THE USE OF E-LEARNING MEDIA
IN ENGLISH LANGUAGE TEACHING
AT 7TH GRADE STUDENTS IN MTs MA'ARIF NU 1 WANGON

IAIN PURWOKERTO

THESIS
Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a Partial Fulfilment of the Requirements for Achieving the Degree of *Sarjana Pendidikan (S.Pd)* in English Education

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

There is no limit for struggling.

Ma Fi Qalbi Ghairullah

DEDICATION

I dedicate this thesis to :

Myself

My beloved parents

My beloved brother

My Almamater, IAIN Purwokerto

All the readers of this thesis

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This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. The researcher would also like to express the deep gratitude and appreciation are expressed to the honorable:

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Purwokerto, 28 January 2021

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THE USE OF E-LEARNING MEDIA
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ABSTRACT

E-learning media as the current phenomenon in teaching English in the time of COVID 19 pandemic. E-learning media are the combination of web based and digital technologies used as a media in English language teaching and used to make learning become more interesting, motivating, and meaningful to the students. The role of e-learning media can be adapted to the learning needs or can even be modified by the teacher. This study aims to analyze the use of E-learning media in English Language Teaching and the teacher's challenges in using E-learning media in English language teaching at MTs Ma'arif NU 1 Wangon.

This research was a descriptive qualitative research. The data collection techniques of this research used triangulation consisting of observation, interviews, and documentation. The participants consisted of an English teacher and 38 students in one class. The data were analyzed by using data reduction, data display and verification.

The result showed that the use of E-learning media in English language teaching for class 7A students at MTs Ma'arif NU 1 Wangon used E-learning Madrasah developed by the Ministry of Religion, and other media, such as Google Classroom, and WhatsApp. In utilizing these media, the teacher used E-learning Madrasah to share the material. Google Classroom was used to administer the evaluation, such as giving assigment and daily exercises. The teacher used whatsApp as a classroom communication, and for giving information about learning process. In the use of E-learning media, the teacher faced some challenges, some of those challenges were E-learning media sometimes difficult to access; the teacher should understand the concept and the use of E-learning media; there were some students who did not fulfill the target that had been planned, not all learning materials could be conveyed well; not all students had ability to operate smartphone well; most of students had lack of internet quota; and the teacher could not have direct communication with students that made teacher difficult to know characteristic of her students by person.

Keywords : E-learning Media, English Language Teachinng

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CHAPTER I
INTRODUCTION

A. Background of the Study

English has become a crucial language for learning and everyone's need in this globalization era, especially the future generation, since it is used in various field, ranging from education, economics, social, technology and tourism. While, the development of science and technology encourages people to make renewal efforts in the use of technological products due to the demands of the times. Nowadays, people live in the era when technology all over the world has been very advanced, and it affects many aspects of human's life, one of them is education. The tradition in teaching English conventionally has slowly interfered by the products of technology, since it provides so many options in creating interesting learning process.

Technology in this globalization era has become basic need in supporting educational process which is effective and qualified. The utilization of technology in educational aspect is proven by many things, such as the utilization of application in facilitating students and teachers to perform learning process. According to Harmer and Genclter, teachers should encourage students to find right activities through the use of technology in order to reach successful language learning. Teachers are also required to be able to use media and tools which are available to enhance the quality of learning process. Technology-based education is the study and ethical practice of facilitating learning and improving performance by creating, using and managing processes of appropriate technological resources.[1] Technology-based media in learning is seen as a form of physical communication equipment in the form of hardware and software which is a small part of learning technology that should be created (designed and developed), used and

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[1] Mohammad Reza Ahmadi. "*The Use of Technology in English Language Learning: A Literature Review*". Iran: International Journal of Research in English, 2018, Vol.3, No.2, p.116.

managed (evaluated) to achieve effectiveness and efficiency in English teaching.[2]

In 2020, the world faced a disaster caused by the outbreak of Corona Virus (SARS-CoV-2), and it caused a deadly disease called Covid-19. World Health Organization (WHO) declared this condition as a pandemic situation which limit people social interaction. In Indonesia itself, the government regulated a policy to commit social and physical restrictions in almost all aspects of activities. In educational aspect, all educational institutions including schools, colleges, and universities, cannot use conventional systems of teaching due to the pandemic of COVID 19. Conventional learning is replaced by distance learning system which is online-based. This is an effective solution to substitute face to face learning in classroom to reduce the spread of Covid-19.[3] This regulation requires all elements of education to adapt and continue the process of teaching and learning.

In this situation and condition, technology plays an important role for educational systems, as well as in English language learning and teaching. This learning system is synchronized with 2013 Curriculum (K.13) which currently used in Indonesia. 2013 curriculum is characterized by Student-Centered Learning, as stated in the Regulation of the Minister of Education and Culture (Permendikbud) no. 81A concerning Implementation of Curriculum 2013. It is stated that learning process according to the curriculum of 2013 is a process of education which provide opportunities for students to be able to develop any pattern of learning that occurs inside the two way interaction between teachers and student. In this case, teachers' role is not really dominant in the learning process. This curriculum determines the process of educational outcomes, and the strategy of effective and efficient curriculum implementation in learning is necessary to achieve educational goals.

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[2] Azhar Arsyad. *Media Pembelajaran.* Jakarta: PT.Rajagrafindo Persada, 2017.
[3] Aditya Susilo. *"Coronavirus Disease 2019: Review of Current Literatures".* Jakarta: *Jurnal Penyakit Dalam.* 2020, Vol. 7, No. 1.

Permendikbud mentions that there are several learning systems that need to be changed, including one-way learning system (teacher-student interactions) that need to be transformed into interactive learning, then isolated learning systems which become networking learning that utilized E-learning media with the use of information and communication technology media. By using these systems, passive learning can be changed into active-seeking learning.[4] The learning solution using E-learning media should be able to present and strengthen the interaction between teachers and students although it is an online system, so that the learning process can be continued well. It is a learning and performance improvement by creating, using and managing processes of appropriate technological resource.

Along with the increasingly sophisticated world of ICT (Information Communication and Technology), science and technology have been going through rapid development, shifting the paradigm of society in the way information is pursued and obtained. Information is not only including newspapers, audio-visual or electronic, but also sources from other information, one of them is through internet network. The significant development of Information and Communication Technology provides good chances for teachers and students in learning process to do beyond their traditional classrooms through online learning. In this modern era, one of technological developments that have been applied especially in educational world is ICT based learning. Related to technological developments, e-learning starts to be used in schools which have better ICT tools. Dede stated that as a rapid development of technology in information and communication technology (ICT), it has provided more effectiveness for teachers. By using electronic support, teachers and students can communicate easily. Teachers and students can communicate without limited by distance, place and time.

E-learning allows students to get their learning materials and they can review it anytime and anywhere as long as they are still connected with

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[4] Ali Sofyan. *"The Implementation of Scientific Approach In English Teaching Based on Curriculum 2013 In SMK Negeri 2 Sragen in The Academic Year of 2015/2016".* Surakarta, 2016

internet network. E-learning can be applied in various lessons, one of them is English. As we know that in English language teaching, teachers use some methods in delivering materials which aim to avoid monotonous learning process. Besides, students will not easily to get bored in the learning process. By using e-learning, the teachers can provide materials and task as good as possible to make students become more interested. Thus, the use of e-learning gives new atmosphere in English language teaching.[5]

The researcher conducted this research in MTs Ma'arif NU 1 Wangon. The researcher did some interviews with the English teacher and ten students from the 7th grade of MTs Ma'arif NU 1 Wangon about the conditions of students when they were learning English with the current pandemic situation that occurred in Indonesia. With the covid 19 pandemic situation and conditions which changed the learning system to distance learning. Since this school has utilized Information, Communication and Technology (ICT) in the learning process, teachers should be able to take advantage of the facilities provided by schools. The English teacher chose E-learning media because it is appropriate, imaginative, fun, intimate, and effective media to be used in English language teaching. E-learning is a diverse range of technological tools and systems that can be utilized by capable and creative teachers to enhance teaching and learning situations. These are used to make learning more interesting, motivating, stimulating and meaningful to the students.[6]

MTs Ma'arif NU 1 Wangon is located on the main road which has a strategic location. Compare to other schools, the researcher interest and chose MTs Ma'arif NU 1 Wangon. Based on the list of the students data from school, this school has an advantage of being the most popular Madrasah in Wangon area, because it has the largest number of students about 300 to 400 in each of academic year. Based on interview with English teacher, in the academic field, this school has English and Arabic bilingual classes. For the

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[5] NurAfrizah. *"The Implementation of Yukblajar as E-Learning Platform in English Learning at SMP Islam Al azhar 13 Surabaya".* Surabaya, 2018.

[6] Purva Chhabra. "*Use of E-Learning tools in Teaching English*". Talwandi Sabo Bathinda (Punjab): International Journal of Computing & Business Research, 2012.

economic class, most of the students in this school are from the middle to the lower level, and about 60%-70% of the students' parents work abroad, but the students have good motivations and interests to learn. E-learning applications offer a learning method that allows the learning process to be carried out remotely. This phenomenon touched the world of education and training with the launching of E-learning Madrasah. This school has an interesting form of E-learning media, it is E-learning Madrasah application which is used as a medium for English language teaching. This application is facilitated by the Ministry of religion *(Kemenag),* and it is the thing that makes this school is different from the other public schools. Those are the reasons why the researcher interested to choose that school to be researched. The researcher wanted to know the use of e-learning media in English language teaching of this school. Previously, there have been a lot of previous researches related to this discussed about E-learning media in English language teaching. Related to this, the researcher intended to conduct a research under the title *"The Use of E-learning Media In English Language Teaching At 7th Grade Students In MTs Ma'arif NU 1 Wangon".*

B. Conceptual Definition

1. Technology-Based Media

    Technology provides so many options, such as making teaching becomes more interesting and productive in the term of improvement.[7] Technology-based media in learning is seen as a form of physical communication equipment in the form of hardware and software which is a small part of learning technology that must be created (designed and developed), used and managed (evaluated) to achieve effectiveness and efficiency in English teaching.[8] Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. Technology-based media has greatly changed the

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[7] Solanki D. Shyamlee & M Phill. "*Use of Technology in English Language Teaching and Learning: An Analysis*". Singapore: International Conference on Language, Medias and Culture, 2012, Vol.33, p.150.

[8] Azhar Arsyad. *Media Pembelajaran.* Jakarta: PT.Rajagrafindo Persada, 2017.

technique of improving English. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies.[9] In traditional classrooms the teacher usually stands in front of students and gives explanations by use a blackboard. This technique does not need to worry about technological developments. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills and it is necessary to have Technology-based media in English language teaching.

2. E-learning Media

Media is something that people use when they want to communicate with others indirectly. Learning media are important to use in teaching and learning process, especially in English learning because it can convey information from teachers to students. Learning media are anything that can be used to convey messages from sender to receiver. Teachers can create a new atmosphere and make class become interesting by using learning media. Besides, students will not easily to get bored when their teacher uses this media to deliver materials.

E-learning is an electronic learning and one of the modern tools in technology that contributes to expand educational opportunities and make teaching and learning process become more effective. E-learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite.[10]

3. English Language Teaching (ELT)

Language teaching in general and English Language Teaching (ELT) in particular has tremendously changed over the centuries. When

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[9] Mohammad Reza Ahmadi. "T*he Use of Technology in English Language Learning: A Literature Review*". ……p.117.

[10] Mahmoud Ahmed Thabet Al-Maqtri. *"How Effective is E-Learning in Teaching English?: A Case Study".* American: Journal of Education and Human Development, 2014, Vol.3, No.2, p. 651.

English entered in the curriculum of the students as a compulsory subject, it was a challenge for the English language teachers to teach to the foreign learners but they taught English as a 'Know-ledge' subject not as a 'Skill' subject because their main aim was to teach them to pass the examinations only. ELT seems to be swinging like a pendulum between the extremes of method as language teachers have ever been in search of better and more effective method of teaching. Moreover, the ELT trends that were very popular in the past have vanished today and have been substituted by innovative ELT methods.[11]

C. **Research Questions**

1. How is the use of E-learning media in English language teaching for 7th grade students in MTs Ma'arif NU 1 Wangon?

2. How does the teacher implement E-learning Media in MTs Ma'arif NU 1 Wangon?

3. What are the teacher's challenges in using E-learning media?

D. **Objective and Significances of the Research**

1. The objectives of this research are :

   a. To describe the use of E-learning media in English language teaching in MTs Ma'arif NU 1 Wangon.

   b. To describe the implementation of E-learning media in English language teaching.

   c. To analyze the teacher's challenges in using E-learning media in English language teaching.

2. The significances of this research

   The results of this research are expected to give benefit both theoretically and practically.

   a. Theoretical significances

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[11] Purva Chhabra. "*Use of E-Learning tools in Teaching English*". Talwandi Sabo Bathinda (Punjab): International Journal of Computing & Business Research, 2012.

1) The researcher expected this research can be used as a reference in English language teaching for the future researches with similar topic.

2) The researcher expected this research can be used as a reference for the further researchers.

b. Practical significances

1. For teachers

This research hopefully can give information and knowledge about E-learning media in English language teaching and can also become a reference for the English teacher in determining E-learning as a medium in English language teaching.

2. For the researcher

This research hopefully can give information and knowledge about the use of E-learning media in English language teaching to the researcher.

3. For the school

This research hopefully can give beneficial information for the school about E-learning media that have important roles and suit the curriculum in English language teaching.

E. Structure of the Research

To make this research become systematic, it is necessary to classify the structure of this research. The structure of this research are explained as follows:

Chapter 1 presents an introduction. It has eight sub sections, those are background of the study, conceptual definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II presents the theories of the use of E-learning Media in English language teaching at 7th grade in MTs Ma'arif NU 1 Wangon which

consist of explanation those are Technology-Based Media and E-learning media in English language teaching.

Chapter III presents the research method. This chapter deals with the research design, subject of the study, object of the study, instruments for obtaining data, technique of collecting data, technique of analyzing data.

Chapter IV presents result of the research which is consist of general The Use of E-learning media in English language teaching of MTs Ma'arif NU 1 Wangon.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concluded and gave suggestion related to the research.

CHAPTER II
THEORITICAL REVIEW

A. Technology-Based Media

1. Definition of Technology Based Media

Teachers need to learn to use computer technology for constructing and implementing materials for teaching and assessing English, and they need to engage in innovative teaching and assessments through the use of technology.[12] Technology is now accepted as an important educational and tool in generall, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction.[13]

Costley, Murphy, DePasquale & McNamara stated that Technology-based media is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills.[14] Technology-based media is a tool that has an important role to play in supporting foreign language teachers and facilitating language learning for students. Technology can play an important role as a media to assist teachers in their knowledge and expertise as quality teachers and improve language learning for students, especially in English language teaching and learning.

2. Definition of TELL in ELT

According to Patel, TELL (Technology Enhanced Language Learning) deals with the impact of technology on teaching and learning a second language. Technology-enhanced language learning (TELL) suggests "to the use of the computer as a technological innovation to

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[12] Carol A Chapelle. "English Language Learning and Technology". Amsterdam: John Benjamins Publishing Company, 2003, Vol 7, p.31.

[13] Al qahtani Mofareh A. *"The Use of Technology in English Language Teaching".* Saudia Arabia: Frontiers in Education Technology, 2019, Vol.2, No. 3, p. 169.

[14] Mohammad Reza Ahmadi. "The Use of Technology in English Language Learning: A Literature Review"……, p.117.

display multimedia as a mean of complementing a teaching method language teacher. TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teacher".

Technology should become a part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be "assist and enhance language learning". Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in "learning process, provide authentic examples of the target culture, and connect their classrooms". Some technology tools force teachers to make a distinction in teaching and classroom activities and also homework or assignments.[15]

3. Definition of ICT (Information, Communication and Technology)

The importance of ICT depends more on the ability to create Information and Communication Technologies for Development relies on advances in technologies, but also it is necessary to some societal sectors important for community development such agriculture, healthcare, poverty and education.[16] The use of ICT (information, communication, and technology) as like modern media, teaching aids, or even an application of smartphones in teaching especially English is a more useful and chosen strategy to gets students' interest so that is available to apply it. Therefore, the integration of new ICT tools such as laptops, interactive whiteboards, LCD projectors, internet, and social networks in education support will help learners to use English in a very natural, real, communicative, and stress-free language learning environment.[17]

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[15] Arifah. "*Study on the Use of Technology in ELT Classroom: Teacher's Perspective*". BRAC University of Bangladesh, December, 2014, p. 4.

[16] Adina-Petruta Pavel, etc. *"ICT and E-Learning – Catalysts for Innovation and Quality in Higher Education"*. Prague(Czech Republic): Procedia Economics and Finance, 2015.

[17] Dilek ÇAKICI. "The use of ICT in teaching English as a foreign language" Turkey: Participatory Educational Research (PER). 2016. p. 74. Vol. 4.

4. ICT (Information, Communication and Technology) in ELT

        According to Warsita, there are three approaches in using or utilization of ICT (Information Communication and Technology) for education and English language learning and teaching, they are:

a. Learning about computers and the internet, in which technological literacy is the final goal. Computers can be used as learning objects, for example computer science (computer science). This means making ICT (Information Communication and Technology) as one of the subjects given at school.

b. Learning with computer and the internet, where ICT (Information Communication and Technology) facilitates learning in accordance with the applicable curriculum in schools. For example, Pustekkom Depdiknas develops interactive multimedia CD programs for subjects such as English, Biology, Physics, Chemistry, Islamic Religious Education and others as an alternative learning media.

c. Learning through computers and the internet, which is integrating development ICT-based skills (Information Communication and Technology) with applications in the curriculum. For example in college, students conduct an online research, they use spreadsheets and database programs to help organize and analyze data that have been collected or used word processing to compile research reports. Therefore, computers can also be used as a tool to carry out certain processes, such as calculations, data storage, word processing and data (word and data processing).[18]

B. E-learning Media

1. Definition of E-Learning Media

        Media means communication and source of information or anything that carries information between a source and a receiver that has a purpose to facilitate communications and learning. Gerlach & Ely stated that the

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[18] M.Tajudin Zuhri, etc. *"Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)"*. Bandung: Jurnal At-Ta'dib. June 2020, Vol. 15. No 1, p. 139-140.

media when understood are human, material, or events that establish conditions that make students able to obtain knowledge, skills or attitudes. In this case, the teacher, book, text, and school environment are the media. Learning media is a messenger technology that can be used for learning purposes. What is meant here is the person / teacher, materials, tools, or events that can create conditions which enable students to receive knowledge, skills, and attitude changes. The learning media is an inseparable part of teaching and learning process in order to achieve educational goals in general and the learning objectives of schools in particular. Learning media in the teaching and learning process tend to be interpreted as graphic, photographic, or electronic tools for capturing, processing and rearranging visual or verbal information.[19]

It is important to distinguish e-learning from its predecessor distance learning that can be traced back to the 1700s. Even though it is not a kind of electronic, it still exhibited the characteristics of non face-to-face education that did not involve humans directly. The actual electronic characteristic is what distinguishes e-learning from correspondence courses, education through post, telephone, radio and television broadcasts up until the 1970s. The fact that a different medium was being employed instead of the traditional and classical student-teacher interaction marks a departure point whereby, irrespective of the actual medium, education was being packaged for other students who for some reason or other are not in the vicinity of the educator. This demarcation in itself that simply alters a single variable, the physical location of student and teacher, effected the entire educational process as theorists and practitioners have argued and debated over the years.

