Shift-learning towards remote area on freshers of english education at Universitas Ahmad Dahlan

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ABSTRACT

The development of technology brings a bunch of changes in every aspect in the world. In the education fields, it brings new concepts; a sense of easiness in learning and teaching process, such as, easiness of receiving information (knowledge) through internet, conducting teaching and learning process in distance area. This new concept is called shift – learning. E-learning systems are different from learning that is usually held in class (traditional learning). In industrial revolution 4.0, it is important that we use internet to fulfill the objective of education. This paper aims to identify the way fresh students from remote areas handle this situation. This research used descriptive qualitative. The research subjects consisted of 12 students of the English Language Study Program of Universitas Ahmad Dahlan in 2019. Data collection techniques were carried out using observation and interviews. From the student's perspectives, it was found that Shift-learning (e – Learning) is not something new for them, Shift-learning (e – Learning) leads students to broaden their knowledge, making them flexible to access the materials. However, less supported facility becomes the significant challenge. It showed that most English students from remote areas are ready to use e-learning in learning English because e-learning is not something new to them. Although less supporting facility and guidance from lecturers become the challenges for students, these do not stop them from using e-learning.

Keywords   E-Learning, Learning shifting, Students perception, Students readiness

ABSTRAK

Perkembangan teknologi membawa banyak perubahan di setiap aspek di dunia. Di bidang pendidikan, hal ini membawa konsep baru; berbagai kemudahan dalam proses belajar mengajar, seperti, kemudahan menerima informasi (pengetahuan) melalui internet, melakukan proses belajar mengajar di daerah yang jauh. Konsep baru ini disebut *shift-learning*. Sistem E-*learning* berbeda dengan pembelajaran yang biasanya diadakan di kelas (pembelajaran tradisional). Dalam revolusi industri 4.0, penting menggunakan internet untuk memenuhi tujuan pendidikan. Penelitian ini bertujuan untuk mengidentifikasi cara mahasiswa baru yang berasal dari daerah terpencil dalam menangani situasi ini. Jenis penelitian ini adalah deskriptif kualitatif, subjek penelitian terdiri dari 12 mahasiswa Program Studi Bahasa Inggris Universitas Ahmad Dahlan pada tahun 2019. Teknik pengumpulan data dilakukan dengan menggunakan observasi dan wawancara. Dalam perspektif mahasiswa, ditemukan bahwa (1) *shift-learning* (*e-learning*) tidak asing bagi mahasiswa; (2) *shift-learning* (*e-learning*) menuntun siswa untuk memperluas pengetahuan mereka; (3) membuat mereka fleksibel untuk mengakses materi; dan (4) fasilitas yang kurang mendukung menjadi tantangan penting dalam pelaksanaan *e-learning*. Hal ini menunjukkan bahwa sebagian besar mahasiswa bahasa Inggris yang berasal dari daerah terpencil siap melakukan *e-learning* dalam pembelajaran bahasa Inggris. Selain itu, fasilitas yang kurang mendukung dan minimnya bimbingan dari dosen menjadi tantangan bagi para mahasiswa yang berasal dari daerah terpencil dalam melakukan *e-learning*. Akan tetapi, hal ini tidak menjadi halangan bagi mereka dalam melakukan pembelajaran *e-learning*.

INTRODUCTION

In recent times, technology has changed the pattern of teacher-student communication in a learning process. In the learning process, educators must understand the nature of the subject matter taught and understand various learning models that can stimulate the ability of students to absorb the material delivered by educators.

The development of technology brings a bunch of change in every aspect of the world. It offers simplicity in every situation. Not excuse, in the education fields, it brings new concept; the sense of easiness in learning and teaching process, such as easiness of receiving information (knowledge) through the internet, conducting teaching and learning process in the distance area. This new concept is called shift – learning, meaning that there are changes in educations fields especially paradigm; how they are learning to produce the outcome, places; from classroom to platforms which do not need face to face, and sources; not only coming from Hardcover of a book but also can be sourced from e-book, journal, and internet sources (Abdulazeez & Zeebaree, 2018; Munkhtsetseg & Uyanga, 2013; Singh & Mishra, 2017). So, it can be described that shift – learning is the transformation of conventional learning to e-learning.

