



THE IMPLEMENTATION OF E-LEARNING IN TEACHING ENGLISH AT SMP NEGERI 1 OF BANYUASIN III

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ABSTRACT

This study focused on the utilization of E-Learning in English language instruction at SMP Negeri 1 of Banyuasin III. The study aimed to achieve three objectives: 1) identify the E-Learning media employed by teachers in English teaching; 2) examine the implementation of E-Learning applications by teachers in English instruction; and 3) investigate the challenges encountered by both teachers and students in utilizing E-Learning media for English learning. The research methodology employed was qualitative-descriptive, which involved data collection through observation, interviews, and documentation. The findings of the study revealed the following: 1) Google Classroom and YouTube were utilised as learning platforms; 2) the implementation of E-Learning in English instruction involved three stages: planning, implementation (including opening, core activities, and closing), and evaluation; 3) the major challenges faced by teachers included a lack of technological resources and difficulties in assessing student comprehension in the E-Learning environment; and 4) students encountered challenges related to distractions from other applications and difficulties in social interaction within the E-Learning setting.

Keywords: Implementation of E-Learning, Teaching English

1. INTRODUCTION

As a formal educational establishment, schools play a crucial role in elevating the standards of human resources. Education serves as a key avenue to enhance the capabilities of human resources in facing the challenges of an increasingly competitive future (Derewianka, 2016). Within the realm of education, teachers hold significant influence in shaping the national character of Indonesia and unlocking the educational potential of students (Adibah., 2017). The role of a teacher is complex and unparalleled, as even with the integration of technology, their significance cannot be replaced (Pantić & Wubbbels, 2011).

Therefore, it is imperative to have highly skilled teachers who are continuously improving their competencies.

In the current digital era, the integration of Information and Communication Technologies (ICT) is vital to enhance the quality of learning. Technology serves as a human-designed system with a specific purpose, acting as an extension of human capabilities. It offers new opportunities and resources to facilitate learning and create interactive and engaging educational experiences. The utilization of ICT tools and resources in the classroom fosters innovation,

Vol 6, No 2 (2023): ESTEEM

collaboration, and critical thinking skills among students. It enables access to vast knowledge repositories, facilitates personalized learning experiences, and prepares students for the demands of the digital age.

The incorporation of ICT in learning activities also promotes the development of 21st-century skills, such as digital literacy, information management, and communication skills. Students are exposed to a wide range of digital tools and resources that enable them to explore and create knowledge independently. They learn to navigate digital platforms, analyze and evaluate information, and effectively communicate their ideas using various digital media. The integration of ICT not only enhances learning outcomes but also nurtures essential skills that are essential for success in the modern world.

In conclusion, schools serve as crucial institutions in developing the quality of human resources. Teachers play a pivotal role in shaping the national character and fostering educational advancement. The integration of ICT in learning activities is essential to elevate learning quality, empower students with 21st-century skills, and prepare them for the challenges of the digital era. By leveraging technology and continuously improving teaching competencies, we can create a dynamic and effective educational environment that nurtures the potential of students and ensures their success in a rapidly evolving society.

We can use technology to improve our ability to present messages, produce goods more quickly and effeciently, process more

data, and provide various conveniences (Miarso, 2004). The digital era is an era in which all aspects of life, including the learning process that occurs more often use digital media (technology) (King, 2016). Today's technological changes are unavoidable; whether prepared or unprepared, individuals must keep up with them. In terms of educational institutions, instructors (teachers) and students must master technology advancements as they emerge. Technology is currently widely applied in the learning process in schools to support teachers in delivering learning materils that require auxiliary components through appropriate media. Many teachers and students find it challenging to use technology as a result of the rapid rise in technology, from which most of us use traditional methods in computerized instruction (Albab, 2020).