The fact that the educational process is a complex one and not universally defined or specified justifies the intricacies created as soon as a single variable was modified. To keep in mind that even without the alteration of this single variable the student-teacher relationship and the

[19] Azhar Arsyad. *Media Pembelajaran.* Jakarta: PT.Rajagrafindo Persada, 2017.

learning process were not always optimal and even though numerous learning theories postulated the soundest methodologies to employ, the final product left much to be desired. To such ends distance learning and eventually e-learning inherited such challenges in addition to an already herculean mission to simulate and match the human counterpart. If this was not enough a supplementary technological overhead intensifies the issues and challenges that need to be overcome.

The electronic factor mentioned earlier that differentiates distance learning from e-learning is nothing more than the technological component that enabled the shift from distance learning to the first generation of e-learning. Technological evolutions that over the years have enabled the web to develop further have surely altered the medium employed and as a consequence provoked a respective development and expected progression in the e-learning camp.[20]

2. E-learning media in ICT

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. Based on Palloff and Pratt stated that "Electronic learning or e-Learning is a general term used to refer to computer-based learning". He believes that e-Learning has introduced a whole new set of physical, emotional and psychological issues along with educational issues. Clark asserts that "e-Learning is a general term covering many different approaches that have in common the use of information and communication technology". Even though there are many other terms for e-learning, its ICT- based nature is unchanged. According to Jones puts it this way, "e-learning, digital learning, computer enhanced learning, no matter which tag is applied, all aim to exploit web-based technology to improve learning for students".[21]

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[20] Matthew Montebello, *Al Injected e-Learning the Future of Online Education.* Switzerland:Springer International Publishing AG, 2018, p. 5-6

[21] Darcy Soong. *"A Study on EFL Student's Use of E-Learning Programs for Learning English – Taking a Taiwanese University as an Example".* Taiwan: JinWan University of Science & Technology, April,1, 2012, Vol 5, No.4, p.88.

The process of education using ICTs can be classified in: e-learning, blended learning and distance learning. E-learning (or eLearning) is the use of electronic media, educational technology and information and communication technologies (ICT) in education. The term "e-learning" is taken from Anglo-Saxon literature. According to Oxford Dictionaries, e-learning is defined as a learning conducted via electronic media, typically on the Internet. Successful e-learning depends on the self-motivation of individuals to study effectively. E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning.[22]

3. E-learning Media in ELT (English Language Teaching)

E-learning media is a diverse range of technological tools and systems that can be utilized by capable and creative teachers to enhance teaching and learning situations. These are used to make learning more interesting, motivating, stimulating and meaningful to the students. These media have been touted as potentially powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and English language teaching and learning.[23] Some definitions have been formulated by the experts to describe what e-learning or electric learning is. Naidu stated that e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning. In addition, according to Neda, e-learning can be defined as application of electronic systems such as internet, computers, multimedia, that their aims to reduce the amount of expenses. Another definition comes from Urdan, e-leraning can be defined as the use of electronic media, including the

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[22] Adina-Petruta Pavel,etc. "*ICT and E-Learning – Catalysts for Innovation and Quality in Higher Education"...* , p.707

[23] Purva Chhabra. "*Use of E-Learning tools in Teaching English*". Talwandi Sabo Bathinda (Punjab): International Journal of Computing & Business Research, 2012.

internet, intranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM to deliver the teaching materials which involves a number of application and processes, including computer-based learning, webbased learning, virtual classroom, and digital collaboration. According to Fee, e-learning is approach to learning and development a collection of learning method using digital technology that enable distribute and enhance learning. From those definitions, it can be understood that e-learning deals with the use of electronic media in transferring or supporting teaching and learning process.[24]

4. The Forms of E-learning

    According Ruth Colvin Clark& Richard E-Mayer defined that e-learning as instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning. The forms of e-learning have the following features:

    a. Stores and/or transmits lessons in electronic form on external drives, the cloud, local internal or external memory, or servers on the Internet or intranet.

    b. Includes content relevant to the learning objective.

    c. Uses media elements such as words and pictures to deliver the content.

    d. Uses instructional methods such as examples, practice, and feedback to promote learning.

    e. May be instructor-led (synchronous e-learning) or designed for self-paced individual study (asynchronous e-learning).

    f. May incorporate synchronous learner collaboration as in breakout rooms or asynchronous collaboration as on discussion boards.

    g. Helps learners build new knowledge and skills linked to individual learning goals or to improved organizational performance[25].

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[24] NurAfrizah. *"The Implementation of Yukblajar as E-Learning Platform in English Learning at SMP Islam Al azhar 13 Surabaya"*. Surabaya, 2018, p.7-8

[25] Ruth Colvin Clark & Richard E.Mayer. "*E-learning and Science of Instruction"*. United States of America: Willey, 2016, p.8.

5. Component of E-learning

According to Beatrice, there are some component of e-learning include e-learning contents, e-tutoring, collaborative learning and virtual classroom.

a. E-learning contents

E-learning contents include simple learning resources, interactive e-lesson and electronic simulation. Simple learning resource is non- interactive resources such as documents, power point presentation, video or audio files. So, the students can only read or watch the content. Next is interactive e-lesson. Interactive e-lesson is sequence of screens that include text, animations, graphics interactivity in the form of question and feedback, also include recommend reading a specific topic and electronic simulation. Electronic simulation is a specific form of web-based training that brings the students in real a world.

b. E-tutoring

E-tutoring is an individual teacher who support and gives feedback to the students through online tools. E-tutoring helps the students to improve their performance by improving understanding, responding to the students problems, challenging the students and providing feedback. According to Donald there are some combinations in e-tutoring such as e-tutoring as administrator, e-tutoring as facilitator, e-tutoring as subject matter expert and e-tutoring as assessor.

c. Collaborative learning

Collaborative learning is learning discussion and sharing knowledge to work together on a common project. In collaborative learning, the students use social software such as chats, discussion forums and blog to collaborate among students. Online discussion is design to facilitate communication and knowledge-sharing among the

students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

d. Virtual Classroom

Virtual classroom is an e-learning that an instructor teaches remotely and in a real time to students group using a combination of materials for example power point slides, audio or video materials. A virtual classroom not only makes the learning materials available to the students but also provides a live, contextual and interactive environment for the students. In virtual classroom there are several online tools include online calendars, online help guides, online assessments books, examinations, emails, instants messages, discussion boards, chat rooms and file transfers. According to Yang, virtual classroom facilitates active learning with the provision of enabling environment consisting of the learning tools, learning materials and opportunities for contextual discussion.[26]

6. The Use of E-Learning Tools of in English Language Teaching

These tools have been touted as potentially powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and English language learning and teaching;

a. Internet

Internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more. The teacher can send assignments to the students through e-mails and can also take online exams. Parents can view their student's work online at any time. Students do not miss their lessons as now they can see a web cam version online and get worksheets and notes from electronic online whiteboards. Schools are linked in a network and work on projects together and prepare

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[26] NurAfrizah. *"The Implementation of Yukblajar as E-Learning Platform in English Learning at SMP Islam Al azhar 13 Surabaya"*…...p.9-10.

materials online. Every school has got its own website. Many software are also available on Internet that students can use free of cost.

b. Using YouTube

YouTube videos can be used in an ELT classroom for various aspects of English as to enhance vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. The teacher can use it as a tool for improving their Listening and Speaking, Reading and Writing skills. The teacher can select a part of the movie appropriate to the level of the students can show those movie clippings to the students. For the first time, the teacher can mute the volume and ask the students to watch the movie attentively. Later the teacher can ask the students to watch the movie once again and this time the students can ask the students to frame the dialogues of the movie clippings simultaneously. This will improve their speaking skills. Another activity to enhance their speaking skills can be the teacher can show a selected part of the movie to the students and further ask them to narrate the rest of the story of the movie or the climax of the movie. This will add to their creativity as well as their speech.

c. Skype

Using Skype provides unlimited possibilities for the teachers and students to collaborate with each other anywhere in the world. It provides immense opportunities for the students in a foreign language class to connect with classes in other countries to practice their language skills. Through Skype the teachers can provide mentoring or homework help to the learners. The students can read, present, or perform for other students and also collaborate with other students on writing or research projects. They can also participate in professional development activities within or outside the school district.

d. Twitter

Twitter, a gift of technology, is a social networking application that could help in improving students' English to a greater extent. As an online education technology tool, twitter's impact on engaging students in learning concepts is unlimited. The teacher can use a dozen activities for using an online education technology tool to engage students in classroom activities to develop a better understanding of concepts. The teacher can select any genre for the story and begin the activity with a story opener which is tweeted to the students for contribution to the story line. Once all twitter network participants have contributed to the development of the story line, the teacher can analyze their work. This involves editing, story structure, creative writing, and proper use of grammar. The teacher can ask the students to select a word of the week and tweet it around the network requesting synonyms, homonyms, and antonyms of the word. Once all responses are received, the teacher can check them for accuracy and develop a link of the difficult words for strengthening the vocabulary of the students.

e. Smart-boards

Interactive whiteboards are good replacements for traditional whiteboards or flipcharts as they provide ways to show students everything which can be presented on a computer's desktop (educational software, web sites, and others). SMART boards help teachers use a student-centered approach to teach language arts. Language arts teachers can use SMART Boards to improve reading and comprehension, and teach grammar and writing. With a SMART Board, teachers can combine video, audio, Web browsing and word processing to teach students interactively.

f. Mobile Phones

The use of mobile phones as a learning tool has a wide variety of applications. The teacher can ask the students to make a photo

documentary using the camera function on their mobile phones. The teacher can assign a theme for the documentary to the students. After taking a sufficient number of photos, the students can upload the documentaries prepared by them to websites such as Flicker and type narrative descriptions for each picture to share with their teachers, classmates, family and friends. Instead of taking out a dictionary, the students can simply use their translator, and instead of trawling through books for a piece of literature, they can find the book online books and be directed to a specific word.

g. Blog

Blogging has become increasingly popular, especially in the realm of education as they are a great way to share information and generate discussion. Instead of text books and traditional methods, many educators prefer using these new techniques to help teach students and gain experience with various forms of social media. Setting up a course blog doesn't have to be complicated. Educators can use a free platform such as Blogspot, Wordpress, or Tumblr to host the blog. Nowadays, blogs can also display photos and some people are using them with audio and even video, The teacher should encourage the students to visit blog frequently. S/he should respond to student posts quickly, writing a short comment related to the content S/he should also ask questions about what the learner writes to create stimulus for writing. Writing to the blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.[27]

7. Functions and Advantages of E-Learning

a. Facilitate and increase interaction time both between students and learning materials, between students and teachers and between other students.

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[27] Purva Chhabra. "*Use of E-Learning tools in Teaching English*".....

b. It is possible for students to continue to learn even though they are not physically present in the classroom.

c. Allows students and teachers to share information or opinions about learning material so that they can optimize the face-to-face time available to concentrate on the material.

d. Improve the quality and performance of teachers by developing better learning models and learning materials that are easy for students to understand and learn.[28]

C. E-Learning Media in English Language Teaching

1. E-Learning Madrasah Application

   a. Definition E-learning Madrasah

   E-learning Madrasah is a free application for Madrasah products, created by the Ministry of Religion which is intended to support the learning process in Madrasas, starting from Madrasah Ibtidayah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), to make it more structured, attractive and interactive. Madrasah e-learning has 6 access roles including:

   1) Madrasah Operators (Administrators)
   2) Subject teachers
   3) Counseling Guidance Teacher
   4) Homeroom teacher
   5) Students
   6) Supervisor (Head of Madrasah and staff)[29]

   b. E-learning Madrasah in English Language Teaching

   E-learning Madrasah is online learning platform for madrasah. This method does not only contain material or assignments, but there are a variety of features that help students and teachers in learning activities teach. In E-learning Madrasah, students get a variety of features that can make it easier for them to get information and learn

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[28] Dessta Putra Wijaya. "*Implementasi E-Learning Di SMP Negeri 10 Yogyakarta*". Yogyakarta: Univeritas Negeri Yogyakarta. 2015.

[29] https://elearning.kemenag.go.id/web, accessed on January 25, 2021, at 4.57.

quickly. These features include Online Class. This Online Class feature contains various contents. Starting from the beginning of the learning process, making competency standards, and implementing plans learning (RPP), learning materials, teacher journals, daily assessment processing, computer-based exams (CBT) to processing report cards. Next Master Sharing feature. This teacher sharing feature is a platform that will accommodate the creativity of madrasa teachers at throughout Indonesia to share any useful information with each other. Teachers can upload the information in tabs easily. In addition, anyone can comment and provide input, even like the upload.

Then, the Madrasah Community Forum. In this E-learning Madrasah application, students and teachers can easily share ideas and open discussion forums, because it includes social media to communicate with each other between teachers and students. Users can also comment on each other and share ideas or ideas in the chat feature apart from students, there are five other users who can access e-learning madrasah application, namely madrasah operators, subject teachers, counseling guidance teachers, homeroom teachers and madrasah principals. Each of them has their own user to enter the e-learning madrasah application, anytime and anywhere. Meanwhile, in order to use this e-learning madrasah application, users must first log in as a madrasah operator. This application can be downloaded by the operator at https://elearning.kemenag.go.id/. In that process, users must upload a Decree *(Surat Keputusan/SK)* 12 as one of the main requirements for getting the e-learning madrasah application. After the SK has been successfully uploaded, the operator has to wait for the SK to be approved by a team from the Madrasah KSKK Directorate.

If the SK has been approved, the operator will be given access to download the e-learning madrasah application.[30]

2. Google Classroom

   a. Definition of Google Classroom

   Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Docs are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher / student interface, which Google designed for the way teachers and students think and work.

   In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students. Teachers can provide materials on the subject being taught. The teacher can post some teaching materials, assign tasks for students, and upload the students' grades so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize time-released energy. In short, the time and energy spent by Google Classroom users will be lesser than the usual. This Platform can be one solution to complete the teaching-learning process while the school still can not be opened. Google Classroom provides students to be independent, engaged and motivated because most of young learners tend to use technology in their daily life. It also succeed the teaching-learning process in digital

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[30] M.Tajudin Zuhri, etc. *"Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)"…….* p.143-144.

era as in industrial revolution 4.0 that the teachers are required to have the expertise, ability to adapt to new technologies and global challenges.[31]

b. Google Classroom in English Language Teaching

Google Classroom makes the leaning activities become more productive and meaningful by making simple assignments, improving collaboration, and construct communication. Teacher may make the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google fitures namely Google document and dive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some fitures in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments, show deleted comments, class code, change class theme, and menu. Here are five benefits of Google Classroom:

1) It can be pepaed easily. The educatos can pepae the classroom and invite the students. On page of assignment class, teacher and student may sharing the information, tasks, question, and material.

2) Saving the time and paper. Educator can make the class, giving assessments, communicating, and manage the class in one place.

3) A good managing. Student may see the assessment in student assessment' page, classroom, or class calendar. All the materials are saved in Google drive.

4) Completing the communication and input. Teacher can make the assessment, sending announcement, and starting class discussion directly. Students are able to share the material each other and making interaction in a class or using email. Teacher is able to look

[31] Mike Okmawati. "*The Use Of Google Classroom During Pandemic*". Padang: Journal of English Language Teaching, March 2020, Volume 9, No. 2.

the student who collected the assignment and have not collected the assignment and giving the grade or feedback to the student directly.

5) Related with the others application. Classroom related with Google docs, calendar, Gmail, Drive, and Google Forms.[32]

According to James T. Cains, Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Teachers can make assignments from within the class, which their students complete and turn in to be graded. The teacher can see that the classroom has six main tabs. There are what the tab means:

1) **Stream:** This is where you manage your class assignments and make announcements to the class. You can add new assignments, with due dates and attached materials. Upcoming assignments are shown at the left. Also, just with social media services, you can send a message to your entire class even with an attachment.

2) **Students:** This is where you manage your students. You can invite students to your classroom from here and manage their permissions level. To invite students to your class, you have to set them up as Google Contacts in your Google Apps for Education account or they have to be in the school's directory.

3) **About:** This is where you can add the course title and description, add a location for the class, and add materials to your class's Google Drive folder.

4) **Add a new class:** Just like on the Welcome screen, you can add a new class by clicking the plus sign in the top left next to your username.

5) **Rename or archive a class:** Click the three stacked dots next to the class name to either rename the class or archive it. Archiving a class means that, though you and your students can still access

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[32] Lutfiah Evriana. "The Implementation of Online Assessment in English Lesson at 10th Student Grade of SMA Nasional 3 Bahasa Putera Harapan". Thesis. Purwokerto: IAIN Purwokerto, 2020.p.25-26

the class, no one can add assignments or make any other changes to the class. The class will move under the Archived section of the Home menu. Don't worry, though; you can restore the archived class at any time by viewing Archived classes, clicking the three stacked dots, and choosing Restore.

6) **Access Google Drive for the class:** Click the file folder icon in the bottom right corner of the class tile. This opens the Google Drive where all your classroom materials are stored.[33]

3. WhatsApp in English Language Teaching

WhatsApp is a free messaging application that operates through various platforms and is commonly used by students to share multimedia messages such as images, videos, and audios along with simple text messages. WhatsApp is available to communicate with students and teachers online, send an image, text, or even voice to each other. Besides, almost all students now also use WhatsApp on their smartphones to communicate globally. The simplicity offered by WhatsApp makes it easier for students to use the app since they typically use it daily. In language learning, Kartal investigated empirical studies related to WhatsApp and language learning. The results showed that the studies concluded WhatsApp could be used to enhance students' language proficiency, motivation, attitudes, learning autonomy, and reduce their anxiety. WhatsApp is a famous social media platform used by students nowadays. With the features within, WhatsApp can be developed and modified to be an acceptable, effective learning media in online classrooms. The modifying WhatsApp with auto-responder made the online assessment more objective, accountable, transparent, easy-to access, and easy-to-operate for both teacher and students. WhatsApp Auto-response could encourage students' autonomous learning because they

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[33]https://www.dummies.com/education/internet-basics/how-to-create-a-class-in-google-classroom/. accessed on January 25, 2021, at 4.57.

could directly know their scores and the discussion of each question. Thus, students had more interest and motivation to get a higher score.[34]

There are two ways that can be applied by the teacher; Dependent on Conversations and Independent Conversations. To apply the use of WhatsApp applications, first Pre-Activity, in this phase the teacher must have mental and physical preparation and before starting the lesson say hello, ask conditions, give motivation, checking attendance lists, and giving warmth to students. The second phase is the main activity, in this phase the teacher asks students about what they know based on the warmth that the teacher has given, and then gives an explanation of the material and starts applying the WhatsApp application as a media of teaching. The teacher as a facilitator must also be able to use WhatsApp use according to the needs of students in the classroom, so students become active students. So, the teacher must be able to run several effective ways so that the use of the WhatsApp application in the classroom can take place well and support students learning activities.