As information and communication technology develops rapidly, the need for an IT-based concept and learning mechanism becomes inevitable. The concept that became known as e-learning has brought the effect of the process of transformation of conventional education into digital form, both in contents and system. Currently, the concept of e-learning has been widely accepted by the world community, as evidenced by the rampant implementation of e-learning, especially educational institutions (Alfonso & Garcia, 2016). Some universities organize electronic learning activities as a supplement to subject matter that is presented regularly in class. However, several other universities hold e-learning as an alternative for students who for one reason or another are unable to attend lectures face to face. In this connection, e-learning functions as an optional choice for students.

The concept that became known as e-learning brought the influence of the process of transforming conventional education into digital form, both in contents and the system. In this concept, there is a combination of face-to-face meetings with electronic learning that can increase contributions and interactivity between students (Chen & Schmidtke, 2017). Through face to face, the learners can get to know fellow students and their accompanying teachers. This familiarity is very supportive of their collaborative work virtually, besides that careful preparation before implementing multimedia-based learning also plays an important role in the smooth learning process. These two things become important factors in the learning process which we later refer to as e-learning.

E-learning systems are different from learning that is usually held in class (traditional learning). The key to the effectiveness of an e-learning program's success is its students (Hsieh & Cho, 2011). Students, in this case, are required to be more active because the main process is with students as learners (Kassens-Noor, 2012). This is consistent with the view of constructivism to see the learning process as an active process that is obtained through his own experience. In the context of e-learning learning students are "forced" to be actively involved in the learning process and students have greater flexibility in choosing learning materials to be learned, where and how they will learn, which in turn will accelerate access students' statements as the centre of their own learning experience. In this condition students' willingness and readiness to learn especially those related to self-study need to be a major consideration.

An understanding of e-learning that provides an interpretation understanding e-learning in education are: (1) e-learning as distance learning which means that e-learning allows students to do learning activities without any physical interaction directly with the instructor but will conduct learning interaction activities online in the form of real-time off-line and archival access. (2) E-learning as Learning with the help of computer equipment which means that e-learning is carried out using or utilizing computer media that is equipped with multimedia devices, Internet connections or local Intranets. (3) E-learning as formal or informal learning which means that e-learning in learning can be done formally or informally for example by learning to still have the same curriculum, syllabus, subjects and tests with non-e-learning learning but utilizing online facilities (Moore, Dickson-Deane, & Galyen, 2011). While for informal learning through simpler interactions, such as means of mailing lists, e-newsletters or websites.

Eves (2001) elaborated in detail about E-learning infrastructure devices as follows: (1) e-learning Systems and Applications Educational science: e-learning software systems are systems that virtualize conventional teaching and learning processes. This virtualization such as how the classroom is managed, the material or content creation, discussion forums, group discussions, grading systems, online examination systems and some features related to learning management such as depositing assignments and accessing the information

on assignments received including grades earned. (2) Educational e-learning Content: Content and teaching material available in e-learning Educational science is a system that provides a management system that contains content and teaching materials in the form of multimedia-based content (interactive multimedia content) or text-based content (content in the form of text as in ordinary textbooks), which is stored in web archives

The context of education in higher education, learning objectives are more directed at how to develop students' ability to want to continue learning (continuous learning) and also stimulate high order thinking. The use of technology provides opportunities for educational institutions to be able to stimulate both goals, one of which is by combining face-to-face learning with technology (e-learning) or blended learning. Duncan, Miller, and Jiang revealed that the main key is how they facilitate the process of excavation through the community or community of inquiry (Duncan, Miller, & Jiang, 2012). Community of enquiry itself is one of the online learning models states that educational experiences occur when collaboration occurs between individuals and their social environment, through the inquiry process. The inquiry process itself requires three elements to provide an educational experience to individuals in the context of online learning, namely cognitive presence, social presence and teaching presence (Duncan et al., 2012).

According to Irawan, Yovita, and Iqbal (2015), given the importance of the presence of these three factors in the process of student learning, they revealed the need for students' readiness to participate in learning by using computer media (e-learning). Telkom University (d.h. Telkom Institute of Technology) itself since 2009 has been developing and implementing e-learning (Irawan et al., 2015). At the beginning of the implementation, e-learning was implemented to complement existing traditional learning systems, but in 2015, it is not only completed but will become one of the leading methods in teaching and learning (PBM). The results of interviews with lecturers who have used e-learning, generally students are not familiar with the active learning process. Students still rely heavily on lecturers to explain the material face to face. Not many lecturers have opened discussion forums using online, but generally, lecturers invite their students to ask questions online. It is a pity that students rarely use this facility, even though e-learning has a strong potential for students and colleagues or lecturers to conduct reflective thinking processes with their ability to record the results of discussions. So far, it does not measure the readiness of students for the e-learning learning process yet. The results of a survey conducted at Telkom University engineering students showed attitudes and study habits that still relied on lecturers to be the main facilitator, and observations that had been made showed that student participation in the course was still low, especially those conducted through online. One problem is the lack of inconvenience of students to hold discussions or express their opinions or ask questions in a forum.

