UTILIZING E-LEARNING FOR BLENDED TEACHING WRITING SKILL AT SMK MUHAMMADIYAH 4 SURAKARTA IN THE ACADEMIC YEAR 2021/2022

THESIS

Submitted as A Partial Requirements
for the Undergraduate Degree

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Assalamu'alaikumWr.Wb.

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Thank you for the attention

Wassalamu'alaikumWr.Wb.

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DEDICATION

The thesis is dedicated to:

1. My beloved parents (Budi Santoso and Sri Mulyani)

2. My beloved brother (Armi Putra Pambudiyani)

3. My Almamater Raden Mas Said State Islamic University of Surakarta

MOTTOS

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

Indeed, after hardship, there is ease.

(Q.S. Al- Insyirah: 6)

"Once you stop learning, you start dying"

(Albert Einstein)

"It is better to work hard and feel the harshness of the world at a young age, than

to struggle and regret it in old age."

(The Researcher)

PRONOUNCEMENT

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I hereby sincerely state the thesis titled **"Utilizing E-Learning for Blended Teaching Writing Skill at SMK Muhammadiyah 4 Surakarta in The Academic Year 2021/2022"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refferedd in the bibliography.

If late proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, September, 20, 2022

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The researcher realizes that this thesis is still far from the perfection. The researcher hopes that this thesis could be useful and helpful for the future

researcher and the reader. Critics, suggestions, and corrections are welcome in order to make a better result in the thesis.

Surakarta, September, 20, 2022

The Researcher

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ABSTRACT

Army Putri Budiyani. 2022. *UTILIZING E-LEARNING FOR BLENDED TEACHING WRITING SKILL AT SMK MUHAMMADIYAH 4 SURAKARTA IN THE ACADEMIC YEAR 2021/2022.* Thesis. English Education Department, Faculty of Cultures and Languages.

The aim of this research are 1) to describ the implementation of utilizing E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta. and 2) to know the extent of E-Learning helped the teacher in blended teaching writing skill at SMK Muhammadiyah 4 Surakarta.

In this study, the researcher used a descriptive qualitative method. The researcher got information for this research from previous theses, journals, and applications. Data collection techniques were observation, interviews, and documentation through E-learning used by teachers and students. Data analysis techniques were data condensation or data reduction, data display, and draw and verify conclusions. For the validity of the data, the researcher used triangulation method.

The data in this study came from three meetings of the blended teaching writing skill processes in two pharmacy classes, namely tenth-grade pharmacy 1 and 2, with one English teacher. The analysis results showed that during the process of blended learning especially in writing skill, the teacher utilized E-learning platforms such as Microsoft Teams, Youtube, Quizizz, Wordwall, Padlet, Instagram, Book Creator, and Google Form. Each E-learning have different functions, such as Microsoft Teams as classroom management, Youtube as a media for delivering material and providing insight to students, Quizizz, Wordwall, and Google Form as a media for checking student understanding and as a media for practice questions. There was a book creator as an online module, then Padlet as media reflection, and Instagram as a media for uploading assignments. During the process of blended learning especially in writing skill, the teacher applied four stages of the writing process which consists of planning, drafting, editing, and the final version. The four stages were carried out into three meetings. The utilization of E-learning gave several benefits, such as helping students understand the material, increasing student activity to ask questions, overcoming students boredom in learning by using several educational games, and increasing student scores so that the use of E-learning helps teacher in the blended learning process in writing skill at SMK Muhammadiyah 4 Surakarta.

Keywoards: Utilizing *E- learning, Blended learning, Teaching Writing Skill.*

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CHAPTER I

INTRODUCTION

This chapter contains an introduction to the research, which describes how and why the author chose this topic. The basic details of the research are described as follows: Background of Study, Identification of Problem, Limitation of Study, Problem of Study, Objective of Study, Significance of Study, and Operational Definitions of Key Terms.

A. Background of Study

One communication that can be used to convey important information or news if someone cannot meet in person is through writing activities. In learning English there are four language skills that should be ruled when someone is learning a language. According to Masduqi (2016) language skills are divided into two types: receptive skills consisting of reading and listening, and productive skills consisting of speaking and writing (p.508-509). Writing is the most difficult among these skills, according to Togatorop (2015) says that writing is the most difficult of the four language skills (listening speaking, writing and reading) (p.247). His statement is supported by Brown (2001) that writing is a very complex activity because of its complex components such as idea development, syntax, grammar, organization, vocabulary, content, communication skills, and the use of punctuation.

