THE IMPACT OF E-LEARNING ON SECOND LANGUAGE ACQUISITION ATTITUDES AMONG INDONESIAN STUDENTS

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The purpose of this research is to explore the impact of e-learning on the attitudes of second-year students at SMAN 2 Sumbawa towards learning a second language. The study employs a mixed-methods approach, combining both qualitative and quantitative methods to provide a comprehensive understanding of the phenomenon. A questionnaire was developed to measure the students' attitudes, specifically focusing on their motivation, engagement, and perception of virtual learning. This questionnaire was distributed via Google Forms through WhatsApp to 80 randomly selected third-year Senior High School students, ensuring diverse responses across the participant pool. The findings reveal that virtual instruction has a significant positive effect on students' attitudes toward second language acquisition. The data suggest that e-learning fosters an engaging and flexible learning environment, enhancing student motivation and receptivity to language learning. These findings highlight the potential of virtual instruction as a valuable tool in language education, especially in the context of Senior High Schools in Sumbawa.

Keywords: virtual instruction; second language learning; student attitudes, e-learning.

1. INTRODUCTION

English remains the most widely taught foreign language in Indonesian schools and has been a mandatory subject in secondary education for many years (Jayanti & Norahmi, 2015; Yusny, 2013). With secondary education being compulsory, Indonesian students are required to complete English as part of their formal curriculum. English is considered a vital subject, with approximately 11 million students learning it annually across Indonesia, showcasing the country's immense diversity in education (Lie, 2007). This makes Indonesia one of the most dynamic and promising regions for English language education (Tatipang et al., 2022).

Before COVID-19, 258 million children were out of school, highlighting the digital gap when over 90% of affected pupils in low-income nations lacked home computer access during the epidemic (Unesco, 2020). Following the widespread COVID-19 outbreak that affected most of Indonesia's provinces and major cities, the government of Indonesia is being forced to shift the focus of education from face-to-face instruction in schools to online learning (Menteri Pendidikan dan Kebudayaan, 2020). Positively, this action

supports the government's nationwide social distancing initiative while encouraging all educational institutions to leverage technology to improve the teaching and learning process (Bao, 2020).

The fact that e-learning is being used in rural schools at a 400% higher rate in 2020 indicates that rural communities view e-learning as an essential instrument for maintaining learning continuity. Despite various obstacles such as the remote learning environment, restricted internet connectivity, and differences in technology (Pratama & Arief, 2019; Anggraeni and Sole, 2018; Chaeuruman, 2018), e-learning presents potential for inclusive English Language Teaching (ELT) in rural Indonesia, which includes students with disabilities (Lynch, 2020).

Literature review
Overview of E-learning in Indonesia

The integration of electronic learning in Indonesia illustrates a dichotomy of opportunities and challenges. Despite the increasing number of internet users in the country, driven primarily by the widespread availability of affordable smartphones, it enables e-learning platforms to expand their reach. According to the Association of Indonesian Internet Service Providers (2022), over 210 million Indonesians (77.02% of the population) have internet access. However, obstacles such as inadequate ICT infrastructure, a shortage of high-quality resources, and deficiencies in the abilities of e-learning participants impede its widespread adoption. Furthermore, Pratama and Arief's (2021) research highlights the increased influence of the COVID-19 pandemic on the effectiveness of virtual learning, especially for students from low-income backgrounds who struggle to obtain digital resources because of cost limitations. Thus, more and more Indonesians are starting to realize how critical it is to improve digital education, particularly in rural and less developed areas. This highlights how critical it is to get over the current roadblocks in order to realise the full potential of e-learning in the nation in the future.

Challenges and opportunities of e-learning in rural communities

Indonesia's rural communities face many challenges and opportunities regarding e-learning. Limited internet access in rural areas significantly hinders the adoption of online education. Students lack access to educational resources and a divide in digital access forms. Moreover, insufficient devices, software, technical support for online learning create barriers. Besides that, a lack of physical space and materials for certain tasks or experiments also presents challenges. This matter is worsened by the difficulty to provide some affordable internet costs to support learning activities are notably absent as well (Oliveira & Pereira, 2018). Furthermore, the prevalence of e-learning applications is also important in terms of the locals' perceptions of digital learning. Bjerede (2023) argues that certain rural populations may be reluctant

to adopt e-learning due to their attachment to their traditional way of life and concerns about using technology in the classroom.