2. LITERATURE REVIEW**E-Learning**

E-Learning is a one type of the concept of distance learning. E-Learning is a type of learning activity that uses the internet for delivery, interaction, and facilities and is supported by other types of learning services (Khatimi, 2006). According to Dahiyah et al (2016), E-learning is the use of information technology and communication to allow students to learn from anywhere and at any time. So e-learning is a type of learning activity that uses the internet to learn wherever and whenever you want through an application that occasionally accesses the internet to

Vol 6, No 2 (2023): ESTEEM

acquire information. E-learning is classified into two types: synchronous and asynchronous.

1) Synchronous learning

Synchronous learning, sometimes known as the "virtual classroom," refers to a group of students studying at the same time. The learning process occurs concurrently between students and teachers. It allows effective online connection between teachers and students.

2) Asynchronous learning

Asynchronous learning refers to the absence of a simultaneous learning process. Learners can carry out and complete their studies at any time following a set schedule. Reading, animation, simulation, instructional, games, test, quizzes, and task collecting can all be used to deliver the study.

Both synchronous and asynchronous e-learning methods offer unique advantages and can be utilized depending on the specific learning objectives and preferences of the learners. The availability of e-learning platforms and applications has revolutionized the way education is delivered, breaking barriers of time and space and providing learners with opportunities for lifelong learning and skill development.

The following are a number of digital technologies that teachers can apply to increase the quality of the learning process, which are characterized by student active learning, knowledge production, inquiry, and exploration both in class and outside of the teacher's reach.

1. Interactive whiteboards (IWB). Images from a computer can be displayed on a large board or a wall using a digital projector. Users can use their finger or a pen to interact with the content on the board. Interactive whiteboards have been a popular classroom tool during the last decade (Hidayat & Khotimah, 2019). Many researchers have been published on the potential of interactive whiteboards to improve teaching and learning quality by boosting engagement, communication, and cooperation (Northcote, Mildenhall, Marshall, & Swan, 2010).
2. A software application. There are numerous pre-existing applications as well as self-developed applications for learning purposes. The application is intended to run on mobile devices such as smartphones and tablet PCs. The usage of software applications will drive changes in the face of education and the use of technology for learning by students. When utilized in learning, software programs can help individuals control their own learning.
3. Social media. In today's digital era, social media networks play an important role in learning in an informal environment. Social media offers learners the opportunity to explore complex responses and participation with cultural content. Of course, in its application, it is necessary to consider the transformation in digital literacy and the process by which students can connect with knowledge in informal learning environments to become active

Vol 6, No 2 (2023): ESTEEM

cultural participants (Russo, Watkins, & Groundwater-Smith, 2009). Implementation of e-learning can be easily marked and identified by its electronic used of technology and media in its learning process. But basically, e-learning was a learning process that involves educators, learners, and all other utilities. E-learning supposed to provide an opportunity for learners to explore learning topics through available learning resources on the Internet. Thus, e-learning enables learners to gain experience while learning according to their interests, talents, and abilities. The use of technology in E-Learning is also expected to draw learners' interest in engagement and foster creativity and critical thinking abilities. Furthermore, e-learning should be simple to use and capable of empowering learners (Damayanti, 2020). As for surplus and inadequate e-learning, according to Nurdiansyah and Eni (2016), it covered:

1. Guidelines on the benefits of internet use, especially in opening education and long-distance learning, include;
 - a. There are e-moderating facilities where educators and learners can simply communicate using conventional internet facilities or at any time they want without being limited by distance, location, or time.
 - b. Educators and students can use structured, scheduled teaching materials or learning manuals via the internet to assess how far the lesson has been learned.
2. In terms of the deficiencies or weaknesses of web-based learning, it covers:
 - a. Learners can learn at all times and wherever needed, remembering the teaching material is stored on the computer.
 - b. When a learner needs additional information relating to the material they learned, they can access on the internet more easily.
 - c. Both educators and learners can have discussions via the Internet that can be followed by large numbers of participants.
 - d. The changing roles of learners from usually passive to active and more independent.
 - e. Relatively more efficient. For example, for those who live away from colleges or conventional school.