Writing is one of the basic skills that students must be ruled. According to Purwaningsih & Ruhama (2018) writing is a complex skill that requires students to explore their ideas or thoughts into words and apply strategies in expressing

their ideas to make their thoughts visible (p.176). The act of writing requires the writer to formulate ideas, choose vocabulary, check grammatical correctness, spell words correctly, put punctuation marks, and write clearly. Meanwhile, Brown (2001) states that "writing is a thought process". A writer produces a final product based on his thoughts after going through a thought process. According to Tarigan (1994) writing is an activity to produce or draw graphic symbols that represent a language that someone understands, so that other people can read the graphic symbols presented. People will realize the graphic symbols shown if they know the language and the graphics themselves.

Recently the world has been shocked by the emergence of a new virus called (SARS-CoV-2) or what is usually called *Covid-19*. According to World Health Organization support by Duarte (2021) stated that there are several variants of the virus, namely Alpha, Betha, and Delta. Then on November 24, 2021 a scientist in South Africa discovered a new variant of the *Covid-19* virus named Omicron and the virus then spread to Indonesia on December 16, 2021. The impact of *Covid-19* virus causing various obstacles in various fields of life, one of which is the field of education in Indonesia.

Starting on March 11, 2020, the government took a policy to implement online learning starting from the initial education level to collage. This is a challenge for teachers to continue to optimize teaching and learning activities that should not be done face to face. As per the regulations issued by The Minister Education and Culture Nadiem Anwar Makarim, a policy to address problems due to the current *Covid-19* pandemic by issuing Circular Letter

Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus *(Covid-19)*. Thus the learning process continues, but with a learning system from home or through an online learning process and taking advantage of increasingly technological developments. According to Rihani (2020) distance learning or online is a learning that can be done by communication and interaction between students and teachers using various facilities such as the internet, mobile phones, webcams and others. While according to Naserly (2020) the online learning system is one way out for learning today, such as the use of electronic media like mobile phones and computer or laptop links to the internet, as well as applications such as zoom and Google meet to social media applications such as WhatsApp, Telegram, or Instagram (p.155-165).

Therefore the development of information technology, we can get the advantages to creat a new innovations in the learning process. The strategy that can answer the educational problems that arise today is by utilizing the technology. One of them is the use of E-learning media. According to Baran (2012) media is one channel that can make audiences get information. It's meant that learning media is something (can be in the form of tools, materials, or circumstances) used as an intermediary for communication in learning activities (Miftah. M, 2013, p.98). While the meaning of E-learning according to Naidu (2006) E-learning is the use of technology, information, and communication networks that are intentionally intended for teaching and learning purposes (p.100). While according to (Arkorful & Abaidoo, 2014, p.398) E-learning

refers to the use of information and communication technology to enable access to online learning/teaching resources. So with technology, it can connect distance learning activities, and the role of E-learning media in the field of education is very important.

Over time, the *Covid-19* pandemic has subsided, giving rise to new regulations regarding face-to-face learning activities. Quoted from Kemendikbud (2022) the beginning of 2022, the Minister of Education, Research and Technology issued a circular letter Number 2 of 2022 concerning guidelines for implementing learning during the *Covid-19* pandemic by establishing a limited learning, which is carried out with a number of students 50% of the capacity of classrooms in academic units located in Restrictions on Community Activities (PPKM) level 2. As the learning process activities are also implemented in SMK Muhammadiyah 4 Surakarta with supporting media in the learning process using E-learning, this activity is also known as Blended Learning. According to Garrison & Vaughan (2008) Blended learning is a mixed learning model that applies face to face and online learning, so that the strengths of each model are combined into a unique learning experience according to the context and intended educational goals. In this era, blended learning is a model that supports students in the learning process. Same as Thorne (2003) opinion that blended learning as learning a combination of multimedia technology in the form ov video streaming, virtual classes, or online text animation with traditional face to face learning in the classroom.

