EVALUATION ON ONLINE PLATFORMS IN ENGLISH LANGUAGE TEACHING AT SMP FITRA ABDI PALEMBANG

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ABSTRACT

This study aims to evaluate on online platforms in English language teaching at SMP Fitra Abdi Palembang. The research focused on eighth − grade students at SMP Fitra Abdi Palembang of the 2023/2024 academic year, with the total of 31 students. The researchers using a descriptive qualitative research method that typically involves detailed data to provide a comprehensive understood of a phenomenon. And utilized the data collection techniques with a questionnaire, and interviews. Additionally, the results of the questionnaires showed 3305 of a total score of, indicated that students used online platforms in learned English.

In conclusion showed that most eighth − grade students at SMP Fitra Abdi Palembang used the Duolingo app to learned English instead of used Hello Talk app and Beelinguapp.

1. PENDAHULUAN

Language is a method that is used to communicate with others. In addition to verbal language, people also communicate through body language, sign language and facial expressions. Language is foremost a means of communication, and communication almost always takes places within some sort of social context, language is a rule − based system of signs (Amberg & Vause, 2009: 2). And also, as states by Sweet (2024), language is the expressions of ideas by means of speech− sounds combined into words, words are combined into sentences, and this elaboration answered to ideas into thoughts.

According to Kridalaksana and Kentjono (in Chaer, 2014:32) language is an arbitrary system of sound symbols used by members of social groups to cooperate, communicate and identify themselves. In short, the word ″language″ is a means of communication (Tarigan, 1987:22-23). Language universals refer to the general

characteristics of language that are found in all languages. The term language universals were first introduced by Chomsky (1966) in his grand theories said that the characteristics of language that are common to all languages include (a) every human being must have language, (b) all languages change, (c) there is no primitive language, every language has its own degree of complexity, (d) all languages have vowels and consonants, (e) all languages have a set of sounds that could combined into meaningful elements, and (f) in every language, the number of nasal vowels is always lower than the number of vowels without a nasal.

Language acquisition refers to the process by which individuals develop the ability to perceive, comprehend, and produce language. Theriana (2019) believe that, the teaching and learning process is the core of education. Education is a conscious effort to prepare students through guidance, teaching, or training activities for their future roles, because it basically takes students from a basis that does not understand anything towards changes in behaviour both intellectual moral or social so that they could live independently as individual social person.

Learning English could definitely enhance your opportunities to pursue further education in foreign countries. This language skill open doors to studied at international institutions and accessed a broader range of academic resources. By mastering English, we could have a significant impact on career development and success in the global workface. As the predominant language of business, technology, and international communication, English proficiency can help you to connect with a broader network of professionals, access more job opportunities, and could navigate a variety of industries. Furthermore, by learning English we're invested in skills that could facilitate career growth, expand your professional horizons, and open doors to new opportunities.

The reason why students learn languages is crucial because motivation significantly impacts their achievements. Research in the field of language learned motivation often emphasizes several key motivational factors, such as: (a) intrinsic motivation, learned for personal satisfaction, interest, or enjoyment; (b) extrinsic motivation, learned for external rewards such as grades, career opportunities, or social recognition; (c)

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integrative motivation, desire to integrate and communicate with the culture of the language being learned; (d) instrumental motivation, practical reasons such as employment prospects, academic requirements, or travel needs; (e) affective factors, emotional aspects like anxiety, self – confidence, and attitudes towards the language and its speakers. To gain a deeper understood of the various reasons driving language learners, the researcher could analyse these factors. This understood could be used to improve teaching methods and curriculum design in order to better meet the motivational needs of students, ultimately enhancing their commitment, persistence, and success in acquired a new language. Chamot (2004), believes that language learned strategies are the human thoughts and actions which used consciously to be able to reach out the learned goal.