As the ages grow, many aspects were distorted. The education field also had been getting the impact of this development. Furthermore, students belonging take place in shaping behaviour and the learning process. The changes in the learning process (paradigm, place, and resources) must be described clearly to inform the information widely to the teacher in order to adapt to the students necessity. The description of the problems can be considered for teacher treated students in the classroom. It leads to the quality of teaching and learning process, especially for suburban students. They need to be treated properly in order to maximize the process of knowledge input in the best way.

In addition, the fact of Indonesian Education has shown the decentralization between Students in a big city and the students in the suburb which is given a lot of impacts on the quality. So, the findings that come up from this article need to be known widely to try the new paradigm, way concept, of learning from conventional way to e-learning way. Another consideration is about the previous study conducted by Eaton (2016) and (Singh & Mishra, 2017) that only discuss students in higher education transform the way of learning in the classroom from conventional to e-learning and discussing only in the shift of paradigm of students without a specific area of students belonging respectively. While this study attempts to accomplish the ideas of a transformation of paradigm and the implementation of the conventional way to the state-of- the-art-era way that is called as Shift-learning that conducted on freshmen coming from the suburb area.

The significance of the study is about to give the information on readiness of the students who come from the suburb area when facing the e–learning in the big city. The students are suspected that they might be in trouble in the process of adaptation to the sophisticated system that is unavailable in their belonging which is

impacted by decentralization (Wepner et al., 2012). Moreover, this study can also be the cornerstone of taking into account what has been undergone in the current decentralization. Is the current decentralization going to be worst or contrariwise? Consequently, this study takes a vital place in the teacher's perspective to plan and apply the best way of teaching for them and knowing how big the improvement of the country to gain a complicated problem.

METHOD

This research used descriptive qualitative. The research subjects consisted of 12 students of the English Language Study Program of Universitas Ahmad Dahlan in 2019 and the subjects are written in initial, for example, AR, RS, RM, etc. Data collection techniques were carried out by using interviews and observation. The instruments used in this study were the interview list and observation. The research results are processed with a theoretical-descriptive analysis approach. This study has aimed to answer the research questions in order to remain the scope of limitation according to the research questions. The research questions are (1) How do the students' perceive on the implementation of Shift – learning process? Hypothesis in this research is the students are hard to adapt to the e-learning because they come from a remote area.

In this research, in advance, the researchers did once observation the classroom to select the representative participant. The researchers used purposive sampling to determine the samples. Purposive sampling is the technique of deciding the sample by any consideration (Creswell, 2014; Sugiyono, 2014). The most important consideration in this study is the students should belong to outside Java Island. It causes that students the quality of the human resources and facility were being the obstacles (Winardi, 2017). Another requirement is that the students have been in the first semester. The researchers decided to use this technique due to the effectiveness of ensuring the participants based on the specific criteria. After choosing the participants, they were interviewed one by one explored the data deeply. The interview conducted a semi-structured interview which adapted the conversation style by Rowley (2012) in conducting research interviews.

The steps of analyzing the data in this study as follows: (a) selecting the specific answers how the students deal with e-learning; (b) classifying the specific answers based on the challenges that occur; (c) classifying the answers of core Knowledge about E-learning into a table and (d) drawing the conclusion and verifying the data by considering the result of data analysis.

RESULTS AND DISCUSSION

Results of Observation

At this level, the students were selected by the researchers through the enjoy conversation concurrently to get the preface of the information. Furthermore, there has a fun fact that 12 students from 23 students in the class were coming from outside Java Island. It means the population of settled local foreigners up to 50 % in that class. This quantity of population showed that knowing the implementation of shift - learning and its problems become fundamental to explore descriptively.

Results of Interview

Table I
Core Knowledge about E-learning

No	Question	Number of Students	
		Have Already Known	Not Yet
1	Do you know E-learning?	11	1
2	Have you ever followed learning based on the e-learning model?	11	1
3	Have you faced the problem when using e-learning?	8	4

The following table is the results of research and discussion in the scores obtained from the number of respondents who answered "have already known" on knowledge about e-learning.

