

## Investigating Students' Perceptions on E-Learning Materials and Tools for English for MICE

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### Abstract

Students in vocational higher education find difficulties in joining practical courses, such as English for MICE, in the post-pandemic era of COVID-19. That course allows students to practice and hold events in Meetings, Incentive Travels, Conventions, and Exhibitions. Some previous studies have examined a similar problem using various learning methods in English for MICE course; however, most of previous studies did not mention the case of students' perceptions of English for MICE courses. This study offers a quantitative research design. The research subjects were 20 students in D-IV English for Tourism Industry, State Polytechnic of Malang. There were four types of questionnaires in this research. The results showed that e-learning materials and tools are the best solutions for English for the MICE course. However, most students experienced difficulties with a lack of internet connection, but this problem was solved well by lecturers and students in English for the MICE course. This study implies that investigating students' perceptions of that problem can minimize the challenges in teaching English for MICE in the post-pandemic era of COVID-19.

**Keywords:** e-learning material, English for MICE, English skills, technology

### Introduction

COVID-19 emerges many problems for students in vocational higher education, such as at the State Polytechnic of Malang. One is changing the offline learning process system to online (Zubaidi et al., 2021; Zubaidi & Suharto, 2021). Most students had difficulties joining the online learning activities because of COVID-19. Their problems are not only course teaching materials but also tools for learning activities. Therefore, students had difficulty enjoying the online learning activities (Agung et al., 2020; Mathew et al., 2019; Toshpulatova & Kinjemuratova, 2020).

This study focused on the problem in the English for the MICE course at the State Polytechnic of Malang. That course is a practical course in which students take six hours for learning activities in a week. That course allows students to practice and hold events in Meeting, Incentive Travels, Conventions, and Exhibitions. Students'



problems are about teaching materials and tools used in that course. Students could not understand the material because of limited interaction with the lecturer during online learning. They also had difficulties practicing one of the MICE types because of the limitless tool for holding events in MICE during online learning.

English for MICE lecturer provided e-learning materials and tools to solve students' problems in joining the English for MICE course. E-learning materials are provided in the form of e-module and explanation videos. The tools used are LMS (Learning Management System) in State Polytechnic of Malang and YouTube. Some e-learning materials are uploaded in LMS (Learning Management System), and others are uploaded on YouTube.

There were several previous studies that observed about e-module as e-learning material. Evenddy et al., (2021) observed that the 3D Flipbook e-learning module is practical and suitable for classroom learning. Astalini et al., (2021) observed that students gave positive responses to the use of e-module and were mainly satisfied with the e-module for the learning process. Banegas & Consoli (2021) observed that the module positively affected student-teachers' identity, English language proficiency, and the role of reflection in feedback processes. All previous studies did not mention about the specific elements of e-module as e-learning material. This current research investigated the specific elements of e-module as e-learning material that provides in English for MICE class.

Then, the previous study that observed about videos as e-learning material conducted by Inorio & Macandog (2022). They observed that students learned more mathematics lessons and developed mathematics competencies through video lessons. The previous study did not mention about the specific elements of video as e-learning material. This current research investigated the specific elements of video as e-learning material that provide in in English for MICE class.

There were several previous studies observed about LMS (Learning Management System) as e-learning tool. Octaberlina & Muslimin (2020) and Riyantika et al., (2021) observed that LMS (Learning Management System) is one of the alternatives for an online class. Tseng (2020) observed that LMS tool is effectively used, benefits, and motivates students in online learning. All previous studies did not mention about the specific functions of using LMS. This current research investigated the specific function of using LMS that provides in English for MICE class.

There were several previous studies that examined about YouTube as e-learning tool. Alfayez (2021) observed that the use of YouTube for an educational videos is good evidence for academic discipline. Kabooha & Elyas (2018) observed that participants positively viewed the use of YouTube in their lessons. Maziriri et al., (2020) observed that the user influences YouTube positively. All previous studies only observed about positive sides of using YouTube in e-learning process. This current study investigated the negative effect for the use of YouTube as e-learning tool in English for MICE class.

The research questions of this study were:

- 1) What are students' perceptions of e-learning materials for English for MICE?
- 2) What are students' perceptions of e-learning tools for English for MICE?