According to Kheryadi stated that the implementation of using WhatsApp as one of the tools that are useful to help students in communicative language learning. This media can help students to build confidence and motivate them to learn. And students state that they feel confident, independent, enthusiastic, and have a positive attitude to learning English using the application, and therefore, WhatsApp is one of the latest technologies that help language teaching. Ajid also said that students cannot be separated by their cellphones. They do a lot of things on their cellphones like sending text, audio messages, uploading and uploading pictures and videos or just browsing. Collaborative learning uses a collaborative tool by combining student collaboration and the use of mobile applications such as WhatsApp, which can optimize cellphone functions for student learning processes to which greatly help teachers in

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[34]Agus Husein As Sabiq & Muhammad Ikhsanul Fahmi, *"Mediating Quizzes as Assessment Tool Through WhatsApp Auto Response in ELT Online Class"*. IAIN Purwokerto, Journal of Association for Arabic and English, 2020, Vol.6, No.2, p.187.

teaching. It can be said that the integration of WhatsApp into their education will be easy, enjoyable and useful.[35]

D. Review on Relevant Studies

Based on the sources related to this research, there are previous research and some journals related to the topic of this research. The following are the result of a comparison of this research with previous researchers.

1. The First, the research entitled "*Effectiveness Of The Use Of Madrasah E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)*" was written M. Tajudin Zuhri by from UIN Sunan Gunung Djati Bandung in 2020. The similarity of this research is discussing about the use of E-learning in teaching English and this research also the use of E-learning Madrasah applications as learning media during pandemic Covid 19. The difference of this research is about research method. The research was written by M. Tajudin Zuhri used quantitative method. This research aims to identify the effectiveness of the use of madrasah e-learning applications and determine the inhibiting and supporting factors of the implementation of e-learning applications as learning media.

2. The second, the research entitled "Online Learning: A Panacea in the Time of COVID-19 Crisis" was written by Shivangi Dhawan in Journal of Educational Technology Systems in 2020. The similarity of this research is discussing about the use of E-Learning or Online Learning in teaching and learning in general. This research discusses about the use of online learning or e-learning and challenges used E-learning media. This research was also researched at the time of the COVID-19 pandemic. The difference of this research is not in English Language Teaching. This research also put some light on the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for

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[35] Syarifah Afsyah, *"WhatsApp Application in English Language Teaching (ELT) Context : Media to Describe People"*. Pekanbaru: Universitas Lancang Kuning, Journal of Ultimate Research and Trends in Education, March, 2019, Vol 1, No 1, p.24

academic institutions of how to deal with challenges associated with online learning.

3. The third, the research entitled the research entitled "The Use of Google Classroom During Pandemic" was written by Mike Okmawati from University of Padang in 2020. The similarity of this research discuss about is discussing about the use of E-learning or online learning in English language teaching. This research is also researched during Covid-19 Pandemic. The difference of this research E-learning media with used Google Classroom as learning media, but the researcher used E-learning Madrasah applications as learning media.

CHAPTER III
RESEARCH METHOD

This chapter discussed the method used by the researcher in conducting this study. This discussion the type of research, location of the research, sources of the data, the techniques of collecting data, and the technique of analyzing data.

A. Type of the Research

Type of the research conducted by the researcher is field research. The researcher used descriptive qualitative method in this research. It means that the researcher collected the data and observed information procured from respondent directly by visiting location of the research. This research used qualitative approach to place problems that require deeply the context of time and situation in question appropriate with the condition in the field through descriptive method. Qualitative approach is the situation that the researcher seeks to establish the meaning of a phenomenon from the views of participants. One of the key elements of collecting data in this way is to observe participants behaviour during their engagement in activities.[36] In this research, the researcher seeked to describe about the use oE-learning media in English language teaching at the 7th grade students of MTs Ma'arif NU 1 Wangon.

B. Location of the Research

This research was conducted at MTs Ma'arif NU 1 Wangon. The data were taken from data that reflect the use of E-learning Media in English language teaching. MTs Ma'arif NU 1 Wangon is located on Jl. Raya Timur Wangon, Pecikalan Satu, Klapagading Kulon, Wangon District, Banyumas Regency, Central Java. The reseacher chose this school because the most popular madrasah in Wangon area, because it has the largest number of students. The researcher interested in media used, that is E-learning Madrasah which one new product and suggested from Ministry of Religion.

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[36]Jhon W. Creswell. *Research Design Qualitative, Quantitative, and Mix Methods Approaches*. London: Sage, 2014.

C. Subject and Object of the Research

1. Subject of the Research

   The subject of this research are:

   a. The headmaster of MTs Ma'arif NU 1 Wangon

   b. The English teacher at 7th Grade in MTs Ma'arif NU 1 Wangon

   c. Students of 7th grade MTs Ma'arif NU 1 Wangon

2. Object of the Research

   The object of this research is E-learning Media. The Use of E-learning Media in English Language Teaching at MTs Ma'arif NU 1 Wangon related to teaching and learning media, learning process with the use of E-learning media, and the teacher's challenges in using e-learning media.

D. Techniques of Data Collection

Technique of collecting data is the most important step in research because the main purpose of research is to obtain data. Technique of collecting data in this research using data triangulation technique. Triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and existing data sources. Techniques that the researcher used to collect the data were:

1. Observation

   Observation are watching and recording of event that the researcher wants to get the data information. In this research, observation will be used to gain the data about the use E-learning media and the teacher challenges used E-learning media in English language teaching. The observation of this research focused on teacher and students activities in classroom. The researcher tried to observe the data about classroom and e-learning activities in the English language teaching and learning process. Due to the pandemic situation of COVID 19, the Educational and Cultural Ministry (*Kemendikbud)* does not allow learning process to take place in the class or face-to-face. Apart from the implementation of e-learning, MTs Ma'arif NU 1 Wangon allowed the researcher to conduct her research once a week

in the school. In this research, the researcher did the observation by online to gain the data related to the use of E-Learning Media in English language teaching at the 7th grade students in MTs Ma'arif NU 1 Wangon.

To obtain valid data, especially in online observation, the researcher should join the e-learning process by joining a group to track and observe the learning process. The researcher used participant observation model (passive participant) in which the researcher presented at the scene of an action but the researcher did not interact and participate with the subject of the research. The researcher conducted this research observation during teaching and learning English process both in class and e-learning process, so that the researcher knew the use of E-Learning media in English language teaching and the teacher's challenges in using E-Learning media. In addition, the researcher investigated this research to develop students' abilities related to their participation in discourse. Besides, it also aimed to monitor the English teacher in using the application and E-learning media in the English language teaching. The researcher also did an observation with the teacher, started from observing and watching the use E-Learning media in English learning. Thus, the use of E-learning media can be seen. The observation instruments were in the form of smartphone for joining the e-learning process and researcher note.

Table 1 Observation Schedule

	Date	Day	Time	Place
1st	5th January 2021	Wednesday	08.20-09.40 a.m	7th Grade A ELT Classroom
2nd	12th January 2021	Wednesday	12.10-13.30 p.m	
3rd	19th January 2021	Wednesday		

2. Interview

Based on Esterberg, he stated that *"interview is a meeting of two people to exchange the information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic"*.[37] The researcher used interview to exchange information and ideas through question and answer. In this research, the researcher conducted an interview by semi structured interview. The researcher prepared some questions that were needed to gain important information related to the research. The researcher conducted the interview with the English teacher and ten students of 7th grade A in MTs Ma'arif NU 1 Wangon. Furthermore, the researcher also proposed some questions to English teacher and ten students as the respondents to find out information related to the the use E-Learning media and teacher challenges in English Language teaching process. The researcher then got some information after doing interview. To collect the valid data, interview guide is used as guidance during the interview, some notes to write the whole conversations, smartphone to record if permitted.

3. Documentation

Documentation is a set of documents provided on paper, online, or digital media which is used as data of research. It can be in the form of books, pictures, journals, and articles that related to the research. The documents which were used as the data of this research consisted of some documentations in the form of screenshoots, materials, and online lesson plan during the learning process. Then, the researcher also used notes when conducted the interview. The data was gained by the help of the English teacher. For the result, the researcher discovered about the use of E-learning media in English learning activity.

E. Techniques of Analyzing Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that

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[37] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D.* Bandung: CV Alfabeta, 2016, p. 231

accumulated to increase your own understanding of them and to enable you to present what you have discovered to others. Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. Miles and Huberman stated that activities of analyzing data are including data reduction, data display and conclusion drawing or verification.[38]

1. Data reduction

    Data reduction is summarizing, choosing and focusing on the important things, finding the theme and pattern. Focus on data that is related to the research is important in order to avoid the things that out of the research. To reduce the data, the researcher collected the data, selected the appropriate data with focus of the research and removing unnecessary data. In collecting the data, the researcher selected the entire data from the observation, documentation, and interview. This data reduction took place after the data collection that has been completed, the result of the interview were read, understood and concluded which contain a description about the results of the study. The researcher did an interview with the English teacher and some of the 7th grade students of MTs Ma'arif NU 1 Wangon. Data reduction is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that out of the research. To reduce the data, the researcher collected the data, selected the appropriate data with focus of the research and removing unnecessary data.

2. Data display

    The purpose of data display is to give description about the next plan that should be done by the researcher. To display the data, the researcher described all the data obtained from observation, interview, and documentation. The most frequent data used to present in qualitative

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[38] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

research is text in the form of narrative. To display the data that were related and told in sequence, the researcher used narrative text to display the data result of this research.

3. Verification

Verification is the process of checking, confirming, making sure and being certain. It is needed to be done in order to check whether the evidence that support the research is valid.[39] Verification is deciding the validity and accuracy of something. In this verification the researcher analysed the data from the observation process, interviews and documentation. It is needed to be done to check whether the evidence that support the research is valid. However, the conclusion will depend on the evidence that researcher found in the field.

F. Triangulation

Triangulation is interpreted as a technique of collecting data that combines various techniques of data collection and data sources which exsist. In this technique, the researcher collected several different informations, the researcher conducted participatory observation, documentation, and interviews. To verify the data of this research, the researcher used triangulation to compare the data in different techniques to find out the valid data. The data were acquired by using three techniques, they are observation, interviews, and documentation.

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[39] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D….* p. 246

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **General Description of MTs Ma'arif NU 1 Wangon**

1. School Identity

a. School Name   : MTs Ma'arif NU 1 Wangon

b. No. Madrasah Statistics   : 21 20 30 20 20 11

c. Madrasah Accreditation   : A

d. Complete Madrasah Address   : Jl. Eastern Kingdom Wangon

Village   : Klapagading Kulon

District   : Wangon

Regency   : Banyumas

Province   : Central Java

No. Phone   : (0281) 513047

e. Madrasah NPWP   : 02.257.942.9-521.000

f. Name of Principal   : Ahlan, S.Ag.

g. Tel / Mobile Number   : 085292972382

h. Name of Foundation   : LP. Ma'arif Banyumas Regency
Branch

i. Foundation Address   : Jalan Sultan agung Karang Klesem
Purwokerto

j. No. Foundation Phone   : (0281) 622687

k. Foundation Establishment Deed
Number   : 103 of 1986

l. Land Ownership   : Foundation

Land Status   : Freehold

Land Size   : 3637 m2

Building Status   : Foundation

Building area   : 2500 m2

2. Vision and Misions

   Vision:

   "The Establishment of Religious, Honest, and Discipline Achievement"

   Misions:

   a. Shaping Achievement Behavior, Critical and Creative Thinking Patterns in Students

   b. Developing Innovative Learning Patterns and Scientific Thinking Traditions Based on Reinforcement Development and Exercise of Islamic Values

   c. Growing Discipline and Responsibility Attitude and Developing and Experiencing Islamic Values to Formulate Values of Islamic Religion

3. Data of the Number of Students in MTs Ma'arif NU 1 Wangon

Table 2 List of Students' Data in the Last Three Years

School Year	7th Grade		8th Grade		9th Grade		Total (7,8,9)
	Number of students	Number of classes	Number of students	Number of classes	Number of students	Number of classes	
2016/2017	311	8	338	8	307	8	956
2017/2018	349	8	311	8	338	9	1106
2018/2019	365	9	348	9	310	8	1023
2019/2020	356	10	367	9	334	9	1057
2020/2021	323	9	397	10	354	9	1074

4. Data of the Educators and Educational Staffs

Table 3 List of Educators and Education Staff Data in MTs Ma'arif NU 1 Wangon

No	Information	Total
Educators		
1	Permanent Seconded PNS teachers	7

2	Permanent Foundation Teacher	29
3	Honorary teacher	-
4	Non-Permanent Teacher	4
Educational Staffs		
1	Permanent Employees of the Foundation	10
2	Honorary Employees	-
3	Non-permanent Employees	-

5. Facilities and Infrastructure

Table 4 List of Facilities and Infrastructure Conditions in MTs Ma'arif NU 1 Wangon

No	Type of Infrastruc-ture	Number of space	Number of Good Conditi-on	Number of Damaged Condition Rooms	Damage category		
					Light Damage	Medium damage	Heavily damage
1	Classroom	26	24	2	-	2	2
2	Library	1	1	-	-	-	-
3	Laboratory Computer	1	-	-	-	-	-
4	Lab. of Biology	-	-	-	-	-	-
5	Lab. of Physics						-
6	Lab. of Chemistry	-	-	-	-	-	-
7	Lab. of Language	-	-	-	-	-	-
8	Lead Room	1	1	-	-	-	-
9	Teacher's Room	1	1	-	-	-	-
10	Administration Room	1	1	-	-	-	-

11	Counseling Room	1	1	-	-	-	-
12	Prayer Room	1	1	-	-	-	-
13	UKS Room	1	1	-	-	-	-
14	Warehouse	1	-	1	-	-	1
15	Circulation Room	-	-	-	-	-	-
16	Sport Venues	1	1	-	-	-	-
17	OSIS Room	-	-	-	-	-	-
18	Another Room	-	-	-	-	-	-

B. The Use of E-Learning Media in English Language Teaching

In accordance with the instructions of the Ministry of Religious and Cultural Education, it is agreed that Covid-19 pandemic requires all schools to conduct learning process at home or distance learning, and substitute the learning system from face to face to online learning. Almost all schools implemented online learning system during the pandemic. Conventional learning activities in classroom was substituted by online learning activities to avoid a new cluster caused by schools. For the alternative, students were instructed to study from home by doing online-based learning with adapted facilities. The researcher did the observation, interview, and documentation during the pandemic of Covid-19 when all the teachers and students worked and studied from home. Since the learning process of MTs Ma'arif NU 1 Wangon did by distance, all the process and activities related to learning were also done through e-learning. The researcher used several data collection techniques including online observation in a class, interview for teachers and some students as the samples, and some documentations. By collecting the data, the researcher focused on explaining the use of E-learning media in

English language teaching in MTs Ma'arif NU 1 Wangon and the teacher's challenges in using E-learning media as explained below:

MTs Ma'arif NU 1 Wangon used blended learning process that combined online and offline learning. Students go to school once a week to meet their teachers, collect assignments, taking their notes and materials, without doing classroom learning activities. In this case, students who go to school should be obedient with school regulations and follow the Covid-19 pandemic health protocol. Then, MTs Ma'arif NU 1 Wangon could not only use one method, they should have several learning plans that should be delivered. MTs Ma'arif NU 1 Wangon used several different e-learning media such as Google Classroom and WhatsApp Group besides using E-learning Madrasah application facilitated by the Ministry of Religion. Then, Mrs. Soviani, S.Pd made an innovation to use E-learning Madrasah, Google Classroom, and WhatsApp applications at once. Each of the application had their respective roles in the implementation of English Language Teaching (ELT) in MTs Ma'arif NU 1 Wangon.

1. **The Use of E-learning Madrasah in ELT**

The government, which was represented by the Ministry of Religion tried to find alternative solutions to make learning process keep going and achieve the whole learning objectives. One of the attempts to achieve those goals was by launching e-learning madrasah. E-learning Madrasah was begun to be accessed in March and used as an e-learning media in English language teaching at MTs Ma'arif NU 1 Wangon.

Based on the interview with the English teacher of MTs Ma'arif NU 1 Wangon, said as follows:

> "E-learning is a new kind of media in the scope of education, especially in English language teaching. Teachers should know and understand well the concept of e-learning, the features that can be found there, and the way to operate it. Related to this situation, teachers did not get any training about how to use e-learning madrasah that is provided by the Ministry of Religion. It makes teachers learn this application by themselves, for example by browsing internet or watching video tutorials on YouTube".

Apart from that, it was also an obstacle for students to accept something new in English language teaching. Thus, students also needed to learn and get used to new things. They also definitely need direct assistance and guidance to learn new educational applications using e-learning media. By guiding students and engaging them in learning English, teachers could motivate and support students to make them become more enthusiastic to learn using e-learning media, especially E-learning Madrasah application.

a. Learning Preparation

E-learning Madrasah is a new product of application which is very interesting and able to facilitate students and teachers in learning process. E-learning Madrasah can only be acessed and used for the schools under the scope of the Ministry of Religion, and one of them is MTs Ma'arif NU 1 Wangon. Based on the interview with the English teacher said that:

> "E-learning Madrasah is actually very easy to use and introduced closer to students. In the implementation of English language teaching (ELT), I chose E-learning Madrasah as a medium for delivering materials. So, I must prepare some interesting materials to be conveyed to students."

E-learning Madrasah can be used and accessed by teachers and students by using data input system. This application can be installed on Google Playstore. Then, teachers should open E-learning madrasah website page which can be accessed via this following link: *http://madrasah.kemenag.go.id/elearning*. This link can be accessed through various browser applications at computers and PCs, such as Chrome, Firefox, Microsoft Edge, and so on. The operators of madrasah are assigned to register teachers in E-learning application. When teachers have been registered in the application, they can log in the application using NUPTK or NIK and password that can be obtained from the madrasah's operator. The English teacher said that:

> "The use of E-learning Madrasah is appropriate to be utilized by teachers. When I am going to start the learning process, I only choose

which class that is going to be taught. In ELT classrroom, I only teach the 7th grade and also homeroom in grade 7A."