RQ I

Based on table I, it was found that II students of the English Language Study Program of Universitas Ahmad Dahlan had heard the term e-learning and II students of the English Language Study Program had participated in learning with e-learning model. This shows that e-learning is not foreign to students. Students have already known about the definition of e-learning. This is obtained from several statements of students about the e-learning definition, like as participants said;

"Distance learning using a computer base", "learning is done online (not face to face directly in one room)" -AR-
"An online learning forum (without face to face) using certain media/electronics ". - RM and RS –

The definition expressed by students shows that they are already familiar with e-learning. It causes their previous school levels, senior high school, had been acquainted e-learning such us doing their learning process through operating their smartphone or their laptop. Like one of the participants said that;

"In senior high school, most of the learning process in the school were utilising smartphone and laptop as the tools helping us to finish our tasks" -T-

Besides the definition of e-learning itself or shift – learning, they also got the merits of this kind of new way of learning concepts, such us broaden their knowledge and got effective movement especially for completing their tasks. One of the participants, MU, said that;

"It feels amazing since technology had been implemented, it helps me a lot in the learning process. Furthermore, e-learning helps to learn and got a lot of knowledge that we need everywhere and every time. It also brings other merits, like we only need a short time to do our job effectively. For instance, Google classroom functioned for materials sharing, tasking, and also assessing process". - MA-

The e-learning platforms, which are known by students, are Edmodo, Schoology, and Google classroom. The e-learning platform most known by students is Google classroom because it has been done in learning at Universitas Ahmad Dahlan.

"in the class, a lecturer used google classroom to collect our task" -AR-
"…all the materials that were uploaded in google classroom, so we, as a student, just download them in google classroom, it makes easier to collect all the materials…" - RS –
"When a lecturer did not come to the class, the lecturer gave the material in the google classroom…" – RM and RU-

While students were in the class, they were given e-books for their materials. This shows that students have deeper knowledge about e-learning. Furthermore, there has been raised unique fact of students that most of the Students argued that they do not have problems in facing e-learning especially in the human resources aspect (students and lecturer), although, they come from outside java which judged having decentralisation. It must be influenced by any aspect, such as environment, age, self – motivation and their behaviours. However, few of them, argued in the interview section that they had some problem such as bias instruction of the teachers;

"We get instruction to do a task in Google classroom, but the lecturer did not give proper instruction to us" -ST-
"There was a lecturer seldom enter the class, so the lecturer just gave us the material in Google classroom". -RM –

Another problem, argued by a few students, is the existance of culture shock in the learning process in the advance. The student, UW, got a little bit shock due to does not know about how to operate it properly. Never e-Learning environment had faced her because of the previous school, boarding school, located in the

suburb area. It causes the unsupported facilities existed; most of the problem is talking about internet signal which was being the barrier to get much information.

"If we compare the facility that supports it, there have been shown the gap of the facility between my previous school and in the higher education located in the city. Furthermore, I ever discussed with my friend who learned in local university that they actually never known about platform such as Google Classroom like what had been implemented in UAD"

In other words, the student got some kind of culture shocked but it was tackled by asking his sister. Then, it led the student does not have the problems facing kind of e-learning environment like what she said in the interview section;

"Yeah, I was shocked in advanced about operating e-learning but it was not being a problem because it was easy to handle by my sister help through her explanation" -UW-

Surprisingly, they tackled those problems easily. So, it can be said that they are familiar with the shift – learning. Their adaptation in shift learning, in e-learning, was not facing annoying obstacles. They had the ability to understanding and operating e-learning in a short time. Because of this fact, researchers were getting an idea that actually they need these changes. The shift – learning is a must in this generation due to their behaviour that always keeps in touch with the technology for everything. So, the solution to this problem only tackled by asking other students or someone who has knowledge about Google classroom and some of the students search on the internet.

Besides the human resources problem, some students faced a problem with the campus facility in doing e-learning. When the researcher asked about the problem or challenges when doing e-learning, they said:

"When we as students want to open google classroom in the class, we frequently use WIFI, and sometimes the WIFI did not connect properly, and it made us stressful, how we connect to google classroom if we can not to the internet…" -RM, RS, AR, and T-

From this answer, the researcher concluded that the students faced an internet problem in doing e-learning. Some students use their mobile data to use the internet, but some of them get benefits on WIFI. So, when the WIFI get trouble, so do the e-learning process.