- f. Lack of manpower has the skill of operating the internet.

Learning English

When we talk about learning, we are referring to a transformative process that takes place as a result of experiences and enhances the learner's capacity to perform at a higher level and acquire more knowledge in the future. Among the various subjects taught in schools, English holds a crucial role in equipping individuals with the ability to communicate effectively. Communication skills are realized through the development of four fundamental language skills: listening, speaking, reading, and writing, as well as a sound understanding of the language system encompassing grammar, vocabulary, and more. The primary goal of English instruction is to foster the development of these language skills so that students can attain a certain level of literacy in English and effectively engage in communication. By honing their listening, speaking, reading, and writing abilities, students become equipped to express themselves, understand others, and actively participate in various linguistic interactions (Suryabrata, 2016). Additionally, a solid grasp of grammar, vocabulary, and other language components supports their overall language proficiency. Through a comprehensive English language education, students can acquire the necessary skills and knowledge to communicate fluently and confidently in English, opening up opportunities for personal growth, academic success, and global communication.

Students' Challenges

The term "student challenges" refers to a model or challenging assignment that puts

Vol 6, No 2 (2023): ESTEEM

student knowledge and expertise to the test. These challenges are designed to stretch the abilities of students and push them beyond their comfort zones. They require students to think critically, problem-solve, and apply their knowledge in innovative ways. Student challenges can take various forms, such as complex projects, research papers, group discussions, debates, or real-world simulations. These assignments aim to foster a deeper understanding of the subject matter, encourage independent thinking, and promote the development of essential skills, such as analytical thinking, creativity, collaboration, and communication. By engaging in student challenges, learners are not only assessed on their academic performance but also given opportunities to grow intellectually and gain confidence in their abilities. It is through these challenges that students are empowered to overcome obstacles, explore new perspectives, and become lifelong learners. There are two factors that influence student challenges, namely internal factors and external factors.

1. Internal factors were factors that come from students themselves there were students' behavior, interests and motivations.
 - a. Students' behavior is a reaction or response to the learning process.
 - b. Interest is closely influenced by the curiosity of the learners.
 - c. Motivation is the internal circumstances that encourage the learners to do something in learning process.
2. External factors are factors that come from

outside of students who are influenced by the family environment, school environment, and community environment.

Teachers' Challenges

Entering the 21st century, teachers are faced with a more diverse challenge in dealing with students. The ever-evolving world and advancements in technology have led to a shift in the educational landscape, requiring teachers to navigate through complex and difficult subjects. In addition to mastering the content knowledge, teachers are now expected to cater to the individual needs of students and foster higher-order thinking skills.

The demands placed on teachers go beyond traditional teaching methods. They need to adapt to the changing needs of students and employ innovative strategies that promote active learning and critical thinking. It is no longer sufficient to rely solely on ingenuity; (Pratama, 2021) teachers must also demonstrate creativity and intelligence in their instructional approaches.

Creativity in teaching allows educators to think outside the box and find unique ways to engage students. It involves designing dynamic lessons, incorporating multimedia and technology tools, and encouraging student collaboration and problem-solving. By embracing creativity, teachers can create an engaging and stimulating learning environment that nurtures curiosity and sparks students' interest in the subject matter.

Intelligence in teaching involves a deep understanding of the subject matter and the ability to present it in a way that is accessible and meaningful to students. It

Vol 6, No 2 (2023): ESTEEM

requires teachers to stay updated with the latest research and pedagogical approaches, continuously expanding their own knowledge base. Intelligent teachers are well-equipped to address students' questions, provide clear explanations, and guide them towards a deeper understanding of complex concepts.