The benefits of the research "Evaluation on Online Platforms in English Language Teaching at SMP Fitra Abdi Palembang". First, it allows improved teaching effectiveness through the identification of effective online platforms that could significantly improve student learning outcomes. Second, this research promotes accessibility and inclusivity in education

by evaluated platforms that meet diverse needs and learning styles, thereby ensured that all students have equal access to quality education. Third, this approach addresses the issue of cost efficiency by identified online platforms that offer cost-effective solutions compared to traditional teaching methods and materials. Additionally, this research encourages the integration of technology into education, fosters digital literacy, and prepares students for the demands of a technology-driven world. Additionally, findings from this research could inform teacher professional development programs, equipped educators with the skills necessary to effectively utilize online platforms in their teaching practices. Additionally, effective online platforms could increase student engagement and motivation through interactive and multimedia-rich learning experiences. Lastly, ongoing evaluation of the online platform enables continuous improvements in teaching strategies and educational resources, ultimately contribution to the overall progress of English teaching practices at SMP Fitra Abdi Palembang.

In today's technologically advanced world, there is a wide range of online platforms available that could be utilized

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for English language teaching. These online platforms offer a unique and constructive approach to learned that could significantly enhance the language skills of learners and provide a diverse array of resources and tools that cater to the unique requirements of learners, making it simpler for teachers to deliver impactful lessons. With features like video conferencing tools, interactive exercises, and language learned games, these online platforms have brought a constructive change in the way English is being taught, made it more engaged and effective for students. And because lot of online platforms has emerged all people could learn English through many online platforms. That is the reason why the researcher chose this topic with the title 9 evaluation on online platforms in English language teaching at SMP Fitra Abdi Palembang.

2. LITERATURE REVIEW

The Definition of Online Platform

The term ″online platform″ has been used to describe a range of services available on the internet included marketplaces, search engine, social media, creative content outlets, app stores, communication services, payment systems, services comprised the so-called ″collaborative″ or ″gig″ economy, and much more. Online platforms could include all of e- commerce. An online platform is defined as a digital service that facilitates interactions between two or more distinct but interdependent sets of users (whether firms or individual) who interact through the service via the internet (″OECD″, 2019).

The used of online platforms is effective because in interactive online learned, students′ have the opportunity to engage with the course content through various interactive tools and technologies. Through the interactive features, students could actively participate in the learning process, ask and answer questions, receive quick feedback, and could collaborate with their classmates and teacher. Interactive learning is a highly effective method of language learning practice because it could allow students to improve their English skill through various online activities and exercises. And also, students are be able to actively engage in the lesson to the next level of difficulty based on their ability because on online platforms students can receive quick feedback so that students can track their progress and their improvement in learning English.

Because online platforms effective services and at the real time, the online platform provides step – by – step interactive teaching mode through online access function that allows to track and evaluate students′ learning. Utilized platform – based learning is one of the crucial factors that could affect the success of the teaching-learning process. The online learning platforms in English language teaching must be attractive and positively impact students′ learning success.

Models of Online Platform Services

Online platforms are a key part of the business environment that has emerged with the development of the internet, information technology and e – commerce. Several models of online platforms services are:

a. Business‑to‑Consumer (B2C) This model connects to business with consumers. Online retailers like Amazon and Netflix operate on this model.

b. Consumer‑to‑Consumer (C2C) Platforms like eBay and Craigslist allow consumers to sell directly to other consumers.

c. Business‑to‑Business (B2B) These platforms facilitate transaction between businesses, the example are Alibaba and Salesforce.

d. Business‑to‑Government (B2G) These platforms enable businesses to provide services to government agencies.

e. Consumer‑to‑Government (C2G) Platforms where consumers can interact with government entities, such as paying taxes or accessing public services.

Social Types of Online Platforms′

Social types of online platforms can be divided into three subcategories, such as:

a. Social Media

Social media platforms like Facebook, LinkedIn, and Instagram provide free access to content for users to connect and engage. They generate revenue through advertised and data monetization, but maintain user privacy and allow businesses to effectively utilize these platforms is a challenge.

b. Intranets

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Intranets and internal social platforms are increasingly used by companies to enhance communication, collaboration, and knowledge sharing among employees. These private networks provide a sense of community and are expected to grow in importance as remote work and hybrid models become more prevalent.

c. Forums

Message boards, or forums, were the primary form of online social interaction before modern platforms like Facebook and Twitter. They allowed members to post messages and participate in discussions, creating a community around shared interest.

