

STUDENTS' PERSPECTIVE TOWARD THE BENEFIT OF *ALTISSIA* IN LEARNING ENGLISH

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ABSTRACT

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This research was a case study which aimed to investigate the students' perspective and the benefits of using *Altissia* in learning English. The research was conducted at Universitas Islam Kebangsaan Indonesia and the subjects of the research were 10 students of Business Administration class E and 10 students of Accounting class B, and the data was collected through student interviews and questionnaires. This research found that most of the students have a good perspective on the benefits of using *Altissia* in learning English. They found the learning process more effective and interesting than usual. Students also showed an improvement in their English skills after using *Altissia* media, according to the results of a post-test conducted by the researchers. The results of the interviews were also supported by the results of a questionnaire that indicated that students felt that learning English by using *Altissia* was enjoyable and they were satisfied with the learning process and results.

Keywords: Perspective; *Altissia*; Media

1. INTRODUCTION

Today's technology is inseparable from human life. Therefore, there are many online learning media available for learning English (Wrigglesworth in Yusuf, 2021). Anyone can learn English anytime and anywhere with the help of technology such as learning media in the form of online learning applications that can be downloaded for free on any device. The opportunity to change the way people think about learning English can seem dreary, as the use of media turns the traditional learning process into a fun learning process. This is supported by the existence of several online learning media. Media is known as a tool to convey something to others. Media is also known as a tool to help teachers to distribute teaching materials for students in the learning process. Further, media is anything that is used to send a message from a sender addressed to the recipient (Rahmi, 2014). In education field, media is one of the key elements that teachers can use to teach. The use of media allows teachers to easily convey the material.

Media is one of the tools that help teachers communicate to students in an easy way (Pratama, Wedhanti & Piscayanti, 2017). Some of the benefits in using media in the teaching and learning process are that they can hold students' attention, motivate them to learn, and explain the relationships between different concepts (Mateer, Ghent, Porter & Purdon, 2014). It can be concluded that media are objects or components that can be used to send messages from senders to receivers so as to stimulate the thoughts, feelings, interests and concerns of students in the learning process.

In Indonesia, there are some well-known online learning media used by middle high schools to college students. These days, there is an online learning media that attracts the interest of many people because you can learn not only English but also more than 20 other foreign languages through this online learning media. The online learning media is *Altissia*. *Altissia* is an application-style media that can be used for learning English. Each student can access *Altissia* to improve their skills, and the guidance by the teacher or lecturer is also possible in teaching learning process.



According to altissia.org, Altissia was founded in 2005 by academics from the Catholic University of Louvain (UCL) and is based on the university in Louvain-la-Neuve, Belgium. Altissia wants to share the joy of learning and believes that everyone should have the opportunity to learn. In education, Altissia helps students improve their language learning opportunities. It helps each student to reach their full potential by becoming a learning companion. Students use Altissia in and out of the classroom anytime and anywhere to help them achieve better learning outcomes and progress.

Altissia is an online learning media where you can learn over 20 foreign languages including English. Altissia offers several majors for students to choose from, allowing each student to choose a course of study that fits their area of study. Each learning path also includes materials to improve your English. In addition, Altissia recognizes that different levels of English proficiency can be used by individuals who have different English skills. In other words, students are given materials appropriate to their abilities rather than being forced to study at a level not appropriate to their abilities. Therefore, Altissia is very suitable for improving students' English proficiency step by step.

According to Goethe Institut (2022) Altissia offers materials for all levels, from beginner (A1) to advanced (C1). Altissia's material consists of six levels divided into three competencies, these are Basic Competencies (A1) and (A2), Intermediate Competencies (B1) and (B2), and Advanced Competencies (C1) and (C2).

Learning a foreign language, including English, using a variety of online learning media has great potential to support student-centered learning because it is flexible and interactive. However, the learning process using online learning media presents challenges that are the student's perspective on the media. One of the drawbacks is that the quality of teaching through online learning leads to a decline in students' perspective.

Perspective is an internal process perceived by an individual in response to select and regulate stimuli coming from the outside. This stimulus is captured by one's own senses, and individual emotions and thoughts give meaning to spontaneously existing stimuli (Aw, 2010). A perspective is a way of looking at a particular point of view used to see a problem or phenomenon as it arises (Martono, 2010).