This study has two objectives based on the two research questions. First, it is about students' perceptions of e-learning materials in the form of e-module and videos for English for MICE. Second, it is about students' perceptions of e-learning



tools in the form of LMS (Learning Management System) and YouTube for English for MICE.

### Method

This research applied a quantitative research design. This research was conducted at D-IV English for Tourism Industry, State Polytechnic of Malang, Indonesia. The researcher herself is also the lecturer of English for MICE class.

The participants of this research were from one class in English for MICE class. There were 20 students from D-IV English Department, State Polytechnic of Malang. All the participants were in the fourth semester. All the participants were chosen as research subjects because they were studied English for MICE. It was also related to the purpose of this research to investigate students' perceptions on e-learning materials and tools in English for MICE class. The participants were given questionnaires that were distributed by using Google form link in English for MICE class.

The data was collected from questionnaires. There were four types of questionnaires. All questionnaires were designed by English for MICE lecturer in State Polytechnic of Malang. The students were asked about their perceptions on e-learning materials and tools in English for MICE class. The first questionnaire contained statements about students' perceptions of e-learning materials in the form of e-module for English for MICE. The second questionnaire contained statements about students' perceptions of e-learning materials in the form of videos for English for MICE. The third questionnaire contained statements about students' perceptions of e-learning tools by using LMS (Learning Management System) for English for MICE. The fourth questionnaire contained statements about students' perceptions of e-learning tools by using YouTube for English for MICE.

The data were analyzed by using percentage calculation. After the research participants filled up four questionnaires, then the data were classified based on the research questions. The calculation machine directly converts the result of questionnaires into percentage calculation. Then, the researcher would rewritten those results into four different tables based on four types of questionnaires. Then, all the presented data were analyzed based on relevant theories.

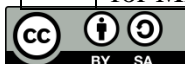
### Findings and discussion

In this discussion, four questionnaire results students in English have answered for the MICE course.

#### Students' perceptions of e-learning materials for English for MICE

Table 1. Students' perceptions of e-learning materials in the form of e-module for English for MICE

| No | Description   | Percentage (%) |   |   |    |    |
|----|---|----------------|---|---|----|----|
|    |   | SD             | D | N | A  | SA |
| 1. | E-module design of English for MICE is interesting for students       | 0              | 0 | 0 | 75 | 25 |
| 2. | Sentence writings on e-module of English for MICE can be read clearly | 0              | 0 | 0 | 40 | 60 |



|    |  |   |   |    |    |    |
|----|--|---|---|----|----|----|
| 3. | Explanations of English for MICE in e-module can be understood by students   | 0 | 0 | 0  | 50 | 50 |
| 4. | The use of image illustrations in e-module is in accordance with the content of the English for MICE e-learning material | 0 | 0 | 0  | 70 | 30 |
| 5. | E-learning material in the form of e-module helps students understand English for MICE                                   | 0 | 0 | 15 | 35 | 50 |

Note:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

From Table 1 above, it can also be seen that students thought the E-module design of English for MICE was interesting. The majority, 75%, agreed with that statement, and as many as 25% strongly agreed. Then, most of the students, 60%, strongly agreed that sentence writing on the e-module of English for MICE can be read clearly, and as many as 40% of them even agreed with that statement. After that, a balanced response of 50% agreed, and 50% strongly agreed that students could understand explanations of English for MICE in the e-module. After that, 70% agreed with respondents that the use of image illustrations in e-module is in accordance with the English for MICE e-learning material content, and 30% strongly agreed with that statement. About 15% of respondents were neutral about the statement that E-learning material in the form of e-module helps students understand English for MICE, 35% agreed, and 50% strongly agreed.