In using this E-learning madrasah, the English teacher firstly had to chose a class to start the learning process. To enter the class, the teacher had to log in with their NUPT/NIK and the school's password. After logging in E-learning madrasah, the application would display the teacher's profile photo. Then, the teacher chose which class that is going to be taught before the learning process begun. After that, the teacher could share the materials to students. Since the English teacher is the homeroom teacher of 7A class, then the reseachers chose 7A class as the sample of this research. From the explanation, this is shown in the picture below:

Picture 1 Log In E-Learning Madrasah Application
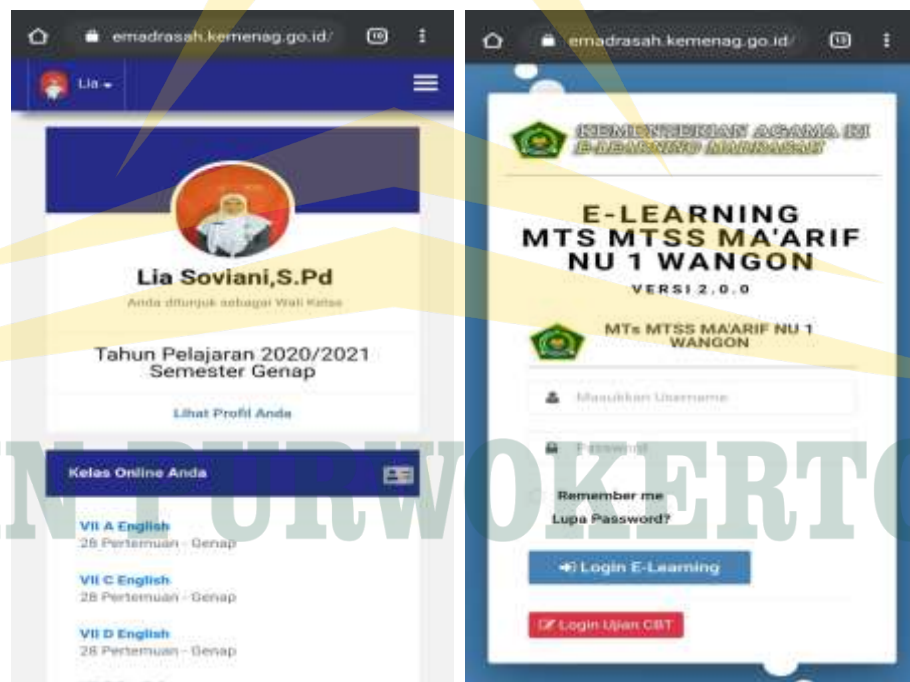
b. Learning Media and Materials

There are various features that can be used by teachers to support teaching and learning process in order to socialize with other teachers from other schools. These can be useful as social media for the teachers

of madrasah in Indonesia. In this feature, teachers can communicate and share information with other teachers and also students. Teachers can also learn about E-learning Madrasah in the guidebook contained in one of the features of E-learning Madrasah. Apart from being easy to use, E-learning Madrasah application also provides lots of features and menu views. These are some features contained in E-learning Madrasah:

1) Class Timeline
2) Video Conference
3) Competency Standards (KI / KD)
4) Minimum Completeness Criteria
5) Lesson Plan
6) Teaching Materials
7) Joined Student Data
8) Class Attendance
9) Teacher's Journal
10) Computer Based Test (CBT)
11) Knowledge Assessment (K13)
12) Final Semester Assessment (PAS)
13) Recap of Report Card Value
14) Monitoring Student Activities
15) Class Calendar
16) Class Setting
17) Delete Class

Picture 2 Home Features of E-Learning Madrasah Application
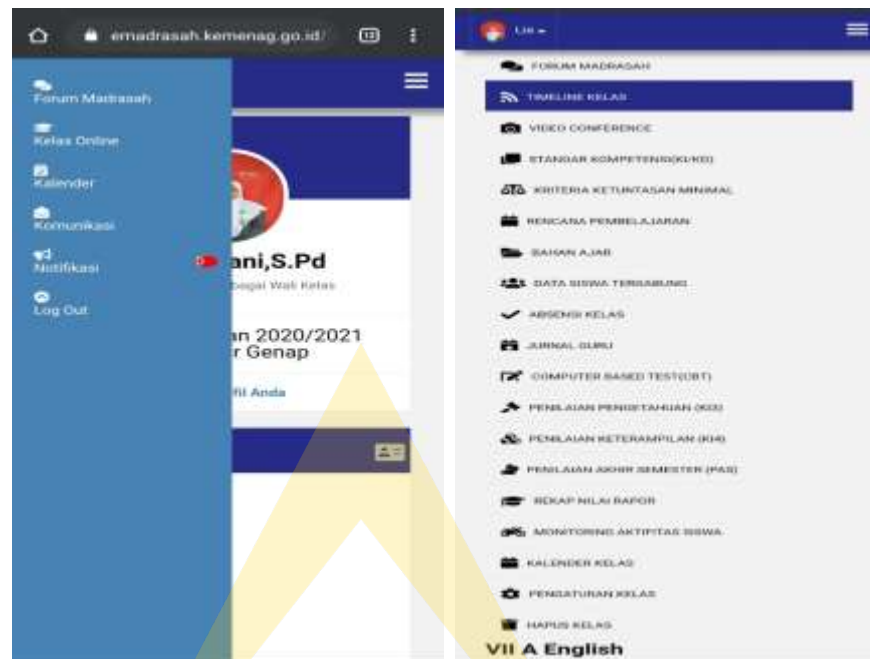
In the picture above, E-learning Madrasah has various features. The home feature is quite complete, teachers can utilize the features start from class timeline, video conference, and so on. In this e-learning madrasah, the English teacher only chose a feature to deliver material to students. Because this application sometimes difficult to be accessed, so the teacher took an initiative and chose an alternative to use other media to support learning process.

2. The Use of Google Classroom in ELT Classroom

The English of teacher of MTs Ma'arif NU 1 Wangon chose Google Classroom as other E-learning media in the ELT. The reason of using Google Classroom is because this application is easy to access and appropriate for students.

Based on interview with the English teacher said that :

> "In the use of E-learning media at MTs Ma'arif NU 1 Wangon, the teacher modifies it by using google classroom, so teacher does not only use E-learning Madrasah that is recommended by the Ministry of Religion, but google classroom is also used as a platform of e-learning media. The system of google classroom is presented according to the class, but it also includes many subjects. In Google classroom, I only use

some of the features to provide evaluations, assignments and assessments. Teacher inputs and send class assignments, and also every English learning for the teacher who visits Google Classroom."

Google's class system is presented based on class, for example from grade 7 to 9, but each class includes many subjects. The English teacher taught the 7th grade, and she used Google Classroom only to provide evaluation, assignment, and assessment. She used google classroom firstly by creating a class code for each, then she sent the class code to students according to the class so that students can join the Google classroom.

a. Learning Preparation

Google Classroom can be installed on Google playstore. To start a class, enter an email address for your Classroom account. Teachers first create a class, then students join the class with the class code given by the teacher. Google Classroom enables teachers to create an online classroom area which can manage all the documents that their students need. Teachers can also make assignments in Google Classroom, then ask students to do it and give their scores immediately. From the explanation, this is shown in the picture below:

Picture 3 Sign In Google Classroom and Join in Classroom
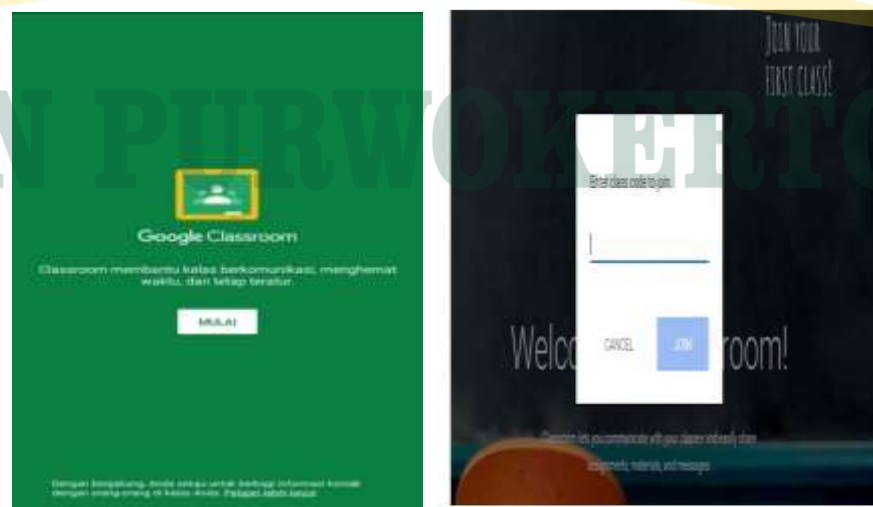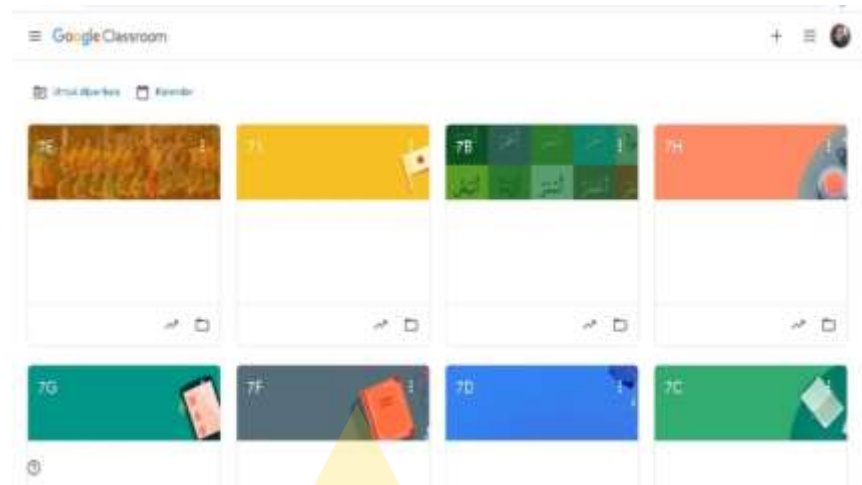
b. Learning Media and Material

There are some Google's products which can be integrated immediately with Google Classroom, such as Google Docs, Drive, and Calendar, so there are lots of built-in "shortcuts" for classroom-management tasks. For example, if you post an assignment with a due date, it is automatically added to the class calendar for your students to see. Google Classroom also provides feedback column on their assignments and assessments. Within Google Classroom, it is possible to use Google Form to create and share quizzes that are automatically scored as students turn them in. Not only spend less time in scoring, but students will also get instant feedback on their work.

One of the best features of the Google Classroom assignments is it can add files to the assignments that teachers create. It can also add a file from computer, a file from Google Drive, a YouTube video, or a link to a Website. Students can submit any type of file to teacher's Classroom, not just Google Docs. Besides, students are not only able to submit their completed work as files, teachers can also open them directly from Classroom and give the scores right there. Then, Google classroom can open files submitted to teacher's Classroom as long as the computer is connected with Internet and the software which is needed to open the file. From the explanation, this is shown in the picture below:

Picture 4 The Use of Google Classroom in ELT Classroom
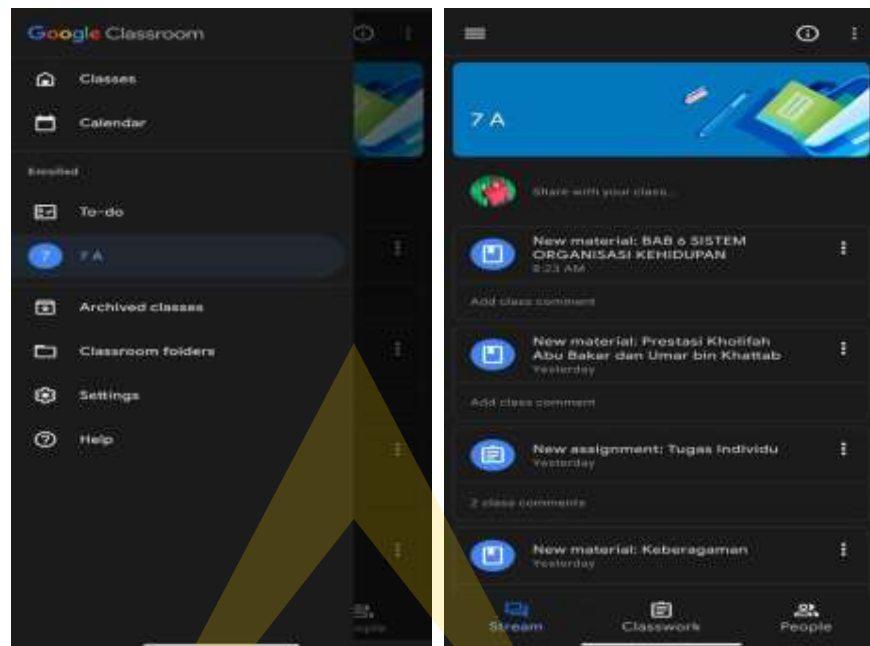
3. The Use of WhatsApp Group in ELT Classroom

The use of e-learning media is also in the form of WhatsApp application. The use of WhatsApp is very common for smartphone users. Students can take advantage of WhatsApp application as an additional medium to communicate and socialize with the other students or teachers for the importance of learning.

According to the result of interview with English teacher said that:

> "Some of the E-learning media are used as additional media to support learning process. Besides using E-learning Madrasah and Google Classroom, the English teacher also utilizes WhatsApp group as an alternative when both of the E-learning media cannot be accessed. WhatsApp is utilized for students' attendance or presence and also as a control or reminder to students about their assignments or the material delivered."

The teacher also stated that using WhatsApp could help the use of the other E-learning media, as well as communication and student character indicators, even though teacher can only monitor them by seeing their activity in the group starting from when the teacher and students communicate each other via chats, voice notes and videos when needed. This is used to monitor students and give feedback to students. The teacher

as a facilitator should also be able to use WhatsApp according to the needs of students in the classroom, so students can become more active. Thus, the teacher should be able to find effective ways so that the use of WhatsApp application in learning activity can run well and support students learning activities.

Based on the interview with the English teacher said that:

"Using WhatsApp group is intended to become a supporting E-learning media, it is beneficial for students' reminder and attendance. WhatsApp is also functioned as a medium for information and communication between teachers and students. In the use of WhatsApp application in MTs Ma'arif NU 1 Wangon, the homeroom teacher creates a WhatsApp group for each of her students. So each class has its own group with the admin that is homeroom teacher. In WhatsApp group, the teacher can send class absences, it also becomes a mean of information for students. I am the homeroom teacher of the 7th grade of A class, so I delivered my messages to the WhatsApp group of class 7A."

Picture 5 The Use of Google Classroom in ELT Classroom
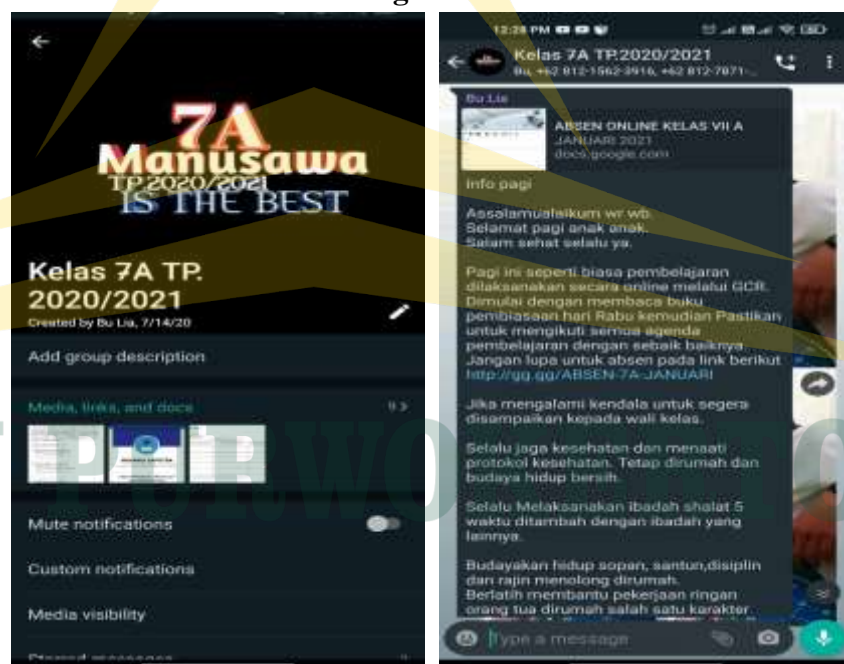
In the picture above, the use of WhatsApp application as a medium in ELT classroom is a new thing in the world of education due to pandemic covid 19. The use of WhatsApp application can be developed better to support English teaching in ELT classrooms, it will further

improve students' English language skills in four aspects, they are speaking, writing, reading, and listening. Because WhatsApp has many advantages that support learning, this application can be utilized to send text messages, download and upload images or videos, send voice messages, and so on.

4. **The Implementation of E-Learning Media in ELT Classroom**

   a. Planning

      There were some activities in using and applying WhatsApp application as a medium for English Language Teaching in MTs Ma'arif NU 1 Wangon. First is Pre-Activity, in this phase the teacher should have mental and physical preparation. Before starting the learning process, the teacher greeted all the students by saying hello, asking their conditions, giving them motivation, checking attendance lists, and giving brainstorming to students. The second phase is the main activity, in this phase the teacher asked the students about what they know based on the brainstorming that the teacher had given, then the teacher gave some informations and remind students about the material and assignment.

      First, the teacher took students' attendance by sending a link to fill the attendance in WhatsApp Group of Class 7A. Then the students clicked the link and filled their name, class and absent number. The teacher also sent some texts such as greetings, and motivational words to develop students' enthusiasm in learning. The teacher usually used this sentence to motivate students "Morning spirit, always take care of your health, and obey health protocols. Always keep praying 5 times and cultivate a life of manners". The purpose of this message is to establish students' knowledge, religion, character and social values. That is shown in the picture below:

Picture 6 Pre-Activity in WhatsApp Group
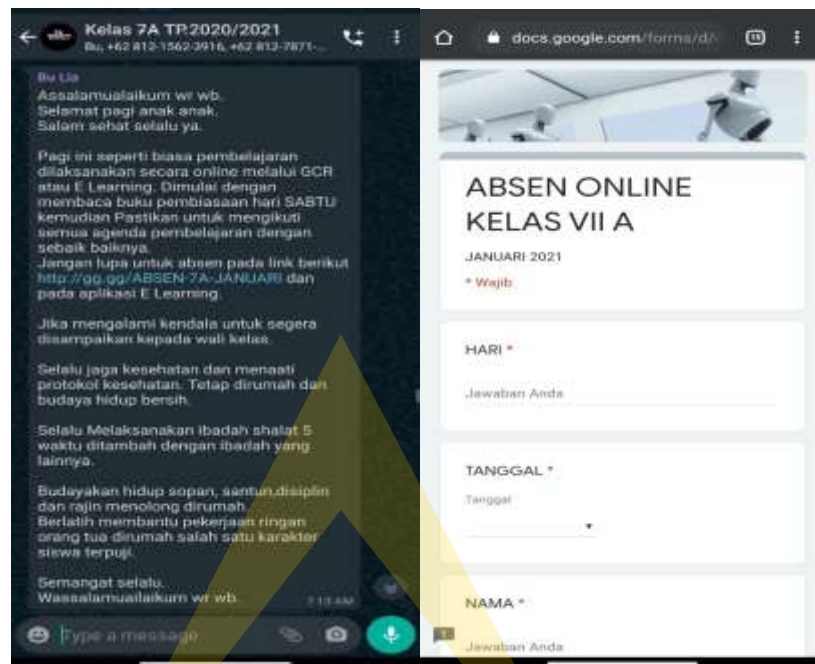
Second, in whatsApp group, teacher also reminded students about their assignments. While the English learning was ongoing, the teacher reminded students to log in E-learning Madrasah to read the material presented by the teacher and log in Google classroom when students had an assignment. Apart from doing attendance on WhatsApp, students also had to fill in attendance at E-learning Madrasah. This was related to the activeness of students in accessing and using E-learning media in proper way.