Shift-learning (E-Learning) is Not Foreign to The Students

The reason that can be described as a logical relation, why students had been already familiar with e-learning, is because the students concluded as Gen Z generation. The participants have a range of birthday years between 1997 and 1999. As we know, according to (Al Fath, 2018) states that Gen Z students were born between 1995 and 2012 which has shown that they are included in this generation. Besides the range of the birthday years acted as the other criteria of Gen Z students, they are 'comfort' with the technology, or it can be said that they are 'tech-savvy'. In other words, it reveals that they are true 'digital natives' who comfortable with sophisticated tools. This statement strengthens the fact that they are Gen Z Students through students' perception in the interview section which said that "it is awesome, it led me to easier my job to finish my task and amusing myself due to it has helped me a lot".

Besides, the interview shows another fact that they are 'speedy' or having the preferences to technology which makes them easy to understand in operating technology rapidly (Harmanto, 2013). The participant, UW, also said: "yeah, I was shocked in advanced about operating e-learning but it was not being a problem because it was easy to handle by my sister help through her explanation". It shows that she was shocked in advance when first met the e-learning, but she adapted easily in a short time through the clear guidance of her sister.

Furthermore, the implementation of e-learning in UAD had been advanced, especially in the learning process and completing the tasks. E-learning aims at the usage of information and

communication tools or technologies accessing to the resource of learning/teaching in the learning process (Arkorful & Abaidoo, 2015).

Shift-learning (E-Learning) Leads Students to Broaden Their Knowledge

As we know literacy is one of the fundamental aspects in the educators' life. Nowadays literacy is easy to get because of the developmental era. Internet, sophisticated tools, and other innovations have been raised rapidly in civilisations. In line with Wright (2010) states that most people are technologically literate about social networking and use cellular technology as a daily tool. These kinds of modern products are easier the spreading of information especially for people who live in the education field such as students, teachers/lecturers, even the researchers. In this study, the students argued that they are impacted in cognitive aspects since the easiness of searching for information effectively. One of the participants, MU, said that

> "It feels amazing since technology had been implemented, it helps me a lot in the learning process. Furthermore, e-learning helps to learn and got a lot of knowledge that we need everywhere and every time. For instance, Google classroom functioned for materials sharing, tasking, and also assessing process".

This e-learning function helps each understanding and understanding of the information you want to spread to the students. E-learning itself is a distance learning that can be done anywhere and anytime and also becomes a process of learning that can support a greater understanding of what is obtained when the learning process is done face-to-face in one place between a lecturer and students. As an effort to tame technology, a blended learning approach arises where traditional classroom teaching is enhanced through the use of digital technology and online learning experiences (Garrison & Vaughan, 2008). This is because when students do not understand what has been delivered by the instructor, they will get a better understanding after using E-learning by looking back at the notes or modules of the material taught by the instructor.

Leading Students Flexible to Access the Material

The term e-learning offers users various facilities that are obtained when using the E-learning system both lecturers and students. A lecturer will get the ease of distributing material when unable to be present during class hours, while students will get the ease of getting material from what is learned when learning in class.

A lecturer will be assisted in the function of distributing material to students so they can follow the instructions they want to give; this is one of the motivations for lecturers to use the E-learning system. When giving material that is done in class there may be an explanation that is missed because the number of SKS is finally small by giving the material module, students who are not clear about the explanation in this class can explore again with the modules in the E-learning system.

The same results can be seen in the analysis of the learning plan components in class, this component provides the benefit of providing information on learning activities to be done in the classroom. So, e-learning has a role not to replace face-to-face learning but to combine learning through e-learning with face-to-face learning. Students feel more comfortable using an online college application to collect assignments for lecturers rather than having to waste time and material just to collect assignments by coming directly to campus. Like what is felt by students, the form of stimulation felt by lecturers in using this application also varies.

A student has the ease of getting assignment information clearly according to the instructions given by his lecturer so that students will not have difficulty working on the assignments given. Students also do not need to meet their lecturers to collect assignments because anytime and anywhere a student can collect assignments by uploading assignments directly from the E-learning system. Another convenience that is obtained by a student in using the E-learning system is to use the message feature to send messages to the lecturer to ask a number of things about lectures, so students enjoy using this E-learning system.

They are greatly helped in the distribution of material and it is easier to provide explanations because they can provide it through lecture modules that are distributed simultaneously to their students when the lecturer cannot attend class. This is in line with AR, RS, and RM's statement, they said.