Table 2. Students' perceptions of e-learning materials in the form of videos for English for MICE

| No | Description   | Percentage (%) |   |   |    |    |
|----|---|----------------|---|---|----|----|
|    |   | SD             | D | N | A  | SA |
| 1. | The video design of English for MICE is interesting for students  | 0              | 0 | 0 | 45 | 55 |
| 2. | The video narration of English for MICE can be heard clearly  | 0              | 0 | 0 | 50 | 50 |
| 3. | Explanations of English for MICE videos can be understood by students   | 0              | 0 | 0 | 40 | 60 |
| 4. | The use of image illustrations in the video is in accordance with the content of the English for MICE e-learning material | 0              | 0 | 0 | 55 | 45 |
| 5. | E-learning material in the form of video helps students understand English for MICE                                       | 0              | 0 | 0 | 10 | 90 |

Note:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree



Table 2 explained that students thought the video design of English for MICE interested them. The majority, 55%, strongly agreed with that statement, and as many as 45% agreed. Then, the balanced response of 50% of respondents agreed, and 50% strongly agreed that the video narration of English for MICE could be heard clearly. Then, 60% of respondents strongly agreed, and 40% agreed that students could understand explanations of English for MICE videos. After that, 55% of respondents agreed that the use of image illustrations in the video is in accordance with the English for MICE e-learning material content, and 45% strongly agreed with that statement. About 10% of respondents agreed that E-learning material in the form of video helps students understand English for MICE, and 90% strongly agreed with that statement.

### Students' perceptions of e-learning tools for English for MICE

Table 3. Students' perceptions of e-learning tools by using LMS (Learning Management System) for English for MICE

| No | Description  | Percentage (%) |   |    |    |    |
|----|--|----------------|---|----|----|----|
|    |  | SD             | D | N  | A  | SA |
| 1. | LMS (Learning Management System) is a learning platform useful for online learning.                                      | 0              | 0 | 15 | 45 | 40 |
| 2. | LMS (Learning Management System) for English for MICE course is easy to access anytime.                                  | 0              | 0 | 0  | 30 | 70 |
| 3. | LMS (Learning Management System) for English for MICE course is informative and attractive.                              | 0              | 0 | 0  | 50 | 50 |
| 4. | LMS (Learning Management System) can increase students' interest in learning English for the MICE course.                | 0              | 0 | 15 | 75 | 10 |
| 5. | The use of LMS (Learning Management System) helps students to read teaching materials of English for MICE several times. | 0              | 0 | 0  | 20 | 80 |
| 6. | LMS (Learning Management System) helps students download English for MICE's teaching materials anytime and anywhere.     | 0              | 0 | 0  | 20 | 80 |
| 7. | LMS (Learning Management System) provides assignment and quiz features for the teaching and learning process             | 0              | 0 | 25 | 65 | 10 |
| 8. | The use of LMS (Learning Management System) allows written interaction between lecturers and students                    | 0              | 0 | 35 | 65 | 0  |

Note:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree



Table 3 described students thought LMS (Learning Management System) is a learning platform useful for online learning. 15% of the respondents were neutral, 45% agreed, and 40% strongly agreed with that statement. Then, 70% of respondents strongly agreed that using LMS (Learning Management System) for English for the MICE course is easy to access anytime, and 30% agreed. After that, the balanced response from the respondents was that 50% agreed, and 50% strongly agreed that the use of LMS (Learning Management System) for English for the MICE course is informative and attractive. Then, 75% of respondents agreed that using LMS (Learning Management System) can increase students' interest in learning English for the MICE course, 15% were neutral, and 10% agreed.

After that, the majority of respondents of 80% strongly agreed that using LMS (Learning Management System) helps students read English teaching materials for MICE several times, and 20% agreed with that statement. Then, 80% of respondents strongly agreed that using LMS (Learning Management System) helps students download English for MICE's teaching materials anytime and anywhere, and 20% agreed with that statement. On the other side, 25% of respondents were neutral that LMS (Learning Management System) provides assignment and quiz features for the teaching and learning process, 65% agreed, and 15% strongly agreed with that statement. Lastly, 35% of respondents were neutral that using LMS (Learning Management System) allows written interaction between lecturers and students, and 65% agreed.