Picture 7 Pre-Activity in E-learning Madrasah
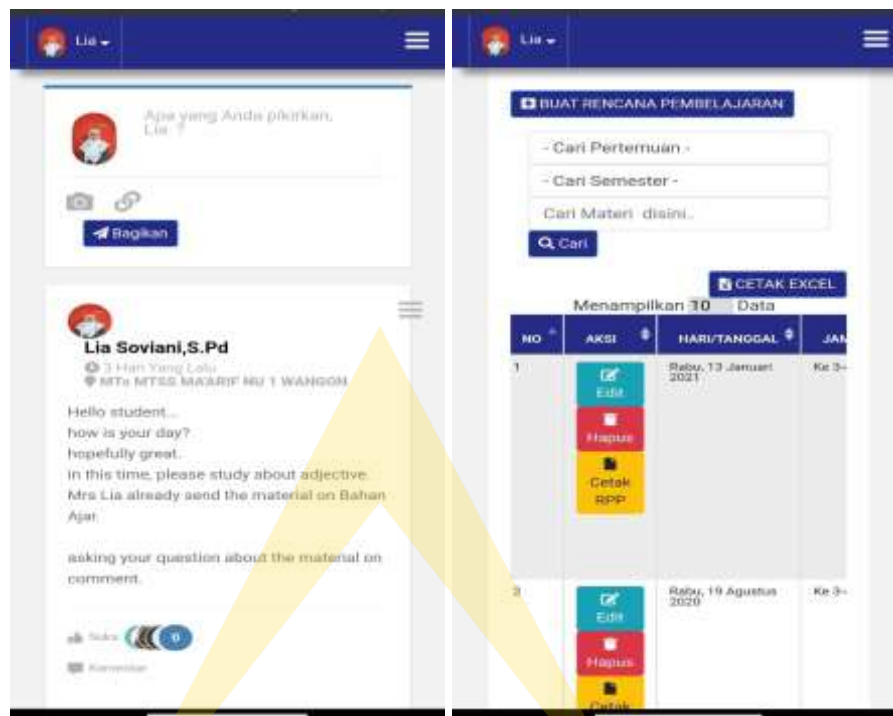
Third, based on the picture above the teacher shared the lesson plan that had been prepared before the learning process begun to the students, then uploaded and saved it in the learning plan tab. Then, the teacher sent the material using E-learning madrasah and put some texts on the timeline by greeting students first. In the situation of pandemic Covid-19, teachers used online learning plan that made easier for teachers and students to do E-learning in English language teaching.

Fourth, the teacher sent the material to students in teaching material tab. Students would get a notification from E-learning madrasah and saw the material in teaching materials tab. Then, students download the material and read it. In this case, the teacher should make learning material that is interesting and creative, such as by using various videos, pictures and interesting power points, so that students became more motivated to learn it. That is shown in the picture below:

**Picture 8 Teaching Material in E-learning Madrasah**
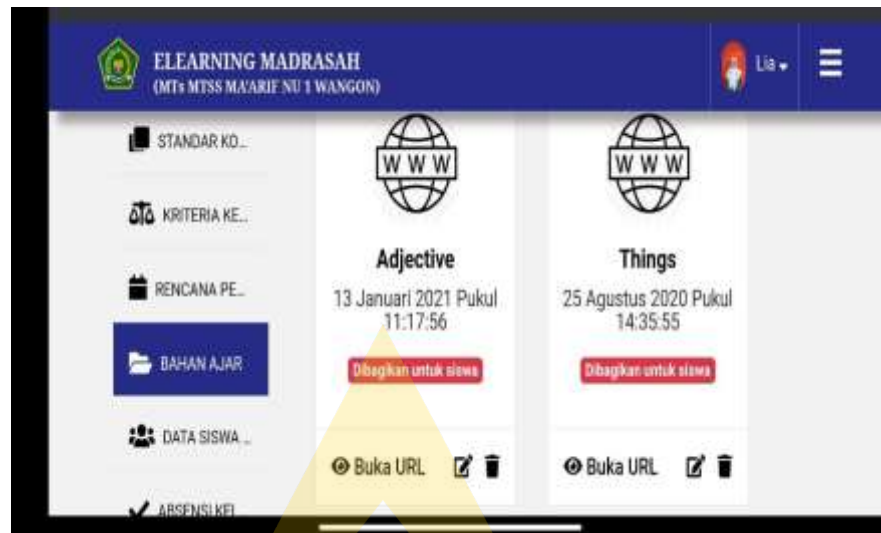
b. Learning Process

First, the teacher used WhatsApp application as the e-learning media. The teacher sent a message to the class group, then greeted and sent the link docs.google.com to fill students' attendance. Students were expected to always on WhatsApp group to fill the attendance. In addition, in sending students' attendance link, the teacher reminded students that they should prepare themselves to open E-learning media used. Then, the teacher also reminded students about their assignments and the material that the teacher sent in E-learning Madrasah. That is shown in the picture below:

Picture 9 The Beginning Process E-learning Media in WhatsApp Group
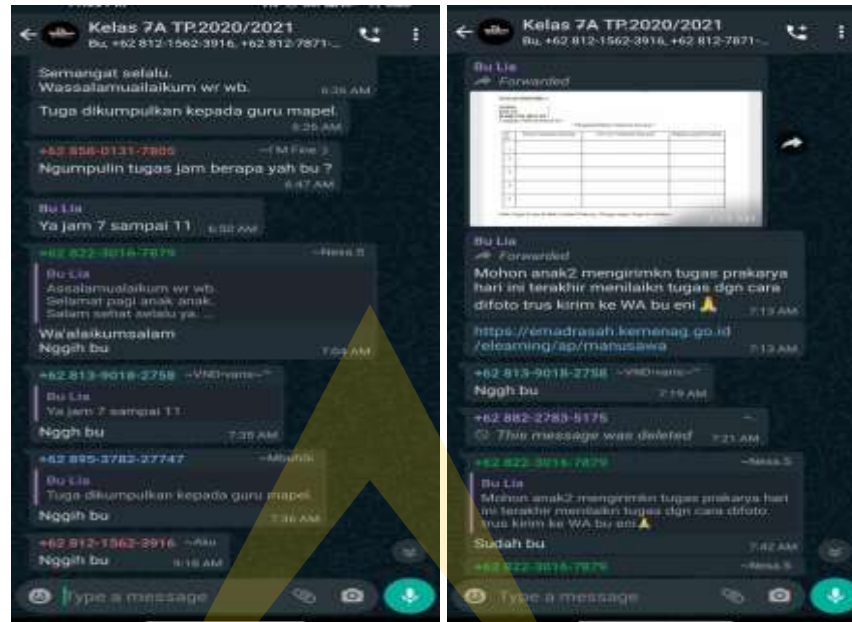
Second, the teacher used E-learning Madrasah to send the material that would be taught. The teacher were more flexible in adjusting students conditions and using material that was suitable and easy for students to learn. In addition, for the material taken from textbooks, teachers could also take it from other sources such as those available on the internet or web that supported and provided learning material for students to use. For example the material from an audio, video, picture, or even file (pdf, doc, etc). However, teachers often send materials with various videos, for example from YouTube. In E-learning Madrasah, teachers could take advantage of various features in it, ranging from video conferencing, teaching materials, teacher journals, etc. The teacher could also display the lesson plan, and saw a list of students who joined. In the use of E-learning Madrasah, the teacher only focused on delivering material. The teacher sent the learning material on the class timeline, then students opened their E-Learning madrasah and read or downloaded the material first if the teacher used the form of a link, doc, pdf, etc. The teacher should create essentials and interesting material to motivate students in learning the

material. Third, in assignments and student assessments, the teacher used Google Classroom as an e-learning media. For the explanation, this is shown in the picture below:

Picture 10 The Learning Material in E-learning Madrasah
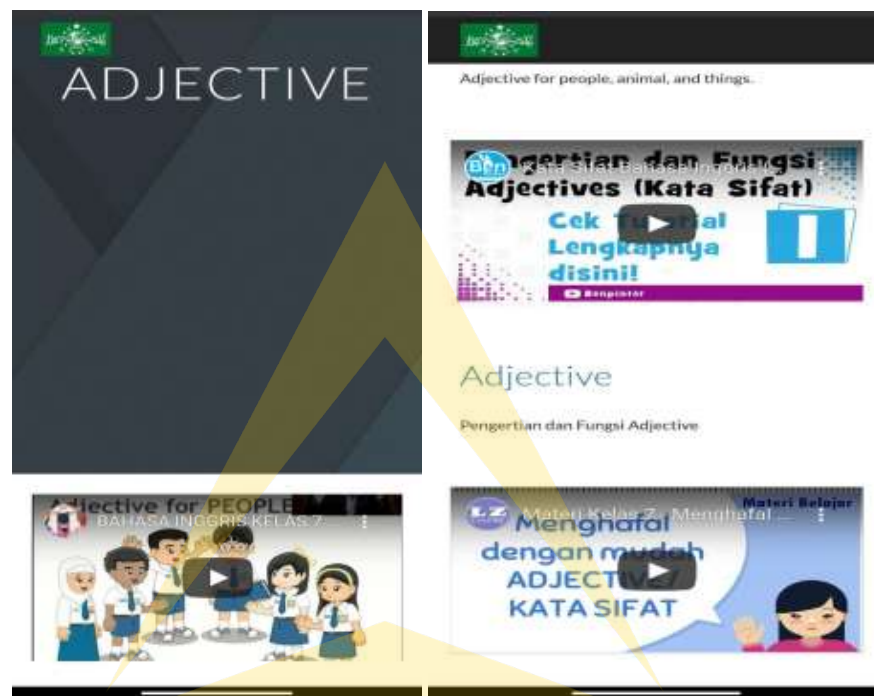
c. Evaluation

For evaluation, the teacher chose E-learning media using Google classroom. Evaluation is a task to collect student work and provide input and value to students. When creating assignments, the teacher provided specific instructions for the assignment, its deadline, and topic. In the stream tab, the teacher could manage class assignments and make announcements to the class. The teacher could add new assignments with the due dates and attached materials. Upcoming assignments were shown at the left. Also, just with social media services, the teacher could send a message to students' entire class even with an attachment. By including the due date for the assignment, students had up to 23:59 on the date to submit their work for that assignment. If they turn in the work late, Google Classroom still

accepts the assignment, but indicated that the assignment is late. The teacher could add files to the assignment created and add files from a computer or smartphone, such as files from Google Drive, google form, google site, or a link to a website.

Students could submit any type of file to google classroom, not just Google Docs. The teacher could open them directly from the Classroom that was class 7A and gave the score there. Teachers and students could open the files that were sent to the class as long as the computers and smartphones connected to Internet connection and the software needed to open the file. For example, the teacher could assign essays and students could submit completed essays to assignments that the teacher created in Google Classroom from any computer with internet connection. Then, the teacher could open the file and give its score on the computer at school or at home. Google Classes acts like "Dropbox" for assignments. Students no longer need to print their work and physically hand it over to the teacher. This makes it easier to use e-learning media in English language teaching. That is shown in the picture below:

**Picture 11 The Use of Google Classroom Assignments**
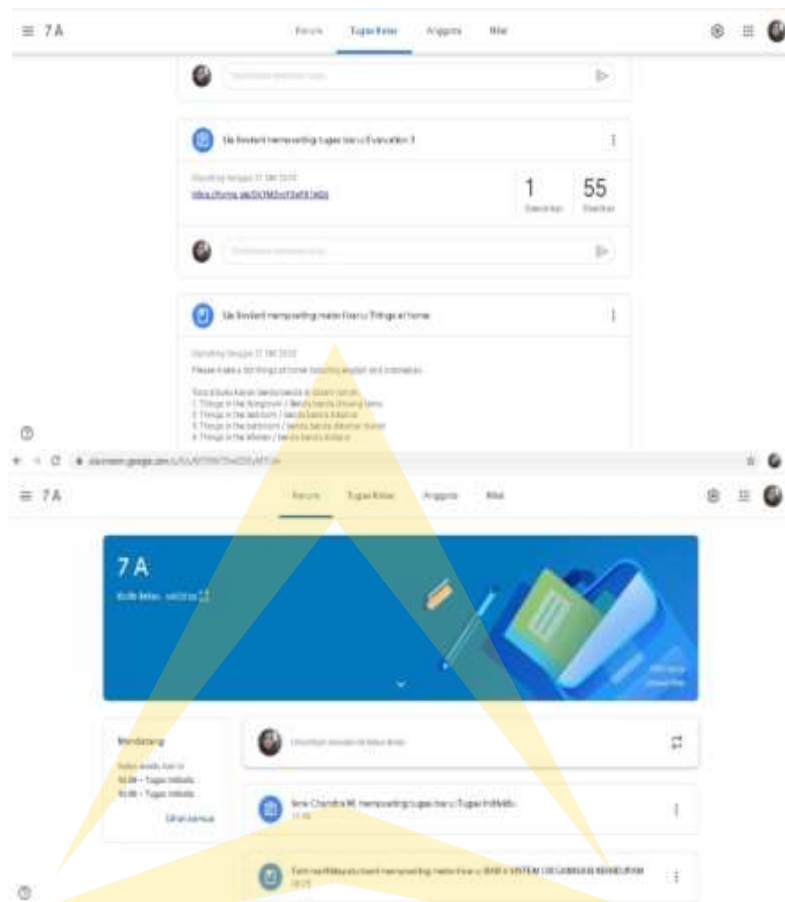
In the student display, google classroom has 3 tabs, they are; Stream, Classwork, and people. In the stream tab, students can see the homepage of announcements, and class information from their teacher. In the classwork tab, students can see assignments given by their teacher by searching for English subject.

Picture 12 The Display of Google Classroom in Students
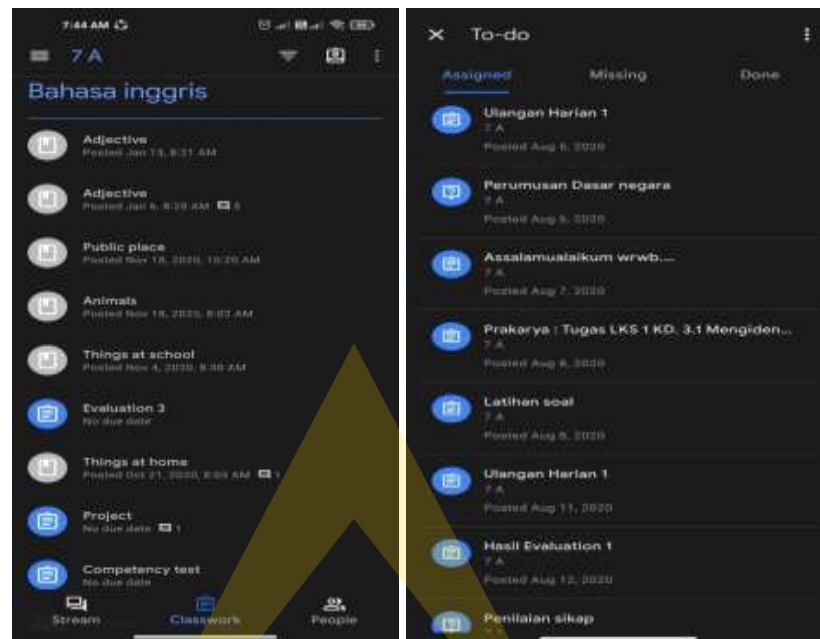
Picture 13 The Evaluation in Google Classroom
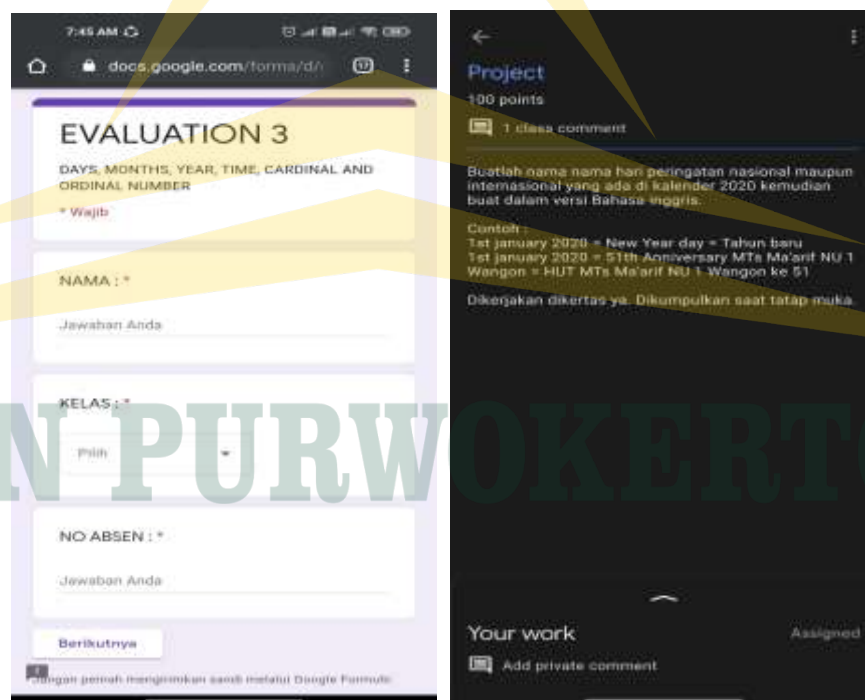
In the picture above, the teacher gave assignments ranging from evaluations and projects. Students then could download the link sent by the teacher. Students could view assignments in To-do column. In the To-Do column, students could see assigned, missing, and done jobs. When working on assignments given by the teacher, students had to fill in their name and students' number. Students could work on their work tabs and add attachments, then assignments were sent and submitted with done notification.

Based on the data that have been collected, the researcher analyzed the use of E-learning media in English language teaching at MTs Ma'arif NU 1 Wangon. The use of E-learning media at MTs Ma'arif NU 1 Wangon was quite successful in the matter of facilitating the teachers in learning and and overcoming the problems experienced by the teacher. In the condition and situation of Covid 19 pandemic, the teacher of MTs Ma'arif NU 1 Wangon utilized three E-learning media for teaching students in English language teaching. The media were E-learning Madrasah, Google Classrooom, and WhatsApp. The three e-learning media had their own use and role in the English language teaching. First, E-learning madrasah was used as a media for delivering material. Second, Google classroom was used as the platform for students' assignments and assessments. Third, WhatsApp was used as reminder and communication platform between teacher with students. Yet, in the implementation, the three E-learning media were not inappropriate as their actual use and role. It was caused by E-learning Madrasah that sometimes was difficult to access. So, the teacher used other media as an alternative.