There are several studies related to this research. The previous study was conducted by Lastika Ary Prihandoko in (2022) entitled "Schoology-based Blended Learning in Academic Writing Class during the Covid-19 Pandemic". The second was from Nurul Puspita and Umar Alfaruq A Hasyim in (2019) entitled "Implementing Blended Learning to Promote Sustainable Teaching and Learning Process in Writing Class". The third was from Ade Christanty Yudha Bestari, Dinar Faiza, and Meilina Haris Mayekti in (2021) entitled "Instagram Caption as Online Learning Media on The Subject of Extended Writing During Pandemic of *Covid-19*". and the last previous study was from Linda Pradita, Fariha Nur Maulida, and others in (2021) entitled "The Use of Digital Platform in Learning and Giving Feedback Online in English Essay Writing Course". Those previous studies have the same topic of discussion as this research, namely the use of blended learning approach in teaching writing skill by utilizing E-learning as a media to improve their learning skills using technology. In addition, previous studies have the same research design as this study, namely using qualitative research. However, apart from having similarities, this study also has differences regarding the focus of the research studied. This study describes the use of E-learning applications (Microsoft Teams, Youtube, Quizizz, Wordwall, and Padlet) used by teachers during the learning process to improve students' understanding and minimize errors in writing during learning at SMK Muhammadiyah 4 Surakarta.

Based on Pre-research, learning activities using E-learning media with blended learning method also applied by English teacher at SMK

Muhammadiyah 4 Surakarta. The learning process is carried out face-to-face with the delivery of material and practice questions through E-learning media. The researcher conducted interviews with English teachers on November 18, 2021. SMK Muhammadiyah 4 Surakarta consists of grades 1, 2, and 3, which have several vocational fields, including the Department of Pharmacy, Department of Industrial Chemistry, and Department of Beauty. In the learning process, the school uses the 2013 curriculum by Permendikbud Number 81A of 2013 concerning curriculum implementation, with the activities consisting of opening, main, and closing. The researcher used Tenth grade students majoring in Pharmacy, based on a recommendation from the English teacher because this class was the most active class during the learning process. The class consisted of 22 students, which is divided into two class namely F 1 and F 2. At SMK Muhammadiyah 4 Surakarta, there is only one English teacher.

Some of the E-learning used in the learning process are: Microsoft Office 365 (Microsoft Teams), Youtube, Quizizz, Wordwall, and Padlet to support the learning process and improve students' English skills. In addition teacher also use WhatsApp aplication only to permit students if they cannot follow the learning process, so they are not used optimally. The selection of E-learning applications is also tailored to the needs of students and to support the learning process to be more effective and efficient. Based on the initial research that has been done, some students find it difficult to understand writing skill during the learning process. Difficulties that students will pass can be seen in student assessments and interviews with the teacher. The teacher says that students have

difficulty measuring grammar, punctuation, and lack of vocabulary that students have. Some examples of student writing that show that students still have difficulty in composing sentences are as follows:

"the mice is eating the cheese"

"I will attend the class in may 7th"

"I had watched television when the gues came"

Therefore, teachers try to innovate by utilizing E-learning in the learning process through Microsoft Teams and several other supporting applications such as Microsoft Teams, Youtube, Quizizz, Wordwall, and Padlet. Thus the learning process can take place as usual in the classroom, using supporting media in the form of these applications.

The first step usually taken in the learning process is that the teacher makes a learning video that is then uploaded on Youtube and uploads a Youtube video link explaining the material in Microsoft Teams one day before class starts. This activity aims to make students can understand in advance the material that was delivering during the learning schedule, so that it can make learning time more efficient. After students can learn the learning material, the teacher assess the level of students' understanding of the material that has been delivered using several applications that have been selected by the teacher, for example through Quizizz or Wordwall. The teacher asked some questions or maybe ask students to do a project through an application that the teacher has chosen according to the topic that has been discussed. Quizizz and Wordwall are platforms that allow students and teachers to get involved in conducting interactive lessons

and quizzes. In working on the project, the teacher asked students to use the Padlet application to hone students' creativity and abilities. For the use of video conferences, it wasn't used fully utilized because some limitations experienced. However, the use of some of these online learning media can change or even be replaceable by other applications according to the needs of students in the learning process.

Based on the explanation of the phenomenon above, the researcher is interested in observing how the utilizing of E-learning chosen by English teacher in writing skill with the blended learning model. Therefore, the researcher became curious and try to investigate this with a research entitled **"UTILIZING E-LEARNING FOR BLENDED TEACHING WRITING SKILL AT SMK MUHAMMADIYAH 4 SURAKARTA IN THE ACADEMIC YEAR 2021/2022".**

B. **Identification of the Problems**

1. Since the *Covid-19* pandemic in Indonesia, the learning system that was originally face to face has changed to using E-learning. So that the use E-learning as a learning media is used at various levels of education, from primary education to higher education.