Table 4. Students' perceptions of e-learning tools by using YouTube for English for MICE

| No | Description   | Percentage (%) |    |    |    |    |
|----|---|----------------|----|----|----|----|
|    |   | SD             | D  | N  | A  | SA |
| 1. | YouTube is a learning platform which is useful for online learning.                               | 0              | 40 | 25 | 25 | 10 |
| 2. | The use of YouTube for English for the MICE course is easy to be accessed anytime.                | 0              | 0  | 25 | 35 | 40 |
| 3. | YouTube for the English for MICE course is informative and attractive.                            | 0              | 5  | 25 | 45 | 25 |
| 4. | Using YouTube can increase students' interest in learning English for MICE course.                | 0              | 0  | 55 | 15 | 30 |
| 5. | The use of YouTube helps students watch English teaching materials for MICE several times.        | 0              | 0  | 0  | 20 | 80 |
| 6. | Using YouTube helps students download English for MICE's teaching materials anytime and anywhere. | 0              | 5  | 0  | 20 | 75 |
| 7. | YouTube provides assignment and quiz features for the teaching and learning process               | 60             | 40 | 0  | 0  | 0  |
| 8. | The use of YouTube allows written interaction between lecturers and students                      | 50             | 40 | 10 | 0  | 0  |

Note:





SD = Strongly Disagree  
D = Disagree  
N = Neutral  
A = Agree  
SA = Strongly Agree

Table 4 illustrated using YouTube as an e-learning tool for English for the MICE course. 40% of respondents disagreed that YouTube is a learning platform useful for online learning, 25% were neutral, 25% agreed, and 25% strongly agreed. Then, 25% of respondents were neutral that using YouTube for English for the MICE course is easy to access anytime, 35% agreed, and 40% strongly agreed with that statement. Then, 5% disagreed that using YouTube for English for the MICE course is informative and attractive, 25% were neutral, 45% agreed, and 25% strongly agreed. After that, 55% of respondents were neutral about using YouTube to increase students' interest in learning English for the MICE course, 15% agreed, and 30% strongly agreed.

After that, 80% of respondents strongly agreed that using YouTube helps students watch English teaching materials for the MICE several times, and 20% of respondents agreed. Then, most respondents strongly agreed that using YouTube helps students download English for MICE's teaching materials anytime and anywhere, 20% agreed, and 5% disagreed. Then, 60% of respondents strongly disagreed that YouTube provides assignment and quiz features for the teaching and learning process, and 40% disagreed with that statement. After that, 10% of respondents were neutral about using YouTube for written interaction between lecturers and students, 50% strongly disagreed, and 40% agreed.

## Discussion

MICE is the acronym for Meeting, Incentive, Convention and Exhibition. MICE is one of the English course classes related to the hospitality industry field. MICE can also be explained as a tourism industry activity in which groups of people have the same or similar purposes. However, MICE activities consist of leisure and business combinations which usually involve a series of activities in the form of meetings, travels, conventions, congresses, conventions or even exhibitions. In general, MICE events are events or programs involving attendees with a common interest and gathering them in a place for business. The MICE organizers have to ensure some essential things such as the venues, activities, or programs before the event takes place. Furthermore, they have to choose the suitable facilities and space provided because it is essential to satisfy the attendees' needs in the programs.

MICE was formed from four mains: Meetings, Incentives, Conventions and Exhibition. A meeting is a meeting conducted by a group of people that aims to manage or develop a currently engaged business. There are many things discussed inside this activity, such as improving human resources, establishing cooperation, developing professionalism, relations with the community, and increasing publications. Meetings refer to events that gather people together for discussion, sharing information, or solving problems.

Incentive is a kind of program given by the company to motivate their employee's motivation to do their better performance in the working activity. An incentive also refers to a tool that rewards and motivates sales representatives,



dealers, distributors, production workers, and many more. Companies commonly give incentives to their staff in the form of travelling trips when their targets are reached. Not only that, the reward includes hotel stays, planned activities and also tour packages.

A convention can be defined as a meeting of a group of people to share ideas, experiences and information towards open discussion in a particular place. Conventions are quite similar to meetings. Conventions are defined as an activity where people gather together to look for opportunities, and exchange ideas, views of points, and information. Conventions are one of the activities that people pay much attention to inside because, in this activity, they can pay a fee and access all the sessions, discussions, food and beverage, and site visits.