First, in the use of WhatsApp application, the researcher stated that WhatsApp is one E-learning media which can be utilized as a tool for giving information, announcement, communicating, and reminding students about the things that they have to do in learning. By using this application, students are easier to communicate with

their teacher, and since it is easy to access, students can be more motivated and enthusiastic to engage in the learning process. Besides, it is also an application which is familiar to students and widely used by most of people. It is similar with the statement from the research by As Sabiq and Fahmi which discusses about the use of WhatsApp auto response in ELT. They stated that using WhatsApp provides some advantages such as simplicity, objective, straightforward, easy-touse, self-guided learning, and improving students' motivation and academic performances. The differences between these two reseaches are such as in the type of WhatsApp application, the type of whatsapp application in this research is the original version, while the type of whatsapp aplication in that research is self-designed WhatsApp by teacher. There is on more difference, the use of WhatsApp application in this research is only for the medium of communication between students and teacher. Meanwhile, the use of WhatsApp auto response in that reseach is as a tool for assessment.[40]

Second, the use of E-learning Madrasah in this research is as a platform or application that is facilitated by the Ministry of Religion. E-learning madrasah has lots of features that can be utilized for the impotance of learning. Yet, the teacher of MTs Ma'arif NU 1 Wangon only used this platform for delivering material. Similar with the research by M.Tajudin Zuhr, etc which stated that E-learning Madrasah is online learning platform for madrasah. The first is this method does not only contain material or assignments, but there are many varieties of feature that can help students and teachers in learning activity. In E-learning Madrasah, students and teachers can easily share their ideas and open discussion forum, because it includes social media to communicate with each other between teachers and

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[40] Agus Husein As Sabiq & Muhammad Ikhsanul Fahmi, *"Mediating Quizzes as Assessment Tool Through WhatsApp Auto Response in ELT Online Class"...*, p.198.

students. Users can also give their comments and share their ideas in chat feature apart from students.[41]

Third, Google classroom is a platform that can help students in learning process, this is related to the research by Mike Okmawati which stated that this Platform can be a solution to complete the teaching-learning process during distance learning. Google Classroom makes students to be more independent, engaged and motivated because most of young learners tend to use technology in their daily life. Google Classroom makes the leaning activities become more productive and meaningful by making simple assignments, improving collaboration, and construct communication. Teachers are able to make classes, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google fitures such as Google document and Google Drive.[42] Even though Google Classroom has many features that can be utilized, the English teacher of MTs Ma'arif NU 1 Wangon only utilized it for evaluating students, such as posting assigment and assessment. The use of this Google classroom in E-learning media also have several benefits as follows;

1) It can be prepared easily. The educator can prepare the classroom and invite students. On the page of assignment class, teacher and students may share information, tasks, question, and material.

2) Saving time and paper. Educators can make classes, give assessments, communicate with students, and manage class in one place.

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[41] M.Tajudin Zuhri, etc. *"Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)"*. Bandung: Jurnal At-Ta'dib. June 2020. Vol. 15. No 1

[42] Mike Okmawati. *"The Use Of Google Classroom During Pandemic"*. Padang: Journal of English Language Teaching, March 2020, Volume 9, No. 2.

3) A good management. Students may see their assessment in students' assessment page, classroom, or class calendar. All the materials are saved in Google drive.

4) Completing the communication and input. Teachers can make assessment, sending announcement, and starting class discussion directly.

5) Students are able to share material and interact each other in a class or by using email. Teachers are also able to see the students who have collected the assignment and who have not. Teachers can also give them score or feedback to students directly.[43]

Those benefits are similar with the result of findings which have been explain by the researcher previously.

According to Beatrice, there are some components of e-learning including e-learning contents, e-tutoring, collaborative learning and virtual classroom.[44] This is in line with what the reseacher found, and it is classified into some components as follows:

Table 5 Componen of E-learning Media in ELT

Component of E-learning	E-learning Media in ELT
E-Learning Content	E-learning Madrasah, Google Classroom, WhatsApp
E-learning Tutoring	E-learning Madrasah, Google Classroom, WhatsApp
Collaborative learning	Google Classroom and WhatsApp
Virtual Classroom	E-learning Madrasah and WhatsApp

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[43] Lutfiah Evriana. "The Implementation of Online Assessment in English Lesson at 10th Student Grade of SMA Nasional 3 Bahasa Putera Harapan"….

[44] NurAfrizah. *"The Implementation of Yukblajar as E-Learning Platform in English Learning at SMP Islam Al azhar 13 Surabaya"…...*

According to Purva Chhabra, these tools have been touted as potentially powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and English language learning and teaching.[45] The researcher classified these tools into several parts that are included in the e-learning media. E-learning media used in MTs Ma'arif NU 1 Wangon are E-learning Madrasah, Google Classroom, and WhatsApp. Here are E-learning tools used in English language teaching in MTs Ma'arif NU 1 Wangon.

Chart 1 E-Learning Media Tools used in ELT
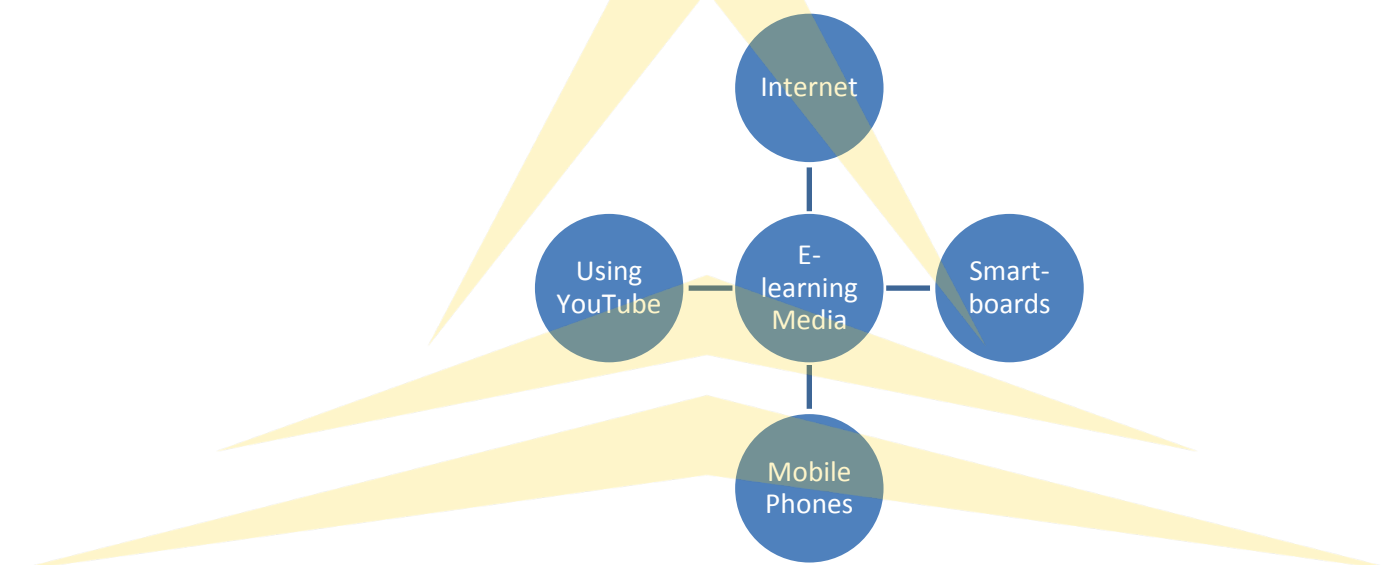
Chhabra stated that there are several tools of e-learning media, such as internet, youtube, smart-board, and mobile phone, and these four tools are included in the E-learning media at MTs Ma'arif NU 1 Wangon. The first is the internet, in using of e-learning media students and teachers definitely require internet connection for network access. Internet is source of information in the form of articles, courses, conferences and many more. Many softwares are also available on Internet that students can use them

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[45] Purva Chhabra. "*Use of E-Learning tools in Teaching English*"…….

free of cost. Second is YouTube, in e-learning media, the teacher provided the material taken from YouTube, it can be used in ELT classroom for various aspects of English such as to enhance students' vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is the teacher can use it as a tool for improving students' listening, speaking, reading and writing skills. Third is smart-board, from the third of e-learning media included the smart-board, there is interactive whiteboards which can be presented on a computer's desktop (educational software, web sites, and others). By using smart-board, teachers can combine video, audio, web browsing and word processing to teach students interactively. The last is mobile phone, from the third of e-learning media this tool included, since e-learning media can be implemented by using mobile phone. Besides, the use of mobile phone as a learning tool contains a wide variety of applications.

C. The Teacher's Challenges in Using E-learning Media

Due to the situation and condition of Covid-19 pandemic which changed learning process from face-to-face to distance learning, teachers changed several methods and learning media, especially in English language teaching. Related to this condition, teachers definitely faced lots of challenges in using e-learning media, one of them was about students' economical background. The English teacher of MTs Ma'arif NU 1 Wangon said that most of students' economical background were on average middle to lower, with social and environmental factors that caused constraint and shortcomings toward students in using E-learning media since there were some of them who did not have any gadget tools such as smartphone or laptop to facilitate them in doing e-learning. Not only that matter, the researcher also found many challenges faced by the English teacher. Based on the data from interview with English teacher and

students in MTs Ma'arif NU 1 Wangon that have been collected by the researcher, here are the obstacles of the English teacher in using e-learning media, they are mentioned as follows:

1. The teacher needed time to learn E-learning media, especially E-learning madrasah. The teacher sometimes still got difficulties and confusion in using this platform. Meanwhile, the Ministry of Religion or the related parties did not provide any special training, so the teacher should learn it by autodidact, by browsing or watching YouTube tutorials.

2. Students did not fulfill the target that had been planned. The teacher should facilitate and understand each student, because not all of them had smartphone and some of them lived in remote area where the signal quality was not good enough, and that affected the success of learning.

3. Not all students had mobile phone, that made the teacher difficult to communicate with them to deliver the material and assignment to them.

4. Not all students had ability to operate smartphone well as a medium for learning, because most them only use smartphone for chatting, social media, games, etc. So the teacher should guide them directly to operate e-learning media and learn the educational applications that they were going to use.

5. Students, especially the 7th graders had never met by person with their friends, teachers and school environment. Their characters were still childish, so they required special attention from their teachers, and it became the challenge for teachers to always guide and remind them.

6. Most of students felt lack of internet quota, even though schools had provided free internet quota, but not the whole quota could be used for for accessing E-learning applications that were necessary. It was a challenge for the teacher to be able to understand students' problems in doing e-learning.

7. Not all the materials could be conveyed well. Students' competencies sometimes could not be fulfilled entirely, and not all the results of students' assessments can be objective. It became an obstacle for the teacher to be able to assess students objectively, because the teacher could not monitor every students directly in this learning process.

8. The teacher could not have direct communication to students. Teacher could only communicate students' in one direction, so there was no any reciprocal communication and the teacher was difficult to understand the character of each student.

Considering the challenges faced by the English teacher in MTs Ma'arif NU 1 Wangon that have been explained above, the teacher provided some solutions, they are:

1. Identifying and facilitating students in e-learning. For example when students could not access all of the e-learning media, so students were allowed to do offline learning. Students could meet their teacher at school to ask for the material and collect their assignments.

2. The teacher prepared and chose the materials which were essentials, teacher also made the material become more interesting for students, such as by making illustrated power points, videos, and games like Quizzes.

3. Monitoring students in using WhatsApp media, so that they could utilize it properly.

4. Encouraging and motivating students, so that they would not get bored in doing e-learning eventhough in the situation of COVID-19 pandemic.

Fathoni and Zainiyati stated that in MTs Kedungjambe, there are some constraints and challenges that need to be overcome, these obstacles felt by both of the madrasah and students. The obstacle of the madrasah are such as; The cost to pay for the domain and hosting fee per year and there are no professional experts in madrasah website. Meanwhile, the constraints felt by the participants students, among others; limited data

package quota owned by participants students, some students do not have smartphones that force them to seek loans and less friendly signal due to server and area factors where students live. In addressing the obstacles and challenges above, it can be done some of the efforts that madrasas can do include; With the sponsors or donors to finance domains and hosting costs per year, conducting recruitment of experts professional to handle madrasah websites, the Madrasah subsidize data package quotas for underprivileged students during the pandemic period and advises students who do not have mobile devices to join classmates and students can search for locations that are full signal.[46]

Wijaya stated that in the implementation of e-learning, there are still many obstacles faced by teachers and students both in terms of human resources, material as well as from existing infrastructure. In terms of human resources is the technical ability of teachers is still lacking, there are many teachers who do not understand and have not implemented e-learning. Students choose using ordinary manual learning rather than e-learning. In terms of material or teaching materials, teachers are rare using computers and the internet, the lack of teaching materials uploaded by students or teachers and files downloaded or uploaded are limited. Meanwhile, obstacles in terms of infrastructure, there is no e-learning website, and lack of wifi facilities, not yet reached by internet signal, limited internet quota. The solutions that can be implemented by the school in terms of human resources, includes the need for awareness of all teachers to use the internet, especially e-learning, giving rewards to active teachers and creatively. The solutions in terms of materials or teaching materials, teaching materials and materials more varied, among others, policies to utilize school learning spaces can be maximized and used properly. Meanwhile, solutions in terms of infrastructure, additional internet access at each wifi point and E-learning website for make learning

[46]Mochamad Fathoni & Husniyatus Salamah Zainiyati, "*Pemanfaatan Website Madrasah Sebagai Media Pembelajaran E-Learning Di Tengah Pandemi Covid-19 Di MTs Kedungjambe Singgahan Tuban*": UIN Sunan Ampel Surabaya. September, 2020,p.214-216

eate englishsier, internet quota needs to be added, as well optimization of school facilities in e-learning.[47]

From the statement above, the obstacles or challenges faced by the English teacher of MTs Ma'arif NU 1 Wangon and the solutions to solve the prblems are related and similar with the previous researches. Therefore, the researcher concluded them as follows ;

Table 6 The teacher's Challenges used E-learning Media in ELT at MTs Ma'arif NU 1 Wangon

No	Sub Chapter	Challenges/ Obstacles
1	Human Resources	a) Many teachers don't understand the meaning of E-learning, and also has not implemented it either learning using e-learning media. b) Students' lack of awareness to learn independently, students are more dependent on the teacher active in class. c) Teacher cannot have direct communication with students.
2	Material Aspect / Teaching Materials	a) The lack of intensity of computer and internet used in e-learning media b) The teachers are required to be creative and take advantage of technological advances. c) Not all the competences and material can be delivered well
3	Terms of Facilities and Infrastructure	a) E-learning media are sometimes difficult to access b) The use and maintenance of existing facilities not maximal c) The lack of internet quota owned by schools d) Owned network is not stable or is often slow

Table 7 The teacher's Solutions used E-learning Media in ELT at MTs

Ma'arif NU 1 Wangon

No	Sub Chapter	Solutions to solve the problem
1	Human Resources	a) There needs to be awareness from every teacher so that they are able to learn and practice using computers and the internet for a better and more varied learning process in the used e-learning. b) To build awareness and motivation from teachers to student to carry out learning using e-learning media so that students can study independently, looking for learning resources from the internet, books, etc.
2	Material Aspect / Teaching Materials	a) The teachers are required to be creative in giving and deliver learning materials in orderthe attraction of students in using e-learning media can be more leverage. b) There needs to be training and introduction for teachers and students related to e-learning learning that is more interesting and more varied files to add interest and the enthusiasm of students to explore abilities, ideas, and the creativity of the student or teacher.
3	Terms of Facilities and Infrastructure	a) The schools subsidize data package quotas or provide internet quotas to facilitate students in using e-learning media. b) The teacher advises students who do not have mobile devices to join classmates and students can search for locations that are full signal.

CHAPTER V
CLOSING

A. Conclusion

Based on the result of the data analysis that have been explained above, it can be concluded as follows:

1. The English teacher of MTs Ma'arif NU 1 Wangon implemented the E-learning media in English language teaching. The E-learning media were in the form of E-learning Madrasah, Google Classsroom, and WhatsApp. Every one of them has their own functions. WhatsApp was used by the teacher to communicate with students, such as giving information, announcement, and reminding students. E-learning Madrasah was used by the teacher to deliver material. Meanwhile, Google Classroom was used by the teacher only to administer evaluation, such as giving assigments and assessment.

2. In teaching English using E-learning media, the English teacher of MTs Ma'arif NU 1 Wangon faced some challenges. First, the teacher should understand the concept the learning how to utilize and apply of E-learning media. Second, E-learning media are sometimes difficult to access by students that made teacher difficult to teach students. Third, the teacher cannot have direct communication with students that made teacher difficult to know characteristic of her students by person. Fourth, not all the competences and material can be delivered well. Fifth, the result of students learning may be not objective since teacher cannot monitor students immediately. The last, the teacher should be creative and innovative in teaching students so that students are interested and motivated to learn.

B. Suggestion

Based on the conclusion above, the researcher expected that this thesis can be useful for teacher, students, and other researchers.

1. For the Teacher

    The researcher expected that the teacher realizes that e-learning media is very important for learning, not only in the situation of Covid 19 pandemic, but also for the next generation. The world of education will face sophisticated technology. It also succeed the teaching-learning process in digital era as in industrial revolution 4.0 that the teachers are required to have the expertise, ability to adapt to new technologies and global challenges. In addition, teacher should always provide motivation for students to build their interest in learning English, especially by using e-learning media even though in the situation of Covid 19 pandemic.

2. For the Researcher

    The researcher expected that other researchers can be able to conduct a research using media related to learning English on similar topics. Hopefully, with more researchers, the results will be more useful to improve English learning process and it will be reviewed by other researchers so that it can complement the shortcomings of this thesis.

3. For the School

    The researcher expected that the school can improve the quality of the school's facililtations, especially for the e-learning media. The school is also expected to solve the problems faced by the teacher and students, so the learning process can run well.

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APPENDICES

Appendix 1

Interview Guideline

A. Teacher Interview

1. Bagaimana proses pembelajaran di MTs Ma'arif NU 1 Wangon selama masa pandemi Covid 19?

2. E-learning media apa saja yang digunakan oleh guru di MTs Ma'arif NU 1 Wangon?

3. Bagaimana proses penggunaannya dalam E-learning media tersebut?

4. Dari ketiga E-learning tersebut (E-learning Madrasah, Google Classroom, Whatsapp) digunakan untuk apa saja dalam proses pembelajaran?

5. E-learning media mana saja yang sering digunakan atau yang paling dominan digunakan ketika proses pembelajaran bahasa inggris?

6. Apa alasan dan tujuan memilih menggunakan ketiga media tersebut sebagai E-learning media dalam pembelajaran bahasa inggris?

7. Apa saja yang perlu disiapkan sebelum pembelajaran ketika menggunakan E-learning media tersebut?

8. Keterampilan apa saja yang ditekankan dalam menggunakan E-learning media tersebut?

9. Bagaimana respon atau keadaan siswa dalam menggunakan E-learning media tersebut?

10. Apa saja kelebihan dan keuntungan menggunakan E-learning media ?

11. Apa saja kelemahan dan kerugian menggunakan menggunakan E-learning media?

12. Apa saja masalah dan kendala bagi guru dalam menggunakan E-learning media?

13. Bagaimana solusi guru untuk mengatasi kendala dalam menggunakan E-learning media?

14. Bagaimana peran guru dalam proses pembelajaran menggunakan E-learning media tersebut?

15. Apakah ada perbedaan atau perubahan dalam proses pembelajaran ketika menggunakan E-learning media dengan pembelajaran tatap muka?

B. **Students' Interview**

1. Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?

2. Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?

3. Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?

4. Media mana yang sering digunakan oleh guru dalam pembelajaran?

5. Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?

6. Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?

7. Apa saja kendala dan kesulitan anda selama proses pembelajaran online?

8. Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?

9. Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?

10. Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?