Impact of Online Platform

There are several impacts of used online platform especially online learning platform in English language teaching:

a) Convenience and Flexibility

Online learning platforms' popularity is driven by their convenience and flexibility, allowing students to access materials and teachers at their own pace, made them appealing to busy students.

b) Access to Wide of Range Course

Online learning platforms provide diverse courses across academic and vocational fields, allow students to explore their interests and acquire knowledge in areas not accessible through traditional education channels

c) Personalized Learning Experience

Adaptive learning technologies in online platforms optimize instruction by assessed individual progress, providing personalized feedback, and identifying areas for improvement, thereby enhanced students' learning outcomes.

d) Enhanced Interactivity and Engagement

Online learning platforms foster community and engagement among students through virtual classrooms, discussion boards, and collaborative projects, while multimedia elements like videos and quizzes enhance learning experiences.

3. RESULTS AND DISCUSSION

Data from Questionnaire

The result of the questionnaire was used as a primary data and also the interview as a secondary data. The question of the questionnaire consisted of 30 questions. This could explain the

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response of the participants about the online platforms used in English language teaching at SMP Fitra Abdi Palembang.

- Question number 1: I love English courses.

No	Opinion	Frequency	Percentage
1.	Strongly Agree	6	19.35%
2.	Agree	11	35.48%
3.	Neutral	6	19.35%
4.	Disagree	5	16.12%
5.	Strongly Disagree	3	9.67%
	Total	31	100%

The questionnaire results indicate that most eighth-grade SMP Fitra Abdi Palembang students love English courses, with 19.35% agreeing, 35.48% agreeing, 19.35% neutral, 16.12% disagreeing, and 9.67% strongly disagreeing.

- Questions number 2: I think English is hard to learn.

No	Opinion	Frequency	Percentage
1.	Strongly Agree	9	29.03%
2.	Agree	10	32.25%
3.	Neutral	8	25.80%
4.	Disagree	2	6.46%
5.	Strongly Disagree	2	6,46%
	Total	31	100

The questionnaire results indicate that most eighth-grade SMP Fitra Abdi Palembang students (29.03%) find English learning challenged, with a majority of students expressed agreement or neutrality.

- Question number 3: I believe many online platforms could be used for learning English.

No	Opinion	Frequency	Percentage
1.	Strongly Disagree	12	38.70%
2.	Agree	9	29.03%
3.	Neutral	7	22.58%
4.	Disagree	2	6.45%
5.	Strongly Disagree	1	3.24%
	Total	31	100%

The questionnaire results indicate that most eighth-grade SMP Fitra Abdi Palembang students strongly agree that various online platforms are suitable for English language teaching, with 12 students expressed strong agreement and 2 disagreeing.

- Question number 4: My school used an online platform during English language teaching.

No	Opinion	Frequency	Percentage
1.	Strongly Agree	3	9.69%
2.	Agree	5	16.12%
3.	Neutral	18	58.06%
4.	Disagree	3	9.68%
5.	Strongly Disagree	2	6.45%
	Total	31	100%

The questionnaire results indicate that eighth-grade students at SMP Fitra Abdi Palembang exclusively use online platforms for English language learning, with the majority of students agreeing or

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disagreeing, based on their teacher's guidance.

- Question number 5: I used an online platform to learn English.

No	Opinion	Frequency	Percentage
1.	Strongly Agree	4	12.90%
2.	Agree	5	16.12%
3.	Neutral	9	29.04%
4.	Disagree	9	29.04%
5.	Strongly Disagree	4	12.90%
	Tot al	31	100%

The questionnaire results indicate that 12.90% of eighth-grade students at SMP Fitra Abdi Palembang do not used online platforms for learning English, with the remaining students expressing neutral or disagreeing opinions.