To meet the challenges of the 21st century, teachers must possess a combination of ingenuity, creativity, and intelligence. They need to constantly evolve and adapt their teaching methods to meet the diverse needs of students. By embracing these qualities, teachers can create an engaging and effective learning environment that empowers students to thrive and succeed in an ever-changing world. There are the challenges faced by teachers in digital era:

1. Critical thinking. This entails having rapid access to various facts and information, helping students work through their problems through dialogue, and so forth.
2. Infrastructure to support e-learning is one of the components that make up e-learning. To support learning, the components of the e-learning should be easily accessible.
3. Creative and innovative. The teachers are required to be more creative and innovative in deliver the theory to make students more interest in learning.
4. Communication. Teachers are required to be able to communicate wisely with students to deliver the materials and work they have done in class.
5. Technology literacy. Teachers should have the ability to effectively use technology.

They should be able to use the technology proficiently and make intelligent decisions about which technology to use and when to use it (Davies, 2011).

3. METHODS

Informants of this study were 5 students of ninth grade and an English teacher at SMP Negeri 1 of Banyuasin III. This study used a qualitative descriptive approach using observation, interview, and documentation for collecting the data.

4. RESULTS AND DISCUSSION

Based on the data gathered through observation, interview, and documentation, the following are the findings of the data: Media of E-Learning the teacher used in teaching English.

The researcher discovered two applications that the teacher used after conducting research and collecting data from observation, interview, and documentation to learn about the media of E-Learning in teaching English.

1. Google Classroom

Through the results of the interview and observation, it was evident that the teacher utilized Google Classroom as a platform for teaching English using E-Learning. The implementation of Google Classroom proved to be effective in facilitating the learning process and enhancing student engagement.

One of the key observations made during the classroom observation was the teacher's utilization of Google Classroom as a

Vol 6, No 2 (2023): ESTEEM

central hub for sharing learning materials. The teacher would upload various resources such as readings, worksheets, and multimedia content onto the platform, making them easily accessible to the students. This digital approach to sharing materials eliminated the need for physical handouts and allowed students to access the materials at their convenience.

Furthermore, Google Classroom provided a space for interactive discussions and collaboration. The teacher created discussion boards where students could engage in conversations related to the lesson topics. This not only encouraged peer-to-peer learning but also allowed students to express their thoughts and ideas in a digital environment. The teacher actively monitored these discussions, providing guidance and feedback to further enrich the learning experience.

Another noteworthy aspect of using Google Classroom was the ability to assign and collect digital assignments. The teacher would distribute assignments through the platform, and students could complete and submit their work electronically. This streamlined the process of assignment submission and grading, making it more efficient for both the teacher and the students.

The use of Google Classroom in teaching English through E-Learning also facilitated effective communication between the teacher and students. The platform allowed for real-time messaging, enabling students to ask questions and seek clarifications outside of the classroom setting.

The teacher would promptly respond to these inquiries, providing timely support and guidance.

Overall, the integration of Google Classroom into the English E-Learning environment proved to be a valuable tool for the teacher. It supported the seamless sharing of learning materials, encouraged active student participation through discussions, facilitated efficient assignment management, and promoted effective communication between the teacher and students. The use of technology in this manner enhanced the overall teaching and learning experience, creating a more dynamic and engaging educational environment.

2. YouTube

Based on the findings from the interview and observation, the teacher made a deliberate choice to utilize YouTube as a teaching media for English language instruction. This decision was further reinforced by the researcher's observation of the teacher creating a tutorial video and uploading it onto YouTube, followed by sharing the video link on Google Classroom.

The selection of YouTube as a teaching medium offers several advantages in the context of English language learning. Firstly, YouTube provides a vast collection of educational content, including language tutorials, authentic English videos, and interactive language exercises. This extensive range of resources allows the teacher to access a wide variety of materials to support and enhance the language learning experience for the students.

Vol 6, No 2 (2023): ESTEEM

The teacher's decision to create a tutorial video and upload it on YouTube showcases the potential of the platform for personalized instruction. By creating their own video content, the teacher can tailor the lessons to address specific language learning objectives, cater to the students' needs, and provide targeted explanations and examples. This personalized approach can be highly beneficial for students who may require additional support or prefer visual and auditory learning methods.