Exhibitions refer to activities managed to show new products, services, and information to interested people. Sometimes, the attendees or buyers should have an invitation or ticket to enter the event in this event. This activity is promotional activity. Producers, groups, and organizations always manage the exhibition, or specific associations aim to display their products to the buyers.

Based on the first result questionnaire, the e-module is an e-learning material form that is effectively used in English for the MICE course. That statement is also supported by previous research that shows that the 3D Flipbook e-learning module is practical and suitable for classroom learning (Ewenddy et al., 2021). It proved that e-module is useful for e-learning material form because students can read e-module without printing them. E-module is also easy to use. The previous research result also supports the result that students gave positive responses to the use of e-module and were mainly satisfied with the e-module for the learning process (Astalini et al., 2021). This current research also showed that the use of image illustration for English for MICE identified the uniqueness of teachers' creativity. The result also supports previous research that the module positively affected student-teachers' identity, English language proficiency, and the role of reflection in feedback processes (Banegas & Consoli, 2021).

The second questionnaire result showed that video is one of the best e-learning material forms because the students can watch the explanation from the lecture. That statement is also similar to the previous research that students learned more mathematics lessons and developed mathematics competencies through video lessons (Insorio & Macandog, 2022). It showed that a video is a form of e-learning material that can be used to increase students' motivation in the lesson.

The third questionnaire showed that LMS is a better e-learning tool for online learning platforms. That result is similar to the previous studies that mentioned that LMS (Learning Management System) is one of the alternatives for an online class (Octaberlina & Muslimin, 2020; Riyantika et al., 2021). LMS tool is effectively used, benefits, and motivates students in online learning (Tseng, 2020). In this current research, students thought they could read and download the e-learning material anytime and anywhere. LMS (Learning Management System) gives them interaction activities between students and lecturers through chat and forum features. Therefore, students and lecturer can discuss together, if there are any difficulties in the learning process of English for the MICE course. LMS (Learning Management System) also provides assignment and quiz features that help students do their assignments and quizzes by clicking and typing.

YouTube is known as the most popular online platform. YouTube provides many facilities to internet users for watching, uploading, and downloading videos.





Not only that, but YouTube also provides communicative selection such as like or dislike and comment features. This website has many videos like movies, music, art, sports, and reports. YouTube also engages videos containing education matters for junior students until the university level. Many researchers worldwide have widely conducted the use of YouTube in education life. YouTube brings positive impacts on learning. YouTube can increase students' achievements and motivations in learning certain subjects.

YouTube can be an effective learning medium because learners can find many videos that can support them in the learning process. In addition, trends of 21st-century learning suggest that the involvement of Information and Communication Technology (ICT) in educational actions can be realized by using social media, such as YouTube applications. Moreover, YouTube, which is completed with many entertaining features, can increase students' motivation in the learning process. YouTube videos can also be used as realistic learning media to stimulate many aspects such as cultural lessons, enhance exposure to World English, and promote authentic vocabulary development. Not only that, by using YouTube, reading and writing learning activities are also can be structured well.

The fourth questionnaire result showed that YouTube is not a full recommendation e-learning tool for online learning. This result is different from the previous research that the use of YouTube for an educational videos is good evidence for academic discipline (Alfayez, 2021). Participants positively viewed the use of YouTube in their lessons (Kabooaha & Elyas, 2018). The user influences YouTube positively (Maziriri et al., 2020). In this current research, YouTube does not provide assignment and quiz features for the teaching and learning process. Then, using YouTube does not allow written interaction between lecturers and students. Therefore, many students disagree that YouTube is a valuable learning platform for online learning.

Students faced many difficulties during the online learning process in English for the MICE course. However, most students experienced difficulties about a lack of internet connection, but this problem was solved well by lecturers and students in English for the MICE course. Students and lecturers become a team that can make the successful learning process in English for MICE online learning.

## Conclusion

Based on the finding and discussion, there are two conclusions from this current research. First, E-learning materials in the form of e-module and videos are the two best choices for online learning in English for the MICE course. Second, the E-learning tool, which is in the form of LMS (Learning Management System), is a better e-learning tool than YouTube in an online English for MICE course. This study implies that investigating students' perceptions of that problem can minimize the challenges in teaching English for MICE in the post-pandemic era of COVID-19.

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