- Question number 6: I used any online platforms for English language learning when I am not in class.

No	Opinion	Frequency	Percentage
1.	Strongly Agree	3	9.67%
2.	Agree	5	16.12%
3.	Neutral	10	32.25%
4.	Disagree	9	29.05%
5.	Strongly Disagree	4	12.90%
	Tot al	31	100%

The questionnaire results indicate that most eighth-grade students at SMP Fitra Abdi Palembang do not use online platforms for English learning outside the classroom, with 3 students strongly agreeing and 4 strongly disagreeing.

- Question number 7: I have used the DuoLingo app to learn English.

Results from the questionnaire for question number 7, show that 7 students said ″Strongly Agree″ (22.58%), 12 students said ″Agree″ (38.70%), 4 students said ″Neutral″ (12.90%), 5 students said ″Disagree″ (16.15%), and 3 students said ″Strongly Disagree″ (9.67%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang used the Duolingo app to learn English.

- Question number 8: I have used the HelloTalk app to learn English.

Results from the questionnaire for question number 8, show that 1 student said ″Strongly Agree″ (3.22%), 1 student said ″Agree″ (3.22%), 5 students said ″Neutral″ (16.15%), 18 students said ″Disagree″ (58.06%), and 6 students said ″Strongly Disagree″ (19.35%). From the result of the questionnaire, we could conclude that most eighth − grade students

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at SMP Fitra Abdi Palembang never used the HelloTalk app to learn English.

- Question number 9: I have used the BeelinguApp to learn English.

Results from the questionnaire for question number 9, show that 3 students said ″Strongly Agree″ (9.70%), 5 students said ″Agree″ (16.12%), 5 students said ″Neutral″ (16.12%), 16 students said ″Disagree″ (51.61%), and 2 students said ″Strongly Disagree″ (6.45%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang never used the Beelinguapp to learn English.

- Question number 10: I used other online platforms to learn English besides the ones mentioned above.

Results from the questionnaire for question number 10, show that 3 students said ″Strongly Agree″ (9.67%), 6 students said ″Agree″ (19.35%), 5 students said ″Neutral″ (16.15%), 9 students said ″Disagree″ (29.03%), and 8 students said ″Strongly Disagree″ (25.80%). From the

result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang never used the other online platforms to learning English.

- Question number 11: I think learning English used an online platform is easier to understood.

Results from the questionnaire for question number 11, show that 15 students said ″Strongly Agree″ (48.38%), 7 students said ″Agree″ (22.58%), 5 students said ″Neutral″ (16.15%), 3 students said ″Disagree″ (9.67%), and 1 student said ″Strongly Disagree″ (3.22%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that used an online platform to learn English is easier to understood.

- Question number 12: I think learning English is more fun when used an online platform.

Results from the questionnaire for question number 12, show that 12 students said ″Strongly Agree″ (38.70%), 8 students

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said ″Agree″ (25.80%), 6 students said ″Neutral″ (19.35%), 3 students said ″Disagree″ (9.70%), and 2 students said ″Strongly Disagree″ (6.45%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning English is more enjoyable when used an online platform.

- Question number 13: I think used online platforms to learn English is more efficient.

    Results from the questionnaire for question number 13, show that 9 students said ″Strongly Agree″ (29.03%), 8 students said ″Agree″ (25.80%), 7 students said ″Neutral″ (22.60%), 5 students said ″Disagree″ (16.12%), and 2 students said ″Strongly Disagree″ (6.45%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning English is more efficient when used an online platform.

- Question number 14: I think learning English used online platforms is inefficient.

    Resultsfrom the questionnaire for question number 14, show that 3 students said ″Strongly Agree″ (29.03%), 3 students said ″Agree″ (25.80%), 7 students said ″Neutral″ (22.60%), 8   students said ″Disagree″ (16.12%), and 10 students said ″Strongly Disagree″ (6.45%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang disagree with the statement said that learning English used an online platform is inefficient.