Additionally, YouTube offers the advantage of accessibility and flexibility. Students can access the tutorial videos at their own pace and convenience, allowing them to review the content as many times as needed. This asynchronous learning style empowers students to take control of their learning journey and engage with the material in a self-paced manner.

Integrating YouTube with Google Classroom further enhances the effectiveness of this teaching approach. By sharing the video link on Google Classroom, the teacher creates a centralized platform for accessing instructional resources. Students can easily navigate to the designated YouTube video and engage with the content directly through the Google Classroom interface. This seamless integration streamlines the learning process and provides a user-friendly environment for both the teacher and the students.

Furthermore, YouTube's interactive features, such as comments and discussions, foster student engagement and collaborative learning. Students can share their thoughts,

ask questions, and participate in discussions related to the tutorial videos. This interactive element not only encourages active participation but also facilitates peer-to-peer learning and knowledge-sharing among students.

In conclusion, the teacher's choice to utilize YouTube as a teaching media for English language instruction demonstrates a strategic approach to leverage the platform's extensive resources, personalized instruction capabilities, accessibility, and interactive features. By integrating YouTube with Google Classroom, the teacher creates a dynamic and engaging learning environment that supports students' language learning journey and fosters collaborative learning opportunities.

The Implementation of E-Learning application in teaching English

The results of the researcher's observations, interviews, and documentation are used to determine how the teacher uses E-Learning media in teaching English. The answer to implementing Google Classroom in teaching English is that English teachers at SMP Negeri 1 of Banyuasin III always carry out teaching activities in accordance with the existing syllabus and lesson plan.

In implementing the E-Learning application in teaching English, there are 3 stages carried out by the teacher, namely planning, implementation, and evaluation. In the planning stage, English teachers make a lesson plan in accordance with the syllabus. In the implementation stage, English teachers carry out teaching activities in accordance

Vol 6, No 2 (2023): ESTEEM

with the existing syllabus and lesson plan. In the evaluation stage, English teachers evaluate what has been learned. Through these three stages, teachers at SMP Negeri 1 of Banyuasin III implement the E-Learning application in teaching English.

Challenges faced by the teacher in using media of E-Learning application

Following the researcher's research and data collection from observation and interviews to determine what challenges teachers face when using media E-Learning applications, The interview with the teacher revealed that the teacher finds it difficult to assess students' understanding using E-Learning.

Challenges faced by the students in learning English using the media of E-Learning application.

Following the researcher's research, which include data collection from observation and interviews to determine what challenges students face while learning English. The challenges that the students face are influenced by two factors, as revealed by interviews and observations: an internal factor and an external factor. In terms of the internal factor, when using the Google Classroom and YouTube application on their phones, students are distracted by other applications. For external factors influenced by the community environment, some students stated that they cannot make friends, so they prefer to do their learning activity by themselves as the impact of COVID-19 requires.

5. CONCLUSION

The following conclusion could be delivered from the findings of the research and discussion that have been done:

1. The teacher use Google Classroom application and YouTube application as the media of E-Learning in teaching English at SMP Negeri 1 of Banyuasin III.
2. There are 3 stages, namely planning, implementation (opening, main activity, closing), and evaluation in implementing the media of E-Learning in teaching English.
3. The teacher challenges in teaching English using E-Learning influence by the lack of digital technology facility such the lack of internet quota, and hard to measure the understanding by the students in learning.
4. The students challenges in learning English using E-Learning are influence by internal factor and external factor. In internal factor, the students have distraction when using the Google Classroom application, and for the external factor, especially for the community environment, the students cannot make a friend as the impact of online classes due to Covid-19 so they prefer to o their learning activity by themself.

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Vol 6, No 2 (2023): ESTEEM

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Vol 6, No 2 (2023): ESTEEM

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