However, the use of e-learning, particularly in rural regions, offers far more than what the limits reflect. First is the empowerment of rural communities, where students are able to direct their own learning and development. This is accomplished by providing them access to high-quality education and opportunities they may not otherwise have, allowing them to do it anytime and from anywhere. (Sadeghi, 2020). Bjerede (2023) explains that in the context of the shift to a digital world, e-learning has emerged as an essential tool for sustaining education in regions with inadequate transportation (Rakhshani, 2019). In addition, the availability of internet and e-learning has encouraged educators and material developers to use distance learning in ELT (Ami. It would seem that e-learning is more prevalent in ELT since English is the primary language of information and communication technology (ICT). ICT use and English literacy are directly correlated, according to Power and Shrestha (2009). People are more likely to utilize ICT often if they are more literate in English. Consequently, it is argued that e-learning is a better tool to use for remote learning (Al-Arimi, 2014). Not to be overlooked is the involvement of policymakers and stakeholders, who have the authority and right to construct the necessary infrastructure and offer instruction in English.

Attitudes toward E-learning in Second language Acquisition Settings

In the realm of language education, second language acquisition (SLA) explores how individuals learn a language beyond their native one. SLA involves acquiring additional languages—whether a second, third, or even fourth—beyond one's mother tongue. The process depends on various factors, including the learner's attitude, which plays a crucial role in language learning success (Eveyik, 1999; Gardner et al., 1985). Without a positive attitude, students may struggle to effectively acquire a second language. The COVID-19 pandemic has further complicated second language education. The shift from face-to-face to virtual learning has altered students' perceptions and attitudes toward language learning. Although online education offers new opportunities, it also presents challenges that impact students' engagement and overall learning experience. Understanding how these changes influence students' attitudes is critical for adapting teaching strategies to better support language learners during these unprecedented times.

2. METHODOLOGY

This study employed a mixed-methods approach, incorporating both qualitative and quantitative methodologies. To evaluate the impact of e-learning on students' attitudes toward learning a second language, a structured questionnaire was utilized. The research was conducted at the senior high school level. The questionnaire was distributed to 82 randomly selected second-year students via a Google Form shared through WhatsApp. It was bilingual, presented in both English

and Bahasa Indonesia, and comprised 122 items designed with a five-point Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

2.1. TIME AND PLACE

This research was conducted at Senior High School 2 Sumbawa Besar, focusing on second-grade students. This grade level was chosen because these students typically have lighter workloads compared to those in their final year. A total of 82 students participated in the study.

3. FINDINGS AND DISCUSSIONS

The data collected from the questionnaires in this study are presented in a table and analyzed using a pre-established formula. The detailed data is summarized in Table 1.

Tabel 1. Responses to the Questionnaire on E-Learning Instruction

No	Statements	1	2	3	4	5
1	E-learning is the best solution to support face-to-face interactions in classes. (Belajar secara virtual adalah jalan keluar terbaik untuk mendukung proses pembelajaran langsung di kelas.)	3	5	11	17	46
2	Students pay less attention during e-learning sessions. (Siswa kurang memperhatikan pembelajaran yang dilakukan secara virtual.)	5	5	24	23	25
3	E-learning has a positive impact on learning English. (Pengajaran secara virtual berdampak positif dalam belajar Bahasa Inggris.)	4	6	19	36	17
4	E-learning fulfills the needs of second language learners in learning English. (Pengajaran secara virtual memenuhi kebutuhan siswa dengan bahasa Inggris sebagai bahasa kedua dalam pembelajaran bahasa Inggris.)	6	12	35	12	17
5	The audio-video quality is satisfactory for virtual learning. (Kualitas audio-video memuaskan untuk pembelajaran virtual.)	5	20	21	17	19
6	E-learning is conducted without any interruptions. (Pengajaran secara virtual berlangsung tanpa gangguan.)	11	18	17	13	23
7	E-learning is better than face-to-face learning. (Mengajar secara virtual lebih baik daripada bertatap muka langsung.)	11	25	19	15	12
8	I enjoy using e-learning to learn English. (Saya menikmati kelas virtual untuk belajar Bahasa Inggris.)	5	5	29	27	16
9	It is easy for students to navigate e-learning platforms. (Sangat mudah bagi siswa untuk menggunakan fitur di kelas virtual.)	6	9	17	33	23