The meaning of the word perspective itself is the ability to see, hear, or realize something through the senses, which ability can be respected or understood. Perspective has at least two meanings, first is the art of drawing on two-dimensional solid objects so as to give the impression of height, width, depth, and position in relation to each other when viewed from a certain point. Second, perspective is a certain attitude, point of view, or a person's point of view on something (Ismail, Ahmad, Zaim, Mukhaiyar & Gistituati, 2019). Furthermore, perspective is the perception of certain material things that can be felt. Perspective can therefore be interpreted as the process of receiving stimuli through the senses. It is preceded by attention or awareness that an individual can determine, interpret, or evaluate what is observed, how people see, perceive, or define something (Lele, 2019). It can be concluded that perspective is people's opinion of what they are thinking. In other words, perspective refers to a person's feeling or view of a particular object.

To support the results of this study, researchers used the results of previous studies as a reference and guide. The first study entitled Student Perspective in Using Social Media as a Tool in English Language Learning which aimed to analyze students' perceptions and perspectives on the use of social media in learning English. The results of this study showed that social media was very practical and useful for obtaining general information and knowledge and improving language skills (Ismail, Ahmad, Zaim, Mukhaiyar & Gistituati, 2019).

The second study entitled The Students' Perception of the Media Used by Teacher in Teaching English that aimed to find out students' perspectives on the media teachers use to learn English. The results of this study indicated that most students have a positive perception of the media used in their learning process. Students found that they felt happier, more active and engaged, and more easily understood the material presented by their teachers (Lele, 2018).

The third research paper entitled Using Video as Media of Teaching in English Language Classroom which focused on studying video as one of the most effective media to help students enjoy the learning and teaching process more. This study noted that many studies have proven the



effectiveness of using video as a medium (Kamelia, 2019). The difference between the studies performed previously was at the media used. In this study, the researcher focused on the benefits of using his Altissia as an online learning media in learning English.

As stated before, there are some challenges would arise in teaching process using media, one of them is on students' perspective. There are many things that underlie these problems, in particular the students who have problems such as not being tech savvy and not understanding how to navigate online learning media. Consequently, the purpose of this research was to investigate the students' perspective and the benefits of using Altissia in learning English. This study used a descriptive qualitative design referred to a case study. Here, researchers provided a detailed description and analysis of the student's perspective and the benefits of Altissia in learning English.

2. METHOD

a. Research Design

This study used a descriptive qualitative design referred to a case study. Case study studies allow us to study specific events, situations, or social conditions and provide insight into the processes that explain how certain events or situations occur (Hodgetts & Stolte, 2012). In addition, case study studies aim to explore phenomena in detail (Yusuf & Rafidah, 2021) and to provide detailed descriptions and analyzes of events, situations, or social conditions (Merriam & Tisdell, 2015).

b. Setting and Participants

The research conducted at Universitas Islam Kebangsaan Indonesia (UNIKI) in Bireuen Regency, and the research subjects were the students of the Economics and Business Faculty which consists of a group of students in majoring Business Administration and a group of students in majoring Accounting. The study consisted of 20 participants, which was divided into 10 students in Business Administration class E and 10 students in Accounting class B. The participants were selected by purposive sampling that was chosen considering certain criteria. Sugino (2010) states that purposive sampling is a technique for determining research subjects with specific considerations aimed at making the data obtained later more representatives.

c. Data Collection

The researchers collected the data through the interview and questionnaires. An interview was a data collection technique by directly asking and answering questions to research subjects about the problem under study. Interviews was the primary data collection technique, it means that the results of interviews was the primary data which support the research findings. Interviews were conducted at the end of the learning process, at the end of the semester, to investigate how students' perspectives toward the benefit in using of *Altissia* during the learning process. In this research, the interview conducted in-depth with the aim of obtaining deeper and more detailed results on the phenomenon investigated. In addition, the questionnaire which was used in this research was a closed-ended questionnaire developed by Pérez-pérez et al. (2019), Damjanovic et al. (2015), and Komara, (2020) is five point Likert's scale contain of 20 items where the score of each item would be 5 to 1. The results of the questionnaire supported the results of the interview.

d. Data Analysis

Data analysis in this study was done in two ways. First, the data obtained from the interviews, which is the results of interviewing students, were transcribed and analyzed using qualitative descriptive methods which aimed at detailed results. Next, was analyzing the results of the questionnaire. Questionnaire resulted in the form of quantitative data (percentages) would analyzed, described and detailed to support the interview results.



3. RESULT AND DISCUSSION

Based on the results of interviews with Business Administration Class E and Accounting Class B, nearly all students had the same answers regarding their views on the benefit of Altissia in the English learning process because it was their first time learning English using a media. Teachers often used a monotonous learning method when learning English, beginning with a description of the material, followed by question-and-answer sessions and exercises. However, it was different when they used Altissia in their English learning process this time. Altissia has a huge impact on the students. For example, students could develop their English skills such as an improvement in the way students pronounce words because Altissia also provided pronunciation sessions for each material. In addition, Altissia has sufficient materials for all courses (study path). Each material has grammar sessions and exercises, as well as videos that test students' listening comprehension. The audio-video has subtitles to help students if they have trouble with the listening section.