Documentation Guideline:

1. Dokumen Identitas Sekolah

2. Dokumen/Data Struktur Organisasi dan Kepengurusan Sekolah

3. Visi dan Misi Sekolah

4. Data Sarana dan Prasarana Sekolah

5. RPP, Materi Pembelajaran, dan Soal

6. Gambar Hasil Observasi (Screenshoot)

Appendix 2

Result of interview with ten students in 7A class

Name : Laeli Nur fajriyah

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Mudah dan tidak membuat penyimpanan penuh

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Mudah digunakan

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   Google classroom dan E learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   Google classroom

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Sedikit mudah dan kadang ada yang sulit

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran ?**

   Membuat penyimpanan penuh

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Sedikit sulit dalam memahaminya

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Iya, karena saya jadi mengerti cara menggunakan kata kata

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

Sedikit memberi kepahaman

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

Iya karena mudah digunakan dan potensi penyebaran virus covid19 menjadi semakin kecil

Name : Tri Fadilah Jauhar Nafisa

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

Sulit dimengerti menggunakan E-learning, lebih mudah menggunakan Classroom

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media**

Dapat digunakan dengan baik

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

Classroom dan E-learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

E-learning

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

Menambah wawasan tentang mata pelajaran yang diberikan oleh guru mapel

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran ?**

Susah di akses

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

Sinyal dan kuota

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Ada sedikit

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada sedikit

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Tidak, karena saya lebih mengerti jika mata pelajaran tersebut dijelaskan secara tatap muka

Nama : Giska wahyuningtias

Kelas : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Sulit dimengerti menggunakan e-learning,lebih mudah menggunakan gogle classroom

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Kesannya dapat digunakan dengan baik

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   Google classroom dan e-learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   E-learning

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Menambah wawasan tentang mata pelajaran yang di berikan oleh guru mapel

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

   Susah di akses

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Sinyal dan Kouta

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Lumayan

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada,sedikit

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Tidak,karena saya lebih mengerti jika mata pelajaran tersebut dijelaskan secara tatap muka

Name : Majid Exsel Romanof

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Lebih baik

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Lebih giat untuk belajar di rumah

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   E-learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   E-learning

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Memudahkan dalam mengakses pembelajaran online

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

   Menggunakan internet lebih boros

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Sinyal

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada untuk belajar lebih giat lagi

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Sama sama cocok

Name : Alila Fatma Azzahra

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Menarik

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Baik

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

Classroom and YouTube

4. Media mana yang sering digunakan oleh guru dalam pembelajaran?

Classroom

5. Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?

Mendapatkan apa yang kita tidak tahu

6. Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?

Tidak ada

7. Apa saja kendala dan kesulitan anda selama proses pembelajaran online?

Sinyal

8. Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?

Iya

9. Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?

Tidak

10. Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?

Tatap muka lebih baik

Name : Lidia Sari

Class : 7A

1. Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?

Normal

2. Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?

Dengan memanfaatkan teknologi dan komunikasi dalam pembelajaran e-learning dapat membantu siswa dalam memperoleh semua informasi yang dibutuhkan dan mampu melaksanakan proses pembelajaran dengan baik

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   Google Clasrom dan e-learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   Classroom

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Tidak lelah bolak balik kesekolah

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

   Lebih baik belajar tatap muka

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Sinyal yang sudah di jangkau

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran**

   online ini?

   Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Di masa covid-19 pembelajaran di e-learning lebih cocok dalam masa pandemi ini.

Name : Lu'Luil Azizah

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Sangat baik

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Lebih mengenal dan menambah ilmu

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   E Learning dan classroom

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   E-learning dan bisa juga menggunakan classroom

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Dapat menambah ilmu

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

   Ga ada kekurangan maupun kerugian

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Kendalanya sinyal

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Tetap mengikuti apa yang diberitahukan dengan sesama guru

Name : Renata risky ramadhani

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Proses pembelajaran menggunakan E-learning disitu untuk belajar mata pelajaran bahasa Inggris

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Sangat membantu sekali

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

   E-learning & classroom

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

   Classroom

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

   Guru dapat mengetahui kemampuan diri setiap anak didiknya

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

   Kekurangannya adalah media nya agak ribet dan kita dijelaskan secara online jadi kita kadang agak ngga mudeng kerugian nya kadang kita ngga mudeng karna di jelaskan secara online

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Kendalanya itu sinyal

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

Agak ada peningkatan

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

Kalo aku lebih memilih untuk tatap muka karna lagi pandemi jadi Yaudah kita mengikuti ajah peraturan-peraturan yang ada

Name : Feni ayi setyawati

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

Baik, lancar

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

Menyenangkan

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

Classroom Dan E-learning

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

E-learning

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

Pembelajarannya cukup praktis

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

Terkadang tidak dapat di akses

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

Karena sinyal

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

Tidak

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

Ya biasa

Name : Sulthaan Qaabus Ghatfaan Nabawi

Class : 7A

1. **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

Mudah dimengerti

2. **Apa kesan anda dalam mengikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

Lebih bisa memahami

3. **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

E-learning dan Google Classroom

4. **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

E-Learning

5. **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran?**

Menambah wawasan dan ilmu tentang mata pelajaran yang diberikan oleh guru mapel

6. **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

Sulit diakses

7. **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

   Jaringan jelek

8. **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

   Iya

9. **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

   Ada

10. **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

    Tidak karena jika tatap muka lebih paham karena dijelaskan secara langsung

Name : Ririn Fenti Suci Rahmadhani

Class : 7A

1) **Bagaimana proses pembelajaran yang diterapkan di MTs Ma'arif NU 1 Wangon dengan menggunakan E-learning media?**

   Baik

2) **Apa kesan anda dalam men**

3) **gikuti proses pembelajaran bahasa inggris dengan menggunakan E-learning media?**

   Memudahkan cara belajar

4) **Apa saja media yang digunakan oleh guru dalam pembelajaran bahasa Inggris?**

E-learning / gc

5) **Media mana yang sering digunakan oleh guru dalam pembelajaran?**

E-learning / gc

6) **Apa saja kelebihan dan keuntungan yang digunakan guru bagi anda dalam pembelajaran**

Mempermudah pembelajaran

7) **Apa saja kekurangan dan kerugian media yang digunakan guru bagi anda dalam proses pembelajaran?**

Kurang jelas

8) **Apa saja kendala dan kesulitan anda selama proses pembelajaran online?**

Sedikit tidak mengerti

9) **Apakah anda termotivasi dalam belajar bahasa Inggris selama pembelajran online ini?**

Membaca kamus

10) **Apakah ada peningkatan kemampuan bagi anda dalam menggunakan E-learning media?**

Ya ada

11) **Apakah E-learning media lebih cocok digunakan dibandingkan dengan pembelajaran tatap muka?**

Ya bisa

Appendix 3:

Observation Schedule

<div align="center">

Observation Schedule

</div>

	Date	Day	Time	Place
1st	5th January 2021	Wednesday	08.20-09.40 a.m	7th Grade A ELT Classroom
2nd	12th January 2021	Wednesday	12.10-13.30 p.m	
3rd	19th January 2021	Wednesday		

IAIN PURWOKERTO

Appendix 4:

Documentation Result (Schreenshoot)

Log In E-Learning Madrasah Application
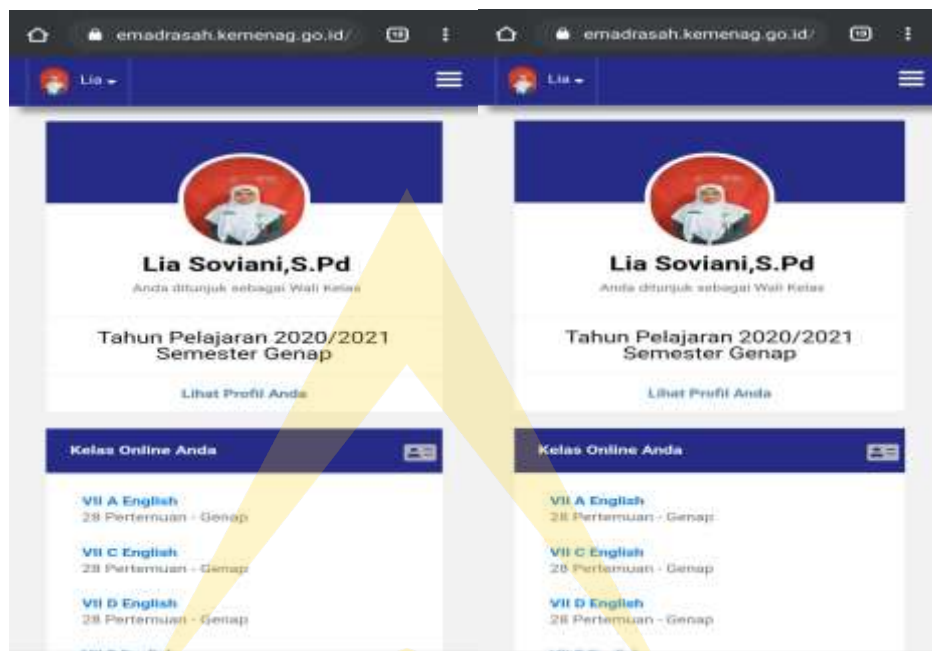
Home Features of E-Learning Madrasah Application
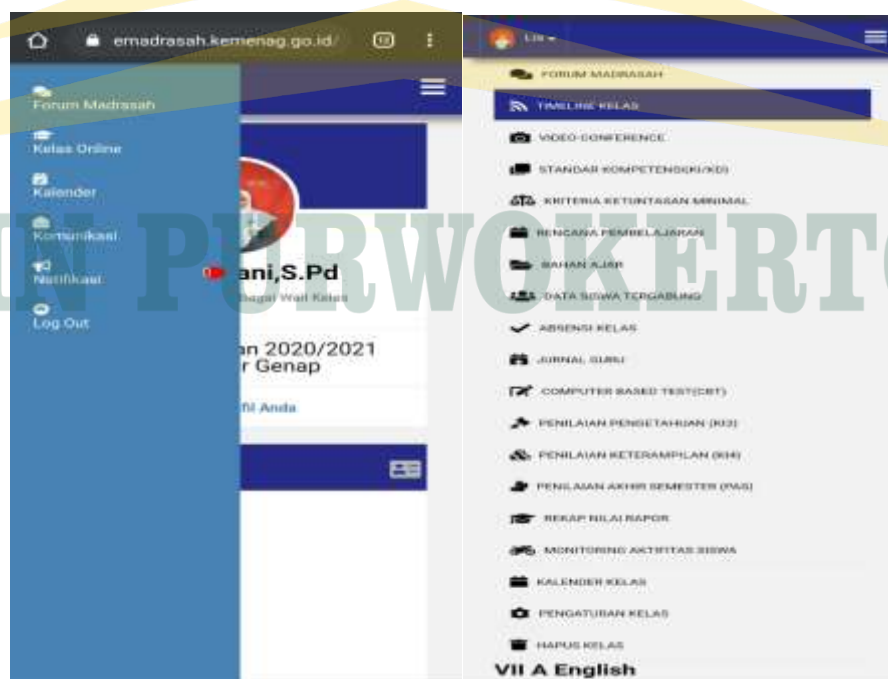
Sign In Google Classroom and Join in Classroom
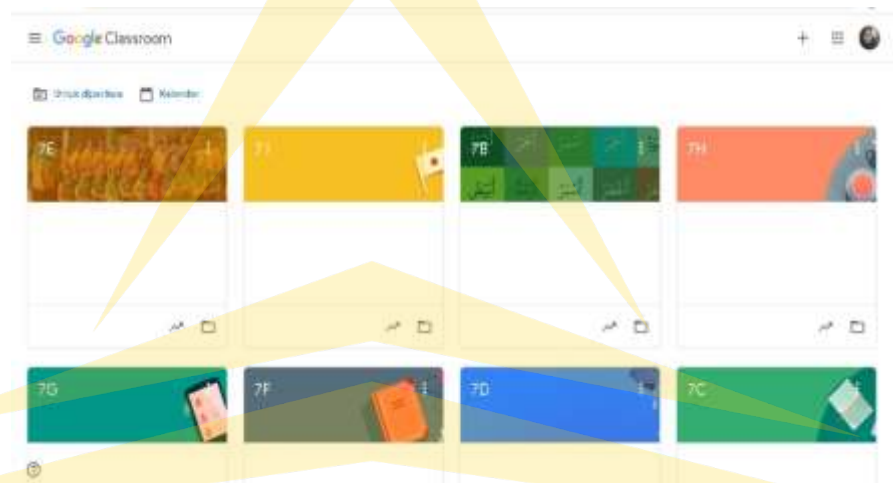
The Use Google Classroom in ELT Classroom
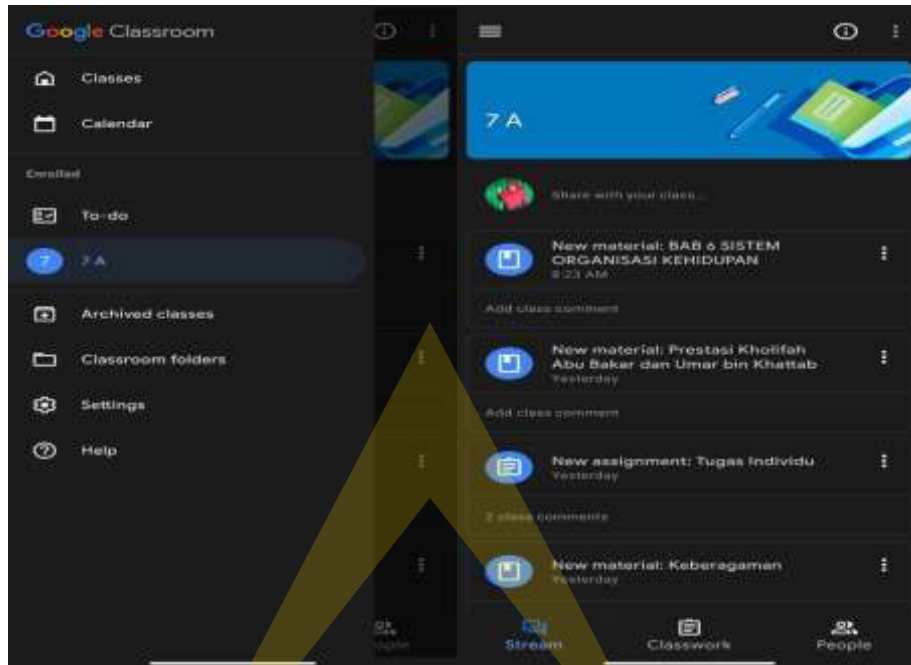
The Use of WhatsApp Group in ELT Classroom

Pre-Activity in WhatsApp Group
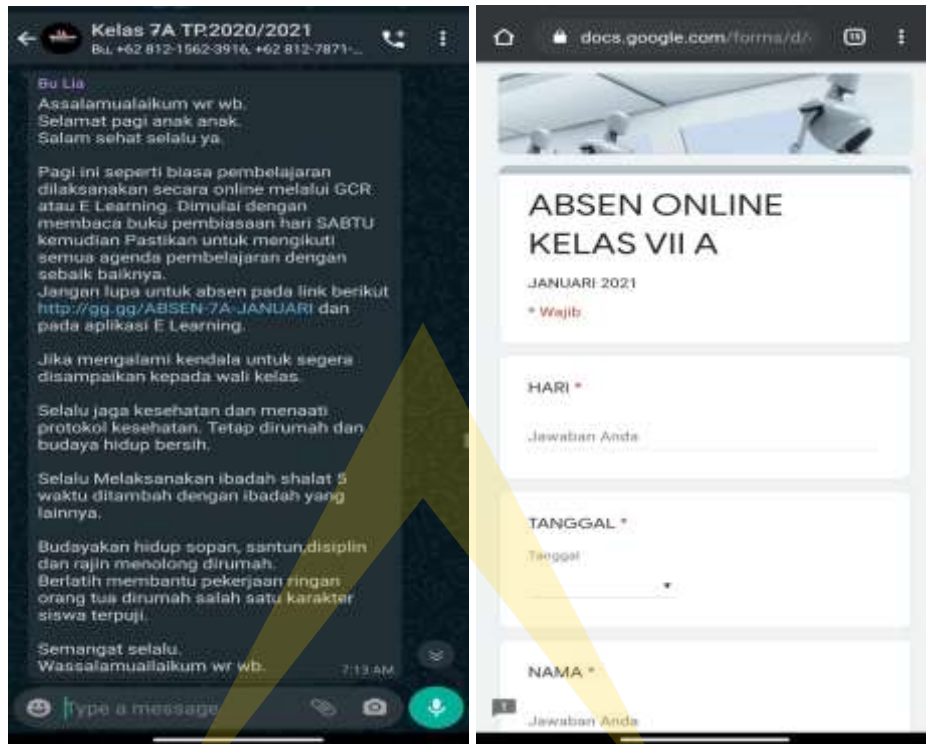
Pre-Activity in E-learning Madrasah