A total of 82 students participated in this study and completed the questionnaire. Regarding the first statement, the responses were as follows: 3 students strongly disagreed, 5 disagreed, 11 were neutral, 17 agreed, and 46 strongly agreed. This indicates that most students view e-learning as an effective complement to traditional face-to-face learning. For the second statement, 5 students strongly disagreed, 5 disagreed, 24 were neutral, 23 agreed, and 25 strongly agreed. These findings suggest that many students struggle to stay focused during virtual learning, which could be attributed to issues like unstable internet connections or network quality.

For the third statement, responses included 4 students strongly disagreeing, 6 disagreeing, 19 remaining neutral, 36 agreeing, and 17 strongly agreeing. This highlights that while virtual teaching can be beneficial in certain contexts, its effectiveness cannot be universally applied. Regarding the fourth statement, which assessed whether e-learning meets the needs of English language learners, the responses were: 6 strongly disagreed, 12 disagreed, 35 were neutral, 12 agreed, and 17 strongly agreed. This suggests that virtual learning can address students' needs for learning English effectively.

For the fifth statement, 6 students strongly disagreed, 2 disagreed, 21 were neutral, 17 agreed, and 19 strongly agreed. The responses highlight the need for improvements in audio and video quality during virtual learning to enhance the overall experience. The sixth statement, which compared virtual learning to face-to-face teaching, had the following responses: 11 strongly disagreed, 18 disagreed, 17 were neutral, 13 agreed, and 23 strongly agreed. This indicates that virtual teaching is considered a viable alternative to traditional classroom instruction by some students.

In response to the seventh statement, 5 students strongly disagreed, 5 disagreed, 29 were neutral, 27 agreed, and 16 strongly agreed. These results show that students generally enjoy virtual learning. Finally, for the ninth statement, the responses were: 6 strongly disagreed, 9 disagreed, 17 were neutral, 33 agreed, and 23 strongly agreed. This indicates that most students find it easy to access and participate in virtual classrooms.

Overall, the research findings demonstrate that e-learning has positively influenced students' attitudes. They recognize the value of virtual teaching in modern education. However, poor internet connectivity remains a significant barrier, affecting audio and video quality and occasionally disrupting the learning experience. When the connection is stable, students enjoy virtual learning and find it effective in meeting their needs for English language education. E-learning provides flexibility, allowing students to study anytime and anywhere, but it also presents challenges. Some students struggle with technology due to a lack of compatible devices or limited digital literacy. Despite these drawbacks, most students adapt well to virtual learning and appreciate its importance, especially in today's fast-changing technological environment. Virtual learning has become a practical alternative that supports educational needs while encouraging students to embrace new ways of learning.

4. CONCLUSION

This study aims to explore the impact of e-learning on students' attitudes toward second language acquisition. The findings reveal a noticeable positive shift in students' perceptions, highlighting the potential benefits of e-learning when implemented effectively. To enhance the role of virtual teaching and learning, several steps can be considered. First, it is essential to ensure that teachers and students have access to the internet and the latest technologies required for virtual education. Simplifying the use of computers and other digital tools can further improve students' learning experiences. Additionally, government support is crucial for integrating virtual teaching into high school curricula, as it can provide the necessary resources and infrastructure. Teachers should also receive specialized training to design engaging activities that capture students' attention and maintain their interest in learning. Lastly, thorough preparation is key to the success of virtual teaching, ensuring that lessons are well-structured and tailored to meet the needs of diverse learners.

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