2. The lack of interaction between students and teacher during the learning process that makes the students do not understand the learning material.

3. Students still have difficulty in grammatical structure, the use of prepositions, and the lack of vocabulary they have.

4. Implementation of Blended Learning at SMK Muhammadiyah 4 Surakarta.

C. Limitation of the Problems

The implementation of blended learning model at some schools makes teachers think about the strategies needed to support the learning process. One of the strategies is using E-learning media. Some schools use Google Classroom, Moodle, Edmodo, Schoology, and others as E-learning to support the learning process. However, the research conducted at SMK Muhammadiyah 4 Surakarta in the Academic Year 2021/2022 only focused on the utilizing of E-learning in blended learning such as of Microsoft Office 365 (MicrosoftTeams), Youtube, Quizizz, Wordwall, and Padlet in the process of teaching writing skill for platform online learning and face-toface interaction for offline learning. The subjects in this research were the English teacher, and students in tenth-grade Pharmacy 1/F1 and Pharmacy 2/F2. In the writing process, there are several stages proposed by various experts. However, in this research, the researcher used the writing process theory from Jeremy Harmer 2004 because this theory is more complete and suitable to the observations.

D. Formulation of the Problems

1. How is the utilizing of E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022?

2. To what extent does E-learning help teacher in the process of teaching writing skill with blended learning model at SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022?

E. Objectives of the Study

The study objectives are listed below:

1. To find out how is the utilizing of E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta.

2. To find out the extent of E-Learning helped the teacher in blended teaching writing skill at SMK Muhammadiyah 4 Surakarta.

F. Benefits of the Study

1. Theoretical Benefit:

   In this study, the researcher will provide some information regarding E-Learning used by teachers when teaching writing process with blended learning model. In the future, this research can be used as a foothold and additional information for other researchers, especially in the field of education.

2. Practical Benefit:

   a. For English Teachers:

   This research is expected to provide ideas, benefits, and views to teachers in implementing blended learning model using E-Learning media, thus making the learning process more effective and efficient without having to study in class. and can be used as a reference as a method of improving learning.

   b. For Students:

   By using E-learning media and appropriate learning strategies, researchers hope that students will feel happy and not bored when the

learning process occurs. E-learning can be used as a media to overcome students' difficulties in learning English.

G. Definition of Key Terms

By knowing the key terms, it makes this research is easier to be understood by other researchers and readers. Many key terms are related to this research such as:

1. E-Learning

E-learning in question is directed at the use of information and communication technology that makes it possible to access online learning or teaching conducted by students during the Covid-19 pandemic. E-Learning comes from two words, namely "E" which means electronic, and "Learning" which means learning from these two words. According to Abbad et al. (2009) E-learning refers to the use of information and communication technology to strengthen access to online learning or teaching resources (p.1-25).

2. Blended Learning

Blended learning is a mixed method between face-to-face and online learning methods. The purpose of applying this method is to get the best learning by combining the various advantages of each component. According to Osguthorpe & Graham (2013), Blended learning is a combination of face to face with long distance delivery. There was a time when blended learning was done directly, either face to face in class or using

Multimedia. Thus teachers and students can interact directly to minimize distance constraints with the help of multimedia due to the development of technology and information.

3. Teaching Writing Skill

In teaching writing, we should guide the student on writing and help them learn to write effectively. Brown (2001) states that teaching is showing or helping someone learn how to do something by providing knowledge, causing them to know or understand. Meanwhile, writing is defined as composing processes, text type or genres, functions or structures, topical themes, and personal expression. It can be concluded that teaching writing is not only the school's job alone. Writing is an essential tool for learning a discipline, and helping students improve their writing skill is the responsibility of all students and teachers.

CHAPTER II

LITERATURE REVIEW

This chapter presents a theoretical framework on the literature related to topics related to E-learning, Blended learning model, and teaching writing skill. This chapter also consist of the previous studies' reviews.

A. Theoritical Review

1. E-learning

a. Definition of E-learning

With the development of science and technology that is increasingly advanced, the internet is one of the most important parts of today's life. Through the internet, a person is able to obtain the information needed. As in the case that is currently being discussed, about the benefits of the internet for the world of education, through the internet teachers and students are able to obtain information and also access various learning materials. According to Hartshorne & Ajjan (2009) the