Teaching Material in E-learning Madrasah

The Beginning Process of E-learning Media in WhatApp Group
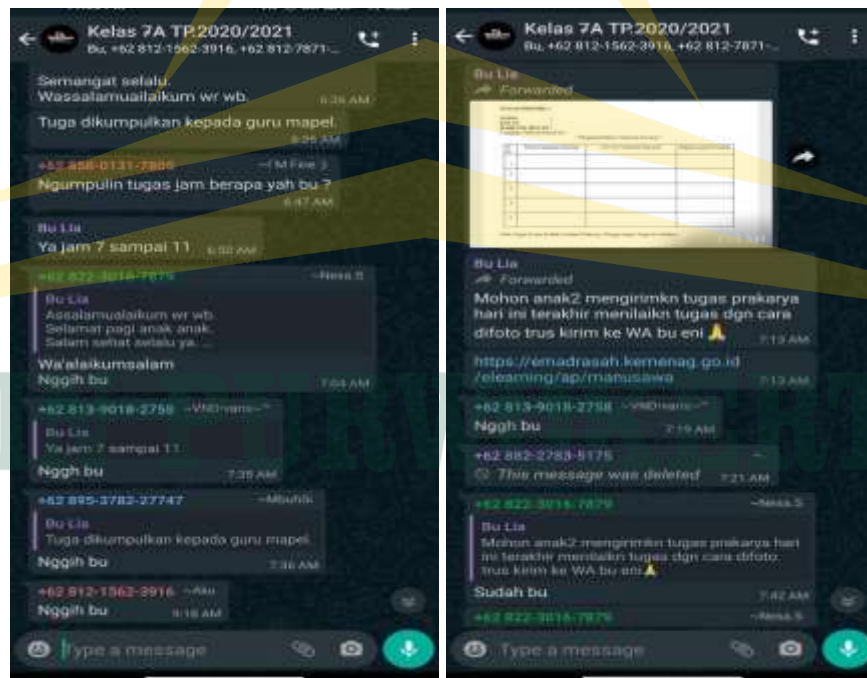
The Learning Material in E-learning Madrasah
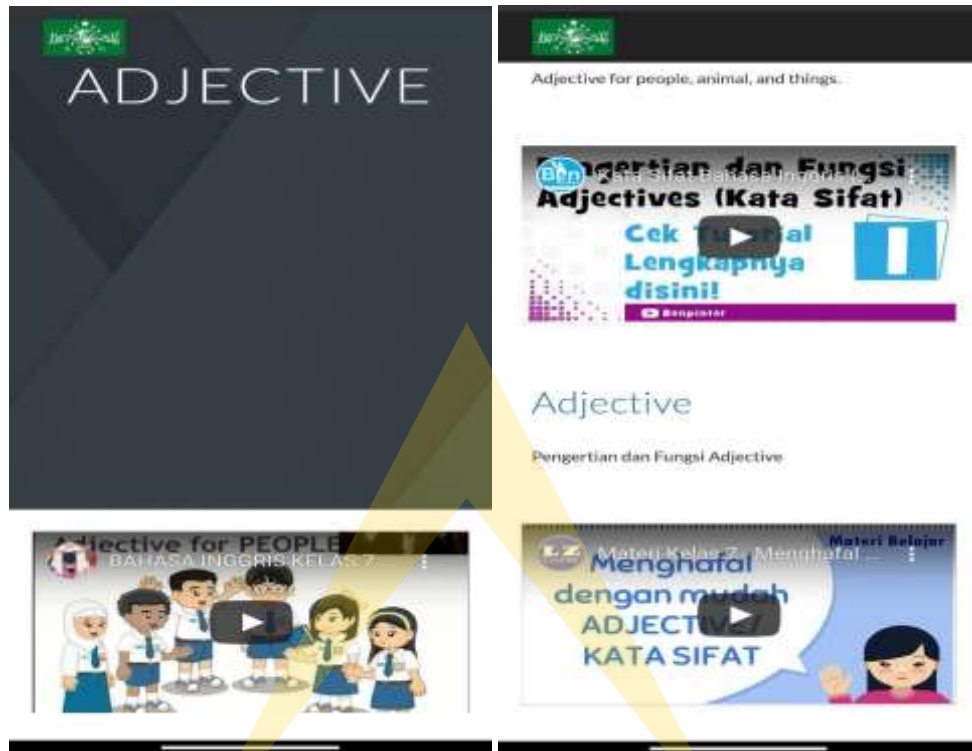
The Use of Google Classroom Assignments
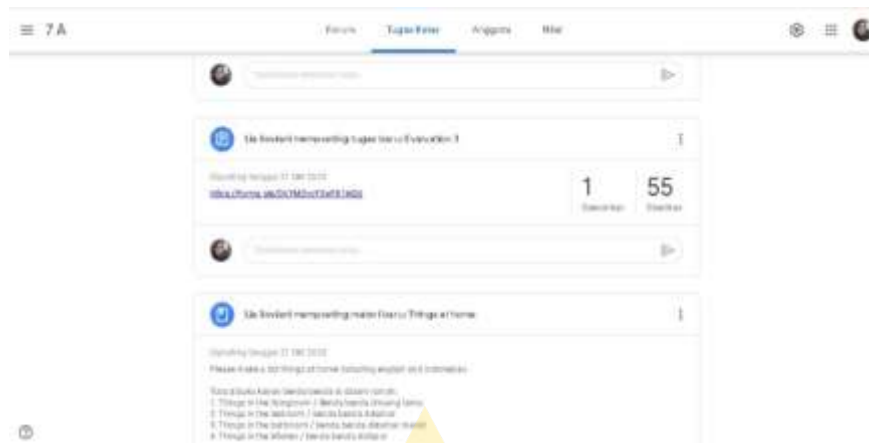
Student's Display of Google Classroom

Evaluation in Google Classroom

Appendix 5:

LIST OF STUDENTS

NO	NAMA	KELAS
1	ACHMAD HUSAIN	7A
2	AGIL RASYA RADITYA	7A
3	ALIF NAWAWI	7A
4	ALILA FATMA AZZAHRA	7A
5	AMIROTUL MUSOFA	7A
6	BASTIAN ROVY AULIA	7A
7	BIDADARI ASHILA PANDANWANGI	7A
8	CINTIYA RAMADANI	7A
9	FAIQ ABIYU MALIK	7A
10	FARIQ NAUFAL AFIQ	7A
11	FENI AYU SETYAWATI	7A
12	GALIH PRADITA	7A
13	GISKA WAHYUNINGTIAS	7A
14	HAFID ALFARIZY	7A
15	HILAAL HAIDAR ZHAFAR	7A
16	KARTIKA AYU LARASATI	7A
17	LAELI NUR FAJRIYAH	7A
18	LIDIA SARI	7A
19	LU'LUIL AZIZAH	7A
20	MAJID EXSEL ROMANOF	7A
21	MILAN AUFA SAFINATUN NAJAH	7A
22	MUTIARA FADILA	7A
23	NESA SOLEHA	7A
24	NOVARIS SAPUTRA	7A
25	NOVIAN CATUR PRATAMA	7A
26	RAYLLYNO RIZKI PRATAMA	7A
27	REIFAN EKA PRASETYO	7A
28	RENATHA RISKY RAMADHANI	7A
29	RIDO TRI SABANI	7A
30	RUNI AFRILIYANI	7A
31	SALMA AUDINA PUTRI	7A
32	SALMA SAROFATU ZULFA	7A
33	SEPTIAN RAMADHAN	7A
34	SULTHAAN QAABUS GHATHFAAN N	7A

35	SYIFA MADINA PUTRI	7A
36	TRI FADILAH JAUHAR NAFISA	7A
37	VERTANIA CERLIN JUNIAR	7A
38	RIRIN FENTI SUCI R	7A

Appendix 6:

LESSON PLAN

(Online)

School   : MTs Ma'arif NU 1 Wangon
Subject/Class/Semester   : English/ VII / II
Time Allocation   : 6 Lesson Time

Learning Material   : Adjective

A. Learning Objective
- In the end of lessons, students are able to asking and giving information about characteristic of people, animals, and things around us.
- Grammar (adjective)

B. Learning Activity
1st Meeting
1. Watching the material from google site   : https://sites.google.com/view/manusawa-adjective-7th/halaman-muka
2. Identification the material then writes it in student's book.

2nd Meeting

1. Reading the material from Google classroom.
2. Identification the material then writes in student's book.
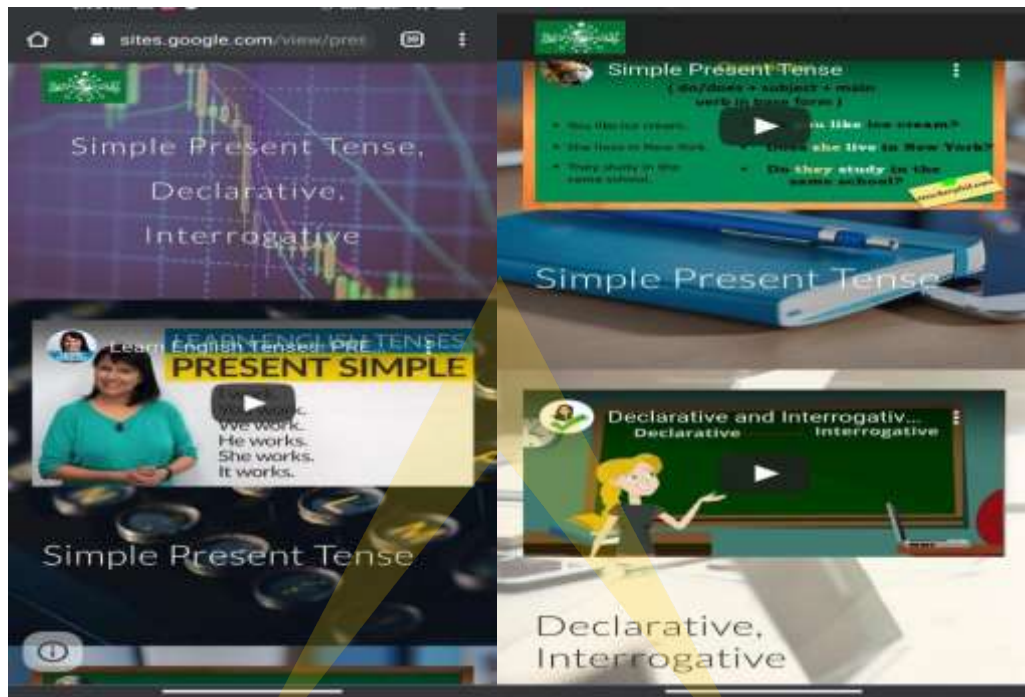
3rd Meeting

Assessment

a. Knowledge Aspect
Student doing written test by using google form.
https://forms.gle/2bHVQqRfRAeN9d3s9
b. Skill Aspect
Student describe some picture using appropriate adjective by using Google form. https://forms.gle/j7cgAATwkXC9hukT7

LESSON PLAN

(Online)

School	: MTs Ma'arif NU 1 Wangon
Subject/Class/Semester	: English/ VII / II
Time Allocation	: 6 Lesson Time

Learning Material : Describing People, animals, and Things.

A. Learning Objective
- In the end of lessons, students are able to asking and giving information about describing of people, animals, and things around us.
- Grammar (declarative, interrogative, simple present tense).

B. Learning Activity
1st Meeting
- Watching the material from google site :
  https://sites.google.com/view/manusawa-english7th/halaman-muka
- Identification the material then writes it in student's book.

2nd Meeting

- Reading the material from Google site :
  https://sites.google.com/view/present-tense/halaman-muka
- Identification the material then writes in student's book.

3rd Meeting

Assessment

a. Knowledge Aspect
   Student doing written test by using google form.
b. Skill Aspect
   Student. Send the answer to WA (085743424187)

Materi Pembelajaran

- https://sites.google.com/view/manusawa-english7th/halaman-muka

- https://sites.google.com/view/present-tense/halaman-muka

Soal

Competency Test

Please do exercise page 36 (A, B, C)

Write in your English's book name of

1. Wild animal/binatang luar, buas
2. Tame animal/binatang jinak
3. Pet/binatang peliharaan

Including English and Indonesian!

Examination Test

Assalamu'alaikum Wr Wb

Good Morning Students.

How are you today?

I hope everything its okay.

Today we are going to Evaluation 1

Please doing examination from this link.

https://forms.gle/2bHVQqRfRAeN9d3s9

See you

Wassalamu'alaikum

Appendix 7:

Surat Keterangan Penetapan Dosen Pembimbing

No.	Nama pembimbing	Nama Mahasiswa	NIM	Judul
9	Agus Husein As Sabiq, M.Pd.	Mentari Indah Monalisa	1617404027	Teacher's Strategies in Teaching English for Mental Retardation's Students at 8th Grade of SLB C dan C1 Yakut Purwokerto
10	Agus Husein As Sabiq, M.Pd.	Muhammad Ikhsanul Fahmi	1617404029	The Use of Whatsapp Auto Response in English Language Teaching (ELT) at SMKN 1 Purwojati
11	Agus Husein As Sabiq, M.Pd.	Nia Rahmawati	1617404032	The Implementation of Direct Method to Teach Integrated Skills at The Seventh Grade of MTs darul Qurro Kawunganten
12	Agus Husein As Sabiq, M.Pd.	Ramadhenthy Ahlan	1617404038	The Implementation of Technology Based Media in English Language Teaching of 8th Grade Students in MTs Ma'arif NU 1 Wangon
13	Dr. Fajar Hardoyono, M.Sc.	Reti Nurfella Saputri	1617404040	The Effectiveness of RTT (Round Table Technique) in Teaching Hortatory Exposition Text at 11th Grade Students of SMA Negeri 1 Bobotsari
14	Agus Husein As Sabiq, M.Pd.	Siti Mu'minatussaniyah	1617404046	The Use of Facebook Group as Media in Teaching Tenses at Language Development of State Institute on Islamic Studies Purwokerto

Purwokerto, 25 November 2019
Dekan FTIK,

Dr. Suwito, M.Ag.
NIP. 197104241999031002

Appendix 8:

Surat Izin Observasi Pendahuluan

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl.Jend. A. Yani No. 40 A Telp. (0281) 635624 Fax (0281)636553 Purwokerto 53126

IAIN PURWOKERTO

Nomor   : B-1718-b/In.17/FTIK.J.TBI/PP.009/X1/2019   Purwokerto, 05-11-19

Lampiran : ------

Hal   : *Permohonan Ijin Observasi Pendahuluan*

Kepada Yth.

Kepala MTs Ma'arif NU 1 Wangon

di Wangon

Assalamu'alaikum wr.wb.

    Diberitahukan dengan hormat, bahwa dalam rangka studi pendahuluan guna penyusunan proposal skripsi mahasiswa Tadris Bahasa Inggris IAIN Purwokerto kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami:

1. Nama   : Ramadhenthy Ahlan
2. NIM   : 1617404038
3. Semester   : VII
4. Jurusan/Prodi   : Tadris Bahasa Inggris (TBI)
5. Tahun akademik : 2019/2020

Observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek   : Pembelajaran Bahasa Inggris
2. Tempat/Lokasi   : MTs Ma'arif NU 1 Wangon
3. Tanggal Obsevasi : 5 s.d 20 November 2019

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.
Wasalamu'alaikum wr. wb.

A.n. Wakil Dekan Bidang Akademik
Ketua Jurusan Tadris Bahasa Inggris

Muflihah, SS. M. Pd
NIP. 19720923 200003 2 001

Tembusan:
1. Arsip

Appendix 9:

Surat Balasan Izin Observasi Pendahuluan

LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS
MTs MA'ARIF NU 1 WANGON
Terakreditasi "A"
Alamat : Jalan Raya Timur Wangon Kabupaten Banyumas
NPSN : 20363455 NSM : 121233020002 Telp. : (0281)513047 K. Pos : 53176
e-mail : mtsmanufwangon@yahoo.co.id   Website : www.mtsmaarifnu1wangon.com

SURAT KETERANGAN
Nomor : 039/LPM/33.12/MTs-15/G/XI/2019

Yang bertanda tangan dibawah ini :

Nama   : AHLAN, S.Ag.

Jabatan   : Kepala MTs Ma'arif NU 1 Wangon

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama   : RAMADHENTHY AHLAN

NIM   : 1617404038

Semester   : VII

Jenjang Program   : S1

Perguruan Tinggi   : Institut Agama Islam Negeri Purwokerto

Program Studi   : Tadris Bahasa Inggris

                      Fakultas Tarbiyah dan Ilmu Keguruan

telah melakukan kegiatan Penelitian pembelajaran Bahasa Inggris di MTs Ma'arif NU 1 Wangon,
pada tanggal 5 sampai dengan 20 November 2019.

Demikain surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Wangon, 25 November 2019
Kepala Madrasah

AHLAN, S.Ag.

Appendix 10:

Surat Keterangan Seminar Proposal

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl Jend. A. Yani No. 40 A Telp. (0281) 635624 Fax (0281)636553 Purwokerto 53126

IAIN PURWOKERTO

SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI
Nomor: B. 1198/In.17/FTIK.J.TBI/PP.00.9/X II/2020

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris FTIK IAIN

Purwokerto menerangkan bahwa proposal skripsi berjudul :

E-LEARNING MEDIA UTILIZATION IN ENGLISH LANGUAGE TEACHING AT 8TH

GRADE STUDENTS IN MTS MA'ARIF NU 1 WANGON

Yang disusun oleh :

Nama	:	Ramadhenthy Ahlan
NIM	:	1617404038
Semester	:	IX (Sembilan)
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 11 November 2020

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Dibuat di	:	Purwokerto
Pada tanggal	:	30 Desember 2020

Mengetahui,

Ketua Jurusan/Prodi Tadris Bahasa Inggris

Mufliham. S.S., M.Pd
NIP. 19720923 200003 2 001

Penguji,

Mufliham. S.S., M.Pd
NIP. 19720923 200003 2 001

Keterangan : *) disesuaikan dengan jurusan masing-masing

Scanned with CamScanner

Appendix 11:

Surat Izin Riset Individu

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iainpurwokerto.ac.id

IAIN PURWOKERTO

TÜVRheinland

Nomor   : B-1197/In.17/WD.I.FTIK/PP.009/XII/20   Purwokerto, 30 Desember 2020
Lamp.   : --
Hal   : **Permohonan Ijin Riset Individual**

Kepada Yth.
Kepala MTs Ma'arif NU 1 Wangon
di Tempat

Assalamu'alaikum wr. wb.
    Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna
penyusunan skripsi, kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin
riset kepada mahasiswa kami sebagai berikut :

1. Nama   : Ramadhenthy Ahlan
2. NIM   : 1617404038
3. Semester   : 9 (sembilan)
4. Jurusan/prodi   : Tadris/ TBI
5. Alamat   : Banteran, RT 05/01, Kec. Wangon
6. Judul   : E-Learning Media Utilization in English Language
                          Teaching at 7th grade Students in MTs Ma'arif NU 1
                          Wangon

    Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek   : E-Learning Media Utilization In English
                          Language Teaching
2. Tempat/lokasi   : MTs Ma'arif NU 1 Wangon
3. Tanggal Riset   : 2 Januari 2021 – 2 Maret 2021
4. Metode Penelitian   : Kualitatif

    Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

an.Dekan
Wakil Dekan Bidang Akademik

Dr. Suparjo, M.A
NIP. 19730717 199903 1 001

Appendix 12:

Surat Balasan Izin Riset Individu

LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS

MTs MA'ARIF NU 1 WANGON

Jl. Raya Timur Wangon Kab. Banyumas 53176 Telp. (0281) 513047

LP MA'ARIF NU | NPSN : 20363405 NSM : 121233020002 email : mtsmaarifwangon@yahoo.co.id website : www.mtsmaarif1wangon.com

Nomor	:	/LPM/33.12/MTs-15/I/III/2021	Wangon, Maret 2021
Lmp.	:	-	
Hal	:	Ijin Riset Individual	Kepada

Yth. Ketua Jurusan Tadris Bahasa Inggris

IAIN Purwokerto

Menanggapi surat permohonan Saudara Nomor : B-1197/In.17/WD.I.FTIK/PP.009/XII/20 tanggal 30 Desember 2020, dengan ini kami memberikan ijin kepada :

Nama	:	Ramadhenthy Ahlan
Pekerjaan	:	Mahasiswa
NIM	:	1617404038
Jurusan	:	Tadris Bahasa Inggris
Tahun Akademik	:	2020/2021
Obyek	:	E-Learning Media Utilization In English Language Teaching
Lokasi	:	MTs Ma'arif NU 1 Wangon
Tanggal Riset	:	02 Januari 2021 s/d 02 Maret 2021

Demikian surat ini kami sampaikan, semoga dapat digunakan sebagaimana mestinya.

Wangon, Maret 2021

Kepala MTs Ma'arif NU 1 Wangon

Appendix 13:

Sertifikat BTA-PPI

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Alamat : Jl. Jend. A. Yeni No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: B-206/In.17/UPT.MAJ/Sti.011/VIII/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

RAMADHENTHY AHLAN

161740038

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar
Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

MATERI UJIAN	NILAI
1. Tes Tulis	75
2. Tartil	75
3. Tahfidz	80
4. Imla'	70
5. Praktek	75

NO. SERI: MAJ-G2-2018-124

Purwokerto, 9 Agustus 2018
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002

Appendix 14:

Sertifikat APLIKOM

Appendix 15:

Surat Pengembangan Bahasa Inggris

Appendix 16:

Surat Pengembangan Bahasa Arab