Furthermore, student interviews showed that many of the perspectives and opinions lead to a better view of using Altissia for learning English. Altissia was a highly effective online learning media that students can access anytime and anywhere. The students expressed that Altissia is so effective and efficient to use that it made learning so much easier. To access the application, all you have to do is download the application and register, saving you the time and effort of carrying your notebook everywhere. What they love most was that they can learn English at their own level without being forced. The students enjoyed learning at each level. This was in contrast to the usual monotonous method. Usually all students studied the same material at the same time, but if some students have difficulty in understanding the material, other students cannot move on to the next material. The learning process with Altissia was different. Altissia's learning process allowed each student to complete a material and then freely move on to the next material without waiting for other friends. Some students were very happy because this allows them to express their abilities freely.

Beside the positive perspectives about using Altisia in learning English, the interview results also showed that students faced several problems. First, it was the registration issue. It means that after downloading the application to the device, each student cannot interact with the media directly, as the Altisia team has provided them with an email address and a password has to be entered. As a result, some students experienced problems when trying to register. Second were email or password issues. A significant number of students faced the 'forgot password' problem. They often forget the passwords they have created, it cause the slowing down the learning process.

The next challenge was in mastering the media. Some students were not yet tech-savvy, which may affect how they see the overall results of using Altissia in their learning process, especially when learning English. This affected the quality of teaching, but ultimately the students themselves. Because learning in detail how to use Altisia correctly would take weeks of a learning process.

Apart from those challenges, the results of interviews with 20 Business and Economics students suggested that they have a good perspective toward the benefit in using Altissia for their English learning process. The students stated that they enjoy discovering new way of learning when they learn English. According to them, using Altissia was very interesting and helps them to improve their English skills, such as in listening or understanding materials in more detail. Altissia can also attracted the students interest in learning because they could discover something new compared to the usual learning process. In Altissia they could enjoy audio-videos discussing interesting material, followed by pronunciation sessions to practice pronunciation for each student, and the practice sessions with materials that allow you to do these exercises anytime and anywhere.

By Altissia, students received more in their learning process. Most importantly, it was about getting out of the comfort zone and having new experiences, from learning in traditional ways to learning in interesting online learning media. The students received new knowledge corresponding to their background knowledge. For example, they could learn new vocabulary and practice it with pronunciation exercises. In addition, the students also showed improvement in their English skills after using Altissia's media for almost a semester. This can be seen from the results of the post test which was given by the researcher. Many students experienced an improved process of comprehending material.



The interview results are also consistent with the questionnaire results. The results of the questionnaire showed that students were good perspective at the benefits of using Altissia in learning English. The results were obtained from 20 questionnaires answered by 20 students. Closed-ended questionnaire with 5-point responses to determine student perception: strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD). The resulting classification or categorization of the data is:

Table 1. Recapitulations of Students' Perspective

Classification	Number	Percentage (%)				
		SA	A	N	D	SD
Features and Display	1, 11, 12,13, 14	67	28	5	0	0
System Quality	16, 17	52	35	12,5	0	0
Perceived Usefulness	3, 4, 5, 6, 7, 8, 15	71,4	24,2	5,7	0	0
Satisfaction	2, 18, 19, 20	71,25	22,5	6,25	0	0
English Competence	9, 10	70	20	10	0	0
Total	20 items					

Based on the recapitulation questionnaire above, it showed that most of the students answered "Strongly Agree" to each e classification. From the results of the questionnaire, it was found that there were no "Disagree" or "Strongly Disagree" responses. This proves that students have good perspectives and views on using *Altissia* in English learning. Additionally, 'Satisfaction' and 'Perceived Helpfulness' categories showed the highest responses. This means that the student found that learning English by using *Altissia* was enjoyable and they were satisfied with the learning process and results.

4. CONCLUSION

Looking at the results and the discussions mentioned, the interview results showed that almost all students had a good perspective on the benefits of using Altissia in English learning, such as they discovered effective and interesting learning process compared to the usual. Students also could learn and access Altissia anytime and anywhere as it was an effective online learning media. The interviews result also showed the students demonstrated improved their English skills after using Altissia. The results of this interview are also supported by the results of the questionnaire. It found that students responded very positively toward the use of Altissia in their English classes. Afterwards, the results of the questionnaire also showed that Altissia affected the atmosphere in teaching and learning process.

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