THE IMPLEMENTATION OF E-LEARNING APPLICATIONS IN TEACHING READING DURING COVID-19 PANDEMIC IN IAIN SURAKARTA

Submitted as a Partial Fulfillment of the Requirements for

Getting Master Dergree Language in Education

by:

EKA MARETA SUHARYANTI

S400190010

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF GRADUATE SCHOOL

UNIVERSITAS MUHAMMADIYAH SURAKARTA

2022

APPROVAL

THE IMPLEMENTATION OF E-LEARNING IN TEACHING READING DURING NEW NORMAL OF COVID - 19 PANDEMIC IN IAIN SURAKARTA

PUBLICATION ARTICLE

by:

EKA MARETA SUHARYANTI
S400190010

Approved to be examined by consultant

Primary Supervisor

Koesoemo Ratih, Ph.D.

Co-Supervisor

Yeny Prastiwi, Ph.D.

ACCEPTANCE

THE IMPLEMENTATION OF E-LEARNING IN TEACHING
READING DURING NEW NORMAL OF COVID - 19 PANDEMIC
IN IAIN SURAKARTA

By

EKA MARETA SUHARYANTI
S400190010

Acceptance and Approved by Board Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on 16 July 2022

Team of Examiner

1. **Koesoemo Ratih, Ph.D.** ( )
   (Head of Examiner)
2. **Yeny Prastiwi, Ph.D.** ( )
   (Member I of Examiner)
3. **Agus Wijayanto, Ph.D.** ( )
   (Member II of Examiner)

The Dean of Graduate School,

M. Farid Wajdi, SE, MM., Ph.D.
NIDN. 605056501

ii

PRONOUNCEMENT

I testify that this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university nor there any opinions of master pieces which have been written or published by other, except those in which the writing is referred in the manuscript and mentioned in literary review and bibliography.

If it is proven that there are some untrue statements in this testimony, hence I will be fully responsible.

Surakarta, 27th July 2022

Researcher,

Eka Mareta Suharyanti

S400190010

THE IMPLEMENTATION OF E-LEARNING APPLICATIONS IN TEACHING READING DURING COVID 19 PANDEMIC IN IAIN SURAKARTA

Abstrak

Pandemi Covid-19 memberikan dampak pada program pendidikan khususnya pada jurusan Bahasa dan Sastra Inggris. Hal ini menuntut siswa untuk menyesuaikan diri dalam menggunakan aplikasi e-learning. Para dosen dan mahasiswa belum siap mengoperasikannya. Penelitian ini bertujuan untuk mengetahui penerapan aplikasi-aplikasi e-learning dan persepsi mahasiswa terhadap aplikasi-aplikasi e-learning yang digunakan oleh para dosen dalam mengajar mata kuliah membaca pada masa new normal pandemi Covid-19. Penelitian ini menggunakan metode kualitatif. Data diambil dari wawancara dan kuesioner. Hasil penelitian menunjukkan bahwa dosen tersebut menerapkan Whatsapp, Youtube dan Google classroom sebagai alat komunikasi, dan membagikan materi dalam bentuk pdf atau video. Persepsi siswa tentang kelebihan dari e-learning tersebut adalah siswa mendapat sikap positif dengan aplikasi aplikasi tersebut karena penerapan e-learning dapat mengurangi biaya transportasi mereka, dan aplikasi e-learning tersebut mudah di operasikan. Sedangkan persepsi siswa terhadap kerugian tentang penggunaan aplikasi e-learning tersebut antara lain kurangnya interaksi manusia dan masyarakat serta mahalnya biaya karena melakukan penyediaan kuota internet.

Kata Kunci*: Reading, E-learning, Whatsapp, Youtube, Google Classroom.