- Question number 15: I think that learning English through an online platform is easier.

    Results from the questionnaire for question number 15, show that 9 students said ″Strongly Agree″ (29.05%), 14 students said ″Agree″ (45.16%), 6 students said ″Neutral″ (19.35%), 1 student said ″Disagree″ (3.22%), and 1 student said

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″Strongly Disagree″ (3.22%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning English used an online platform is easier.

- Question number 16: I think learning English used an online platform is more difficult.

Results from the questionnaire for question number 16, show that 2 students said ″Strongly Agree″ (6.45%), 5 students said ″Agree″ (16.12%), 3 students said ″Neutral″ (9.70%), 15 students said ″Disagree″ (48.38%), and 6 students said ″Strongly Disagree″ (19.35%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning English used online platforms is not difficult.

- Question number 17: I believe that learning English through an online platform provided a better understood.

Results from the questionnaire for question number 17, show that 9 students said ″Strongly Agree″ (29.03%), 12 students said ″Agree″ (38.70%), 6 students said ″Neutral″ (19.35%), 3 students said ″Disagree″ (9.67%), and 1 student said ″Strongly Disagree″ (3.25%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning English using online platforms is could provide a better understood.

- Question number 18: I think it is difficult to learning English through an online platform.

Results from the questionnaire for question number 18, show that 3 students said ″Strongly Agree″ (9.67%), 5 students said ″Agree″ (16.15%), 8 students said ″Neutral″ (25.80%), 13 students said ″Disagree″ (41.93%), and 2 students said ″Strongly Disagree″ (6.45%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang found learning English using an online platform neither difficult nor easy / neutral.

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- Question number 19: I am more comfortable learning English through traditional methods rather than used an online platform.

Results from the questionnaire for question number 19, show that 5 students said ″Strongly Agree″ (16.15%), 6 students said ″Agree″ (19.32%), 11 students said ″Neutral″ (35.48%), 5 students said ″Disagree″ (16.15%), and 4 students said ″Strongly Disagree″ (12.90%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang believe they could learn comfortably, with or without used an online platform.

- Question number 20: I am more comfortable learning English using an online platform.

Results from the questionnaire for question number 20, show that 5 students said ″Strongly Agree″ (16.15%), 6 students said ″Agree″ (19.32%), 11 students said ″Neutral″ (35.48%), 5 students said ″Disagree″ (16.15%), and 4 students said

″Strongly Disagree″ (12.90%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang believe they could learn comfortably, with or without used an online platform.

- Question number 21: I usually found it harder to learn the subject matter on online platforms.

Results from the questionnaire for question number 21, show that 9 students said ″Strongly Agree″ (29.03%), 6 students said ″Agree″ (19.35%), 7 students said ″Neutral″ (22.60%), 6 students said ″Disagree″ (19.35%), and 3 students said ″Strongly Disagree″ (9.67%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that learning the subject matter on online platforms is difficult.

- Question number 22: I usually found it easier to learn the subject matter on online platforms

Results from the questionnaire for question number 22, show that 5 students

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said ″Strongly Agree″ (16.15%), 2 students said ″Agree″ (6.45%), 6 students said ″Neutral″ (19.35%), 10 students said ″Disagree″ (32.25%), and 8 students said ″Strongly Disagree″ (25.80%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang disagreed that used an online platform made it easier to learning the subject− matter.

- Question number 23: I think an online platform is easy to used.

Results from the questionnaire for question number 23, show that 19 students said ″Strongly Agree″ (61.30%), 6 students said ″Agree″ (19.35%), 4 students said ″Neutral″ (12.90%), 2 students said ″Disagree″ (6.45%), and 0 students said ″Strongly Disagree″ (0%). From the result of the questionnaire, we could conclude that most eighth − grade students at SMP Fitra Abdi Palembang agree that an online platform is easy to use.