> "… when the lecture was done to give a class, he will upload the material in the Google classroom, and in the Google classroom the lecturer tells us that, if there is any question, please ask"

It means that learning resources or teaching materials can support students' readiness in the learning process. Learning resources or teaching materials can be presented in various forms, such as handbooks, modules, pictures, videos, and audio that are suitable for the material to be delivered. This is in line with Bath and Bourke's statement, they said that uploading lecture notes and lecturer presentation files into e-learning pages is a commonly used and very effective way to give students access to e-learning on an ongoing basis (Sharma, 2010). Thus, students can repeat the material that they have learned all the time. Quality of content is very important in e-learning, and content must also have user-friendliness (Balaji, Al-Mahri, & Malathi, 2016). Interactive multimedia content can increase motivation (Triyanti, 2015), this is very suitable to be content in e-learning because it includes visual, audio and audio-visual aspects. Accessibility is a person's comfort level to achieve goals related to communication behaviour (Sapari & Saleh, 2009). Most of the students access e-learning by using a web browser from a smartphone or laptop. They use sophisticated tools wisely and properly.

Challenges of E-learning in Students' Perspective

When the students bump into E-learning, some students said there is a problem in e-learning. RM, T, RS, and RM said that

> "When we as students want to open google classroom in the class, we frequently use WIFI, and sometimes the WIFI did not connect properly, and it made us stressful, how we connect to google classroom if we can not to the internet…"

It shows that there is a problem in connection when the students do the e-learning. Thus, if we want to conduct e-learning make sure the facility of the campus or class facility proper. Facilities and infrastructure e-learning are supporting components for the implementation of e-learning. The components include internet connections/networks, computers, systems, e-learning software, as well as supporting facilities and infrastructure. This is line with Tarus, Gichoya, and Muumbo's statement, they said that the components that makeup e-learning include E-learning infrastructure, E-learning system and application, and E-learning contents (Tarus, Gichoya, & Muumbo, 2015). E-learning infrastructure can be in the form of personal computers (PCs), computer networks, internet and multimedia equipment. A software system that virtualises conventional teaching and learning processes. How is classroom management, creation of material or content, discussion forums, assessment systems, online examination systems and all features related to the management of teaching and learning processes? The software system is often called the Learning Management System (LMS). LMS is a widely available open-source so that we can use it easily and cheaply. Content and teaching materials available on the e-learning system (Learning Management System). Content and teaching materials can be in the form of Multimedia-based Content or Text-based Content. It usually stored in a Learning Management System (LMS) so that it can be run by students anytime, anywhere.

Another thing related to infrastructure problems is the price problem to access the internet which is still relatively expensive when compared to the speed of access obtained. When compared with conventional classes, the costs incurred for conducting e-learning are apparently greater because the infrastructure needed for the continuation of e-learning also requires a large investment. This cost difference can occur because e-learning is indeed very much different from conventional methods, so the expertise and infrastructure required are much different.

The condition of the facilities and infrastructure which is still very limited and minimalist at the moment becomes a dilemma when technology is available but in a limited quantity whether e-learning can be implemented.

CONCLUSION

The success of E-learning is supported by the existence of maximum interaction between lecturers and students, between students and various educational facilities, between students and other students, and the existence of active learning patterns in these interactions.

Cheap and easy information and telecommunications technology will eliminate the space and time constraints that have restricted education. Some logical consequences that occur include: (1) Students can easily take courses anywhere without being limited to institutional and state boundaries; (2) Students can easily learn and discuss with experts or experts in the fields of interest; (3) Lecture material can even be easily taken in various parts of the world without depending on the college where students study.

When we talk about e-learning, it has their characteristic; they are utilizing technology, using the computer, independent approach, stored in computer media, learning process automation. An effective e-learning program starts with planning and focuses on the need for the subject matter and student needs. Appropriate technology can only be selected when these elements are understood in detail.

Based on the results of research and discussion, it can be concluded that as many as 12 of students have heard the term e-learning and as many as 12 of students have participated in learning with the e-learning model. The e-learning platform most known by students is Google classroom because it has been done in learning at Universitas Ahmad Dahlan. This shows that the majority of English Language students are ready to do e-learning in English learning because e-learning is not new from them. Besides, with less supporting facilities and less guidance from lecturers, the students are ready to do e-learning. However, some others expressed an interest in e-learning because it was an innovation in learning English and it was a challenge to learn it.

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