.
Conventional learning model observation

No	Aspect	Indicator	Condition					Note
			TA	A	N	D	TD	
1.	students' struggle	1. Literal Reading course is easy to understand.	11	10	10	6	-	
		6. The students don't have difficulty in learning process.	-	10	10	16	-	
		10. Easy to collect assignment/paper.	-	4	21	12	-	
2.	Students' satisfaction	2. The lecture teach you well and easy to understand.	4	17	12	4	-	
		3. The lecture always on time	-	5	25	7	-	

		giving the material.						
		7. The lecture giving clear teaching materials/module s/hand outs.	-	-	27	10	-	
		9. The lecture always helping students if she/he hard to understanding the material.	1	8	24	4	-	
3.	Students' learning process	4. The interaction between students and lecture are good.	2	16	19	2	-	
		5. The students don't have difficulty in learning process.	2	20	13	12	-	
		8. Students learn comfortably during the class.	2	17	17	1	-	

It showed students answered questionnaire both E-Learning model and conventional learning model.

DISCUSSION

This research to know whether or not there is significant differences between the students who are taught by using E-Learning model and the students who are taught by using Conventional model to teach Literal Reading. There were 70 students involved in this research. The questionnaire and interview used as the instrument in this research while the observation sheet used to confirm students' answered at questionnaire.

• QUESTIONNAIRE

The result of questionnaire from English Teaching Program student academic year 2023/2024 consist of 10 statement as followed:

1. Literal reading course is easy to understand

The first statement is "Literal reading is easy to understand." There not much differences from both learning model, 76% for E-Learning model and 74% in conventional learning model which is strong enough in interpretation criteria.

2. The lecture teach well and easy to understand

There is a significant difference from both learning model which is 82% in E-Learning model and 71% in conventional learning model. So, it can be concluded that E-learning model is more easy to teach the literal reading course.

3. The lecture always on time giving the material

On the chart shown that E-Learning model's percentage is 76% and conventional learning model' percentage is 59%. It can be concluded that E-learning have more good time efficiency than conventional learning model.

4. The interaction between students and lecture are good
On the chart shown that E-Learning model percentage is 77% and conventional learning model percentage is 71%. Both learning model have good interaction between students and lecture in different way.
5. The learning process have good vibes
On the chart shown that E-Learning percentage is 81% and conventional learning model is 72%. It can be concluded that E-Learning model have good class environment than conventional learning model.
6. The student don't have difficulty in learning process
On the chart shown that E-Learning model percentage is 77% and conventional learning model percentage is 47%. It's because E-Learning model more flexible than conventional learning model that seems monotonous.
7. The lecture giving students teaching materials/ modules/ handouts
On the chart shown that E-Learning model percentage is 84% and conventional learning model 54%. It can be concluded that E-Learning teaching materials/ modules/ handouts have more kinds of variations and more easy to distribution to the students.
8. Student learn comfortably during the class
On the chart shown that E-Learning model percentage is 82% and conventional learning model is 71%. Based from percentage it known that E-Learning model is more comfortable than the conventional learning model because the students can learnings everywhere, any time and in any situation. It's different from conventional learning model that we must attending to the class and always in the same time.
9. The lecture always helping students if she/he hard to get understanding the material
On the chart shown that E-Learning model percentage is 87% and conventional learning model percentage is 63%. Based on the percentage we known that E-Learning model class easier to interact with the lecture. In contrast, conventional learning model class must to make an appointment in advance to meet the lecture by face to face.
10. Easy to collect the assignment/ paper.
On the chart shown that E-Learning model percentage is 87% and conventional learning model percentage is 56%. E-Learning model and conventional learning model have different way to collect the assignment/ paper. E-Learning model students submit their assignment/paper through the internet, but in conventional learning model the students and lecture must meeting in the class to collect the assignment/ paper.

• INTERVIEW

There were 5 questions for the students

1. Do you find difficult to understand the text/ dialogues in the literal reading course?
2. Do you find difficult to understand the text meaning?
3. What is the learning media that lecture used to teaching in the class?
4. How the class running?
5. What are your difficulty in literal reading course?

- **OBSERVATION**
E-LEARNING MODEL OBSERVATION

- Student's struggle from 3 indicator
TA 22, A 53, N 34

CONVENTIONAL MODEL OBSERVATION

- Student's struggle from 3 indicator
TA 11, A 24, N 41, D 34

From the data above it can be seen that student prefer e-learning model over conventional model.

E-Learning model gave student more time flexibility than Conventional learning model. E-learning model allow students to access teaching materials and exams anywhere and at any time. Students were, therefore, able to balance classes with their schedules. For that reason, a student finds time for classes and personal development.

E-Learning model is more interactive than Conventional learning model and the lecture also direct group discussions easily. E-Learning model interactions happened at any time since lecture and students didn't have to meet face to face.

E-Learning model students was made more active than conventional learning model and E-Learning model provides more quality to students than conventional learning model.

It can be concluded that E-Learning model had more advantages than conventional learning model. Additionally, E-Learning is cheaper, more flexible and interactive than conventional learning model. Therefore, E-Learning offers students a better education than conventional learning model.

CONCLUSION

The purpose of the research was to know whether or not there is significant differences between the students who are taught by using E-Learning model and the students who are taught by using Conventional model to teach Literal Reading course at the second semester on English Teaching Program University Of Nurul Huda Sukaraja academic year 2022/2023. E-Learning model gave student more time flexibility than Conventional learning model. Students can access course materials and tests at any time and from any location thanks to the e-learning approach. As a result, students were able to manage their schedules and their classes. A student makes time for their education and personal growth as a result. Compared to traditional learning models, e-learning models are more interactive, and lectures can readily guide group discussions. With the e-learning paradigm, students may communicate at any time after a lecture and were not required to meet in person. "tambah kalimat"

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