Data from Interview

The researcher analysed the data by given three interview questions to eighth − grade students at SMP Fitra Abdi Palembang. For this study, the researcher selected only few participants to answers the interview questions.

No.	Informants	Answer of Interview Questions		
		What do you think about online platforms? Are they very helpful for learning English?	What are the advantages of using an online platform to learn English based on your opinion?	What are the disadvantages of using an online platform to learn English based on your opinion?
1.	CPWN	In my opinion, there are many online platforms that can be used for learning languages, especially English learning. I believe that many online platforms are very helpful for learning English.	Online platforms offers the flexibility to access them anytime and anywhere as long as there is an internet connection. So we can use an online platform all the time we want.	I think an online platforms come with the disadvantages that can be experienced if you have stable connection.
2.	E	I think online platform very useful for us to learning, especially English learning, and I often prefer to learn English using online platforms.	In my opinion, I believe that using an online to learn English is an efficient way to learn.	Sometimes, an online platform have restrictions, like region block or require specific software configurations that make access challenging.
3.	PA	I do not think that an online platform are helpful for learning English because it can definitely be tough when there are things you do not understand.	Honestly nothing, I never used an online platform in learning.	Some online platforms only can accessible when you have a premium subscription.
4.	VPT	In my opinion, there are not many online platforms can be used to learning English.	I guess maybe some online platforms are efficient.	In my opinion, you have to create a new account to use an online platform.
5.	M	Yeah, I think there are many online platforms we can used to learning.	Yes I think there are many advantages of online platforms, but one of the significant advantages of many online platforms is their accessibility without the need to create a user account.	Most of online platforms can only be accessed through the internet network.

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6.	RMO	I think there are just a few online platforms we can use to learn English.	I think one of the advantages of online platforms is easy to use.	In my opinion, many of them offer basic features for free but require a premium subscription to unlock additional features or content.
7.	MR	Yeah, I guess there are many online platforms we can use to learning English.	I think an online platform is easy to use and can be access without to create an account.	Most of online platforms require an internet connection to access their content and features because the information is stored and processed on remote servers.
8.	RDN	I think there are many online platforms that have emerged, but just a few of online platforms we can use to learn English.	In my opinion, one of the key advantages of using an online platform to learn English is its time – saving capability, and allowing learners to progress through materials at their own speed.	In my opinion, some online platforms especially certain tools or applications may require users to download and install them on your devices rather than accessing them directly through a web browser.

| 9. | BS | Yeah, I think there are a lot of online platforms for learning English, but I just know a few of them. | In my opinion, that is a lot of free platform online that we can use to learning English. | In my opinion, while there are numerous free online platforms available to use, also many online platforms offers premium subscriptions to access additional features or content. |
| 10. | NA | Yeah, maybe there are a lot of online platforms, but I think not all of them can be used for learning English. | I think online platforms offer several advantages such as user – friendly interfaces that make them accessible to a wide range of people. | Well in my opinion, one of disadvantages of online platforms is the reliance of electronic devices such as smartphone, tablet, laptop and computer to access an online platforms. |

Based on the data analysis of the research findings, the result from the questionnaires and interviews indicated an evaluation on online platforms in English language teaching at SMP Fitra Abdi Palembang. And it could be showed by the results of the questionnaires that indicated the students had a positive response with the total scores 3305, and it showed that eighth − grade students at SMP Fitra Abdi Palembang used an online platform to learning English depends on the situation, and used the DuoLingo app to learning English instead of used HelloTalk app and Beelinguapp.

4. CONCLUSION

Based on the results that the researcher has collected and analysed by the questionnaires, and interviews. The result of the questionnaires showed that the total scores 3305. Likely, they used an online platform as directed by their teachers but are equally comfortable with traditional teaching methods. And it showed that most of them used the DuoLingo app to learning English instead of used HelloTalk app and Beelinguapp.

And based on the problem of the research about students′ perception of online platforms, that showed most of the eighth − grade students at SMP Fitra Abdi Palembang agree that used an online platform to learning English is more efficient and could help them to improve their language learning skills.

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