Abstract

Covid-19 pandemic gives an impact on the education program especially in the English and Letters department. It requires students to adjust e-learning using e-learning applications. The lecturers and students have not been ready to operate it. This study aimed to find out the implementation of e-learning applications and the students' perceptions of the e-learning applications used by the lecturers in teaching reading subjects during the new normal on Covid 19 pandemic. The present study used a qualitative method. The data were taken from interviews and questionnaires. The results showed that the lecturer implemented WhatsApp, YouTube and google classroom for communication, shared materials on pdf extensions or videos. The students' perceptions about the advantages were that they got a positive attitude with the e-learning applications because the implementation of e-learning could reduce their transportation costs, and easy to operate the e-learning applications. While The students' perceptions on disadvantages of e-learning applications include need Lack of human and community interaction and it is costly due do providing internet quota.

Keywords: Reading, E-learning, WhatsApp, YouTube, Google Classroom.

1. INTRODUCTION

The usage of E-learning in this era is very vital. Some e-learning applications can be utilized to teach English in this era. In the past, the teacher only used face-to-face learning and never used e-learning (Prasetia, 2020). McAleer (2020) Coronavirus disease 2019 (COVID-19), which originated in the People's Republic of China's Hubei Province, has spread around the world. On February 11, 2020, the World Health Organization (WHO) designated this disease

as COVID-19. In today's world, everything changes. The COVID-19 Pandemic has impacted many countries, including Indonesia. The government has advised everyone to stay at home to disrupt the coronavirus's transmission chain. COVID-19 has a wide range of effects in many parts of human existence, including economics, social issues, and education.

Implementing e-learning in teaching activities has become a phenomenon that cannot be ignored and should be adopted in this century. Earlier scholars have studied the implementation of e-learning. Layali & Shlowiy (2020) reported on the benefits of e-learning for ESL/EFL students in Saudi universities. Students were shown to have favorable opinions of mobile technologies that facilitated student-teacher interactions. A sluggish internet connection was cited as a stumbling block. In the COVID-19 Pandemic, Allo (2020) discovered that learners' perceptions of online learning suggest that it is beneficial. Cakrawati (2017) found that the benefits of teaching-learning with technology skills include employing online learning to lessen the environmental impact of paper use. Thamrin et al (2019) discovered that practically all students believe online learning teaching is beneficial.

Some previous studies discovered a gap on how university students implemented WhatsApp for personal and educational purposes and how they felt about the formal integration of WhatsApp into their education (Gasaymeh, 2017). Conducted a previous study that looked into how university students implemented. The contributors noticed that merging WhatsApp with education was helpful, fun, and simple. There was also an advantage to using WhatsApp as a learning tool. On the other hand, Sari Purba & Setyarini (2020) claimed that students found it challenging to focus on what they were reading, whether it was a subject matter or an outside topic. It might be stated that e-learning was not always beneficial in the classroom.

From the results of the previous studies mentioned above, the question arised how if e-learning was implemented in the Islamic university during the pandemic era. Thus, the implementation of e-learning was necessary to be an effective learning solution activity. This research intended that this study would contribute to a better understanding of how e-learning was used. Furthermore, teaching-learning activities could be done online in Indonesia, including one of Islamic Surakarta University. Thus, Lecturers and students could adopt to e-learning well.

Based on the reasons above, the researcher was interested in exploring the implementation of e-learning during the covid 19 pandemic. This study attempts to investigate the leading questions: 1) How is the implementation of e-learning applications in teaching reading subject during the new normal on Covid 19 pandemic? 2) What are the students'

perceptions of the e-learning applications used by the lecturers in teaching reading subject during the new normal on Covid 19 pandemic?

2. METHOD

This study adopted the descriptive qualitative method. The subject of this research were two lecturers and their students in the English and Letters Department. It is in the third semester in one of the Islamic state universities in Indonesia. The interview was given to two (2) lecturers and two students. The questionnaire was given to 114 students. The researcher used mobile phones and face to face interview respondents to obtain more detailed information. The researchers began by interviewing the lecturers about e-learning applications he used to teach Reading subject. The researchers then questioned the lecturer and students about the implementation of e-learning applications in teaching-learning activities. Finally, the researchers asked students how they felt about the implementation via questionnaire.

3. RESULT AND DISCUSSION

The findings are obtained through analyzing the data from questionnaires and interviews about the implementation of e-learning at English and Letters Department in Islamic State University of Surakarta during new normal of COVID-19 Pandemic. In this chapter, the researcher used the perspectives from two (2) lecturers, (2) two students trough interview and one hundred fourteen (114) students who used e-learning during the teaching-learning process trough questionnaire.

3.1 The implementation of e-learning applications

This sub-point discussed a research problem related to the implementation of e-learning in teaching reading. There are several points in this discussion, including the technique of implementation e-learning applications, the purpose of e-learning, and the obstacles faced by lecturers in the implementation of e-learning applications

3.1.1   The techniques of the implementation e-learning applications in reading subject

This study explored the techniques of implementation e-learning in reading subject. The following data are the explanation of the technique of implementation implemented by lecturers.

Based on the data analysis from the interview, the techniques include; *preparing the application, using WhatsApp to coordinate, sending an attendance list and video of reading material via YouTube, and the last is giving tasks via google forms*. Here is the explanation from the Lecturers' interview, Mr. D.

"The technique when I implemented the e-learning application are: the first I prepare WAG for opening and closing section in the classroom activity. When I have a class at 8.40 a.m., I will greet and share information with my students. I gave them about 15 minutes maximum for immediate attendance by name and NIM. We still use WAG. After that, I share a YouTube link that students can open. I asked the students to open the reading material in the YouTube link. I record material according to the lesson or material that needs to be delivered. Then they can see it individually. The last WhatsApp groups are also used to share google forms for students to work on when there is an evaluation in lecture activities."

Differently, Mr. V had a different technique in implementing the application with Mr. D. It was because of the different application of e-learning implemented in teaching reading subjects. Both lecturers had different applications and techniques that could deliver the reading material. They tried to create a solution to the condition of pandemic. They chose the application which needed a cheap quota. Furthermore, the students can join the class without considering the internet quota. So, all the students got knowledge like before the Pandemic. However, based on the interview with Mr. V, the technique used by Mr. V include; preparing the reading material in the form of video and pdf. He uploaded the material to the google classroom; he coordinated with the students via WhatsApp, and the lecturer shared the code to join the google classroom. For the assignment, there are two techniques, the first is a quiz via a google form, and the second is assignment submission in the application of google classroom. Mr. v explains the techniques in the data below:

" I used Google classroom for learning tools. So that there is technical use after students join Google classroom, all the material for assignment collection quiz questions is in one place. It includes describing or guiding students in preparing to work on the assignment or project, and I recorded my screen computer. Then, from the computer screen recording, I attached the link to the post on Google classroom. Apart from that, I also sent materials in PDF or PowerPoint.

Furthermore, for dominant, I usually use PDF. Then in Google classroom, I also use it to enter questions, especially for assignments. Students answer questions in Google classroom. There is a question feature, which students use to answer questions directly from the Google classroom. I also use Google classroom to attach quizzes. I use Google Forms. I have attached the Google form that has been designed for the quiz in the Google classroom posting. Then I also use Google Classroom for assignment submissions. Submission tasks, especially those requiring collecting files such as word or image files. So, everything includes one door in Google classroom."

3.1.2   The aims of the implementation e-learning in reading subject

Second, this study also explored the aims of the implementation e-learning in the reading subject. The aims of implementing e-learning include*: understandable, low cost, and simple.* Based on the data analysis from the interview, lecturers were asked about their intention in conducting teaching reading by using e-learning applications. In this regard, both lectures adapted the learning application with consideration. The use of e-learning applications also considers students' preferences so they do not have any objections.

"I prefer YouTube over online classes such as zoom, meet, hangout, or other applications. Because I am considering that using YouTube is when students have problems with their quota or their signal, they will be able to play it again later when they have better facilities or quality. When they don't understand, they can still play the material many times until they understand the lesson. Even, by comparison, zoom or google meet is good because it can be face to face. But from the quality of the material, students may not be clear." Mr. D

The researcher asked the lecturer about the purpose of implementing the e-learning applications. Mr. V informed that he looked for the applications which are understandable, low cost for the internet quota, and simple. An application can be used to share material, questions, answers, and also submission of assignments.

"The Google classroom is like a container in which both the delivery material, student response, assignments submission and video link can be in one application. It is easily accessible. So, students also did feel a burden with Google Classroom because the internet quota used is not wasteful compared to other applications. Besides that, it is also affordable to use. It is also easily understood by students." Mr. V

3.1.3   The problems of the implementation e-learning in reading subject

Based on the data analysis from the interview, it was found that all of the lecturers mentioned similar points about the obstacles that they found. Both the lecturers asserted that they found the problem. It is external problem. The external problem is that some of the *students didn't have an internet quota, and one of the places the student got off electricity.*

"I find the problems, external problems, for example, the students do not have quotas and signals." Mr. D.

Mr. V had a problem with the less communication between lecturer and students. Some students also forgot to click finish when they submitted the assignment. It can be called a technical problem with the use of Google classroom.

"Regarding the use of the e-learning application, especially Google classroom, I found the problem. After the student submits the assignment, there is a mark button or mark done. So

that was what sometimes they forget to click. So, it was recorded in the system as if they had not collected it yet. Even though they had submitted the assignment, they had not clicked the button yet." Mr. V

3.2 The Students' Perceptions of the E-Learning in Teaching Reading Subject

This study explored the student's perception based on comfortable, reasons of like and dislike, and advantages and disadvantages of e-learning applications in learning a subject. The answers are categorized into advantages and disadvantages of using WhatsApp and YouTube and advantages and disadvantages of using WhatsApp and google classroom.

3.2.1   Advantages of the use of e-learning applications (WhatsApp and YouTube)

The researcher gathered the data analysis from questionnaires about the advantages of e-learning applications applied by the lecturers. This study found several advantages of e-learning, including *easy of accessing additional material, learning flexibility and comfort, self-directed learning, Saving on transportation costs, self-confidence emerged in learning, more effective compared to face-to-face learning, enhanced interaction and participation, and democratic learning*.

The diagram below showed that most of the students got a positive attitude toward the e-learning applied by the lecturer.
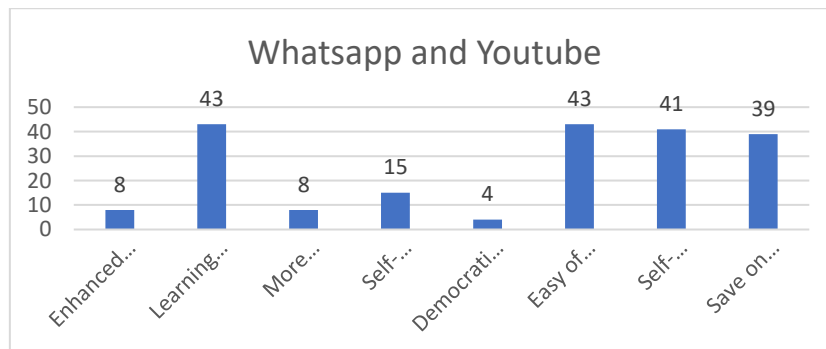

Figure 1. the students' perceptions about the advantages of WhatsApp and YouTube

Figure 1 shows that most students agree that the advantages of WhatsApp and YouTube are Learning flexibility and comfort forty-three (43) students followed easy of accessing additional material forty-three (43) students, self-directed learning forty-one (41) students, and saving on transportation costs thirty-nine (39) students.

However, the students said that the advantages of e-learning are: helpful, and helped enhance interaction and participation between students, saved their cost of transportation.

The following are the supporting data:

One of the students shared that e-learning had a positive impact on the students. "According to me e-learning especially WhatsApp, is really good for other friends and me to have a conversation. Beside that, my friend and I can connect every meeting with my lecturer." (Student 1)

One other student also give a perspective about YouTube. "I think YouTube is easy e-learning. I can watch it at home and save my pocket money." (Student 2)

It can be seen Students in appendix F2 above said that the online teaching process saved their transportation costs because they did not need to go anywhere when she was studying at home. It also supports the data of the questioner. The diagram can be seen in the diagram above.

3.2.2   Disadvantages of the use of e-learning applications (WhatsApp and YouTube)

Based on the data analysis gathered from questionnaires about disadvantages of the e-learning application implemented by the lecturer in teaching reading subject, there are several disadvantages include: e-learning applied by the lecture needs a lot of internet quota fifty-five (54) students, using e-learning is Lack of human interaction and community fourty-seven (47)students, difficult to get a good signal of the internet fourty-five (45) students, inability to think and being online at the same time thirty-eight (38)students, difficult to understand the learning objective thirty-two (32) students, technical difficulties eighteen (18) students, and overload information two (2) students. From the diagram below, it can be seen that the lecturer's most significant disadvantage was that the e-learning application needed a lot of internet quota.
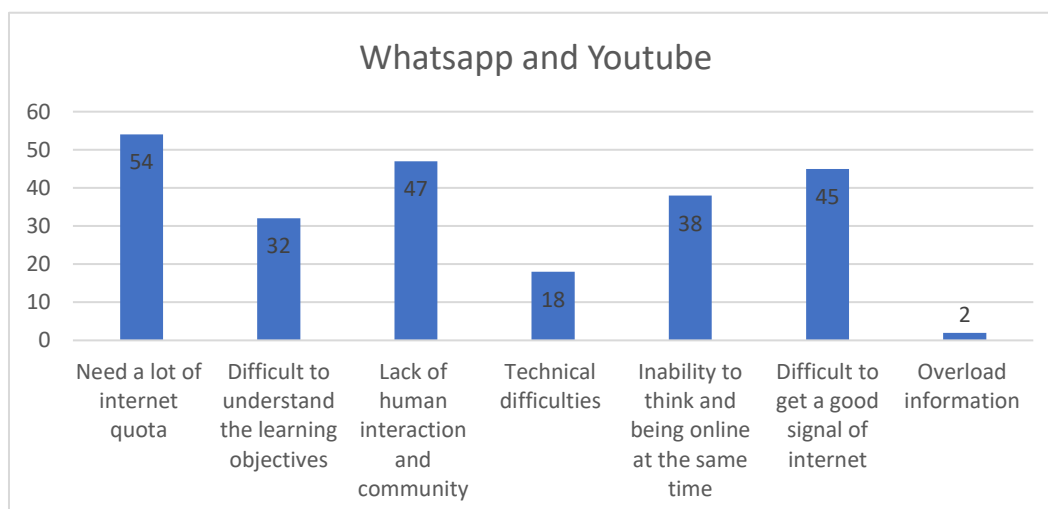

Figure 2. the students' perceptions about the Disadvantages WhatsApp and YouTube

Figure 2, it can be seen that the students mostly agree the *disadvantages of WhatsApp and YouTube are need a lot of internet quota (fifty-four (54) students), then followed by difficulty*

in getting a good signal of internet (fourty-seven (47) students) and (fourty- five (45) students agree that the use of WhatsApp and YouTube difficult to get a good signal of Internet.

The following is the supporting data:

The students were asked about the disadvantages of WhatsApp and YouTube. The Student A said that "I opened YouTube to watch my lecturer videos then it took a lot of internet quota. Because I watched the video many times." (Student 1)

 The researcher concludes that besides the advantages of using YouTube, students said that the e-learning applications, especially YouTube, needed a lot of internet quota. The other students felt that she had never met her friends. Thus, there is no face-to-face communication. It can be categorized that the negative impact of E-learning is the lack of human interaction and community.

3.2.3   Advantages of the use of e-learning applications (WhatsApp and Google Classroom)

The second point, this study explored the students' perception toward the advantages of the use WhatsApp and google classroom, which was applied by Mr. V. This study found several advantages of the use WhatsApp and google classroom during online learning, and there are including; Save on transportation costs thirty seven (37) students, self-directed learning thirty five (35) students, learning flexibility and comfort thirty two (32),students, easy of accessing additional material twenty nine (29) students, saving internet quota seventeen students (17) students, Self-confidence emerged in learning fourteen (14) students, Enhanced interaction and participation nine (9) students, and more effective compared to face-to-face learning eight (8), and democratic learning six (6) students. The following figure presents the data.
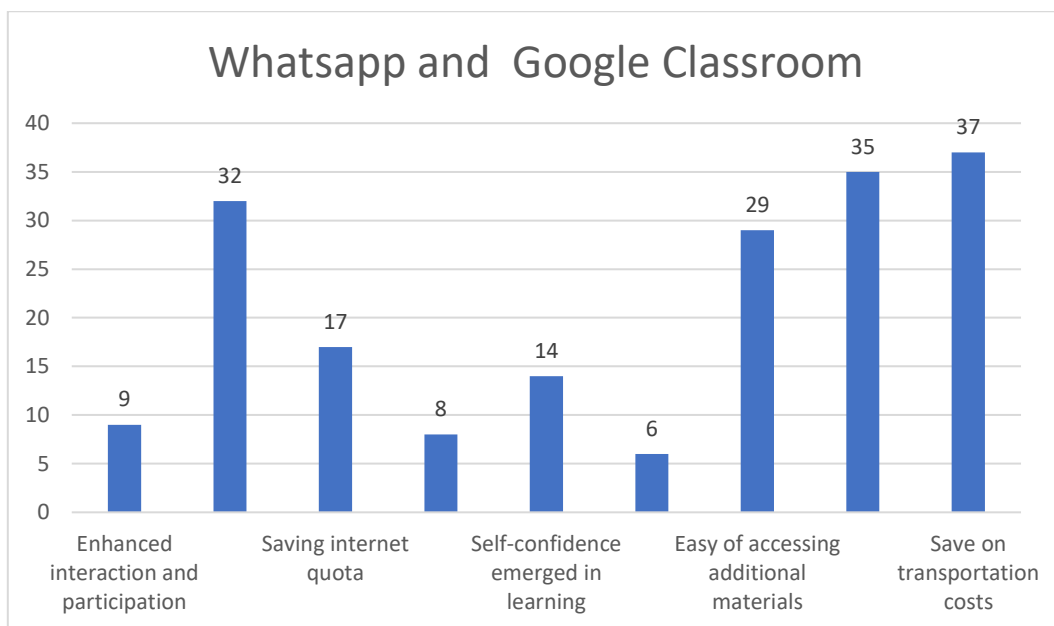

Figure 3. the students' perceptions about the Advantages WhatsApp and Google Classroom

The diagram result of questioner showed that most of the students got the advantages with the implementation of WhatsApp and google classroom. From the figure, it can be seen that mostly students agree the advantages of WhatsApp and google classroom are: saved on transportation cost are thirty-three (37) students), then followed by Self-directed learning are thirty-five (35) students, and learning flexibility are thirty-two (32) students.

3.2.4 Disadvantages of the use of e-learning applications (WhatsApp and Google Classroom)

Beside exploring the advantages of the use WhatsApp and google classroom, this study also analyzes the disadvantages of using WhatsApp and google classroom during online learning in learning reading subjects. The disadvantaged are as follows: Lack of human interaction and community are thirty-nine (39) students, difficulty getting a good signal on the internet are thirty-six (36) students, innability to think and be online at the same time are thirty-two (32)students, need a lot of internet quota are twenty-nine (29) students, technical difficulties are seventeen (17) students, and Difficult in understanding the learning objective are twenty-eight (28) students, and overload information are twenty-four (24) students. The following figure presents the result of the questionnaire related to the disadvantages of the use of WhatsApp and google classroom.
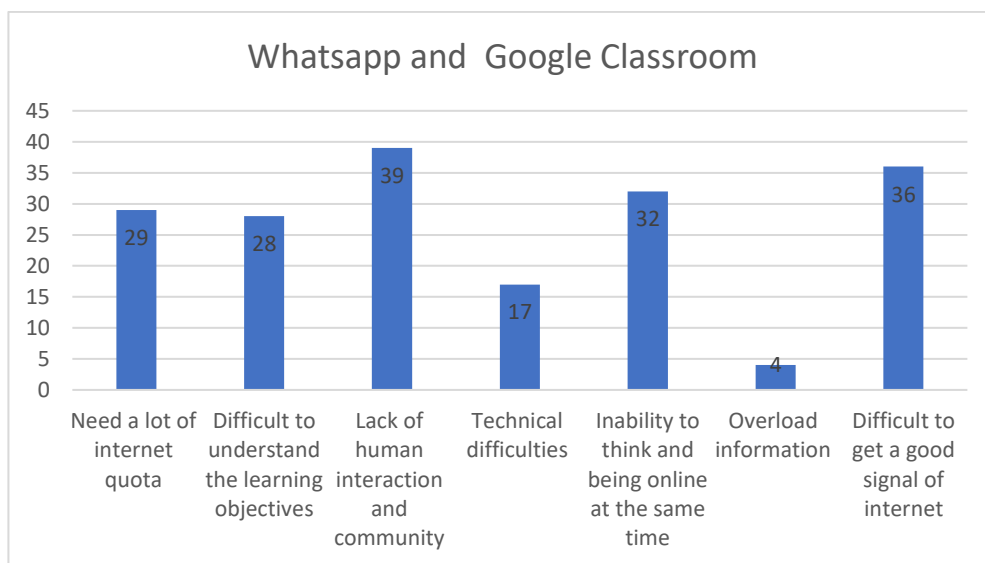

Figure 4. the students' perceptions about the disadvantages WhatsApp and Google Classroom

There are (thirty-nine) (39) students who agree that the disadvantages of WhatsApp and google classroom, they are *including Lack of human interaction and community, The lowest is overload of information (four (4) students).* From the diagram above means that most of the student's opinions about the advantages of Whatsapp and google classroom are Lack of human interaction and community and the lowest in the overload of information.

Based on the result above, the researcher concludes that the technique WhatsApp is for coordination, while YouTube and google classroom are for sharing learning material especially reading subject. The purpose of choosing those e-learning applications was because they did not need much internet quota. So, the students can reduce the costs.

The student's perception about WhatsApp and YouTube most of the students have opinion that the advantages of e-learning are easy of accessing additional material and learning flexibility and comfort. It means that the students have good attitude toward the e-learning applications. The students enjoy the e-learning applied by the lecturer. The students can follow the class well. In the other hand, most of the students got the advantages with the implementation of WhatsApp and google classroom. Save on transportation costs is being the highest comment from the students. The students can explore the material of reading subject by using online learning. The students can open access to the material by searching on Google. It means that most of the students got a positive attitude. Google classroom perceived usefulness for the students. The students talked about the disadvantages of applying e-learning. Most of the students say that WhatsApp and YouTube applications lack human interaction and community. Thus, the lecture should build on how to make the interaction grow even in the e-learning activity.

4. CLOSING

Two lecturers were discovered to have used different e-learning programs. Mr. D used WhatsApp and YouTube, while Mr. V used Google classroom and WhatsApp. WhatsApp is used for coordination, while YouTube and Google classroom are used to share instructional materials, particularly in the area of reading. Both lectures used Google Forms to administer the exam to the students. Those e-learning applications were selected because they did not require much internet quota. As a result, students can save money. The student's perception about WhatsApp and YouTube, most of student's have opinion that the advantages of e learning are easy of accessing additional material and Learning flexibility and comfort. It means that the students have good attitude with the e learning applications. The students enjoy the e-learning applied by the lecturer. The students can follow the class well. In the other hand, most of the students got the advantages with the implementation of WhatsApp and google classroom. Save on transportation cost is being the highest comment from the students. The students can explore the material of reading subject by using online learning. The students can open access to the material by searching on Google. It means that most of the students got a positive attitude. Google classroom perceived usefulness for the students. The student's perception about the disadvantages of applying e-learning, WhatsApp and YouTube Lack of human interaction and

community. Thus, the lecture should build on how to make the interaction grow even in the e-learning activity. Most of the students had positive mood with the e-learning applied by the lecturer. Most of the students have reason to like WhatsApp, YouTube because the technicality of using the application is easy. The use of WhatsApp is very easy. The finding showed that the advantages of e-learning applications, The interesting one is that students give other opinions that the e-learning forced the students to understand more about digital literation in deep, especially about Google classroom. By applying the e-learning, the lecturer and the students can continue the learning process of studying English language everywhere, anytime, and choosing the low-budget internet quota. It is in the line with TPACK framework Mishra & Koehler (2006), Teachers should possess true understanding and sophisticated skills concerning effective teaching. In the constructive TPACK framework, teachers could learn to use proper technology to aid students in problem-solving, explain complex theories easily, and acquire proper teaching knowledge

4.1 Suggestion

This study has some suggestions related to the implementation of e-leaning in reading teaching-learning activity in higher education. The suggestions are categorized into two, including for academics and for further researchers: For academics, with some findings on the implementation of e-learning in this study, it is hoped that this study will become a suggestion for lecturers and academics to use e-learning applications, including WhatsApp, Google classroom, and YouTube for the teaching and learning process of reading. For Further Researcher: It is expected to be able to study the application of e-learning in different applications, different subject subjects, and different research subjects.

REFERENCES

Allo, M. D. G. (2020). Is the online learning good in the midst of Covid-19 Pandemic ? The case of EFL learners. *Jurnal Sinestesia*, *10*(1), 1–10.

Cakrawati, L. M. (2017). Students' Perceptions on the Use of Online Learning Platforms in Efl Classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal*, *1*(1), 22–30.

Gasaymeh, A.-M. (2017). University Students' use of Whatsapp and their Perceptions Regarding its Possible Integration into their Education. *Global Journal of Computer Science and Technology*, *17*(1), 1–11.

Layali, K., & Shlowiy, A. Al. (2020). Students ' Perceptions of e-Learning for ESL / EFL in Saudi Universities and their Implications during Coronavirus Pandemic : A Review of Literature. *International Journal of English Language and Translation Studies*, *8*(1).

McAleer, M. (2020). Prevention Is Better Than the Cure: Risk Management of COVID-19. *Journal of Risk and Financial Management*, *13*(3), 46. https://doi.org/10.3390/jrfm13030046

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge : A

Framework for Teacher Knowledge. *Teachers College Record*, *108*(6), 1017–1054.

Prasetia, A. (2020). "Jokowi: Kuliah Daring Dulu Lamban Dijalankan, Sekarang Telah Jadi New Normal," detik.com, 2020. [Online]l. Retrieved July 4, 2020, from https://news.detik.com/berita/d-5079635/jokowi-kuliah-daring-dulu-lamban-dijalankan-sekarang-telah-jadi-new-normal?_ga=2.231931417.727509942.1593834203-1330201502.1593834203

Sari Purba, M., & Setyarini, S. (2020). Mobile learning through whatsapp: EFL students' perceptions. *ACM International Conference Proceeding Series*, (Oktober), 27–32. https://doi.org/10.1145/3436756.3437016

Thamrin, N. S., Suriaman, A., & Maghfirah, M. (2019). Students' Perception on the Implementation of Moodle Web-Based in Learning Grammar. *IJOLTL: Indonesian Journal of Language Teaching and Linguistics*, *4*(1), 1–10. https://doi.org/10.30957/ijoltl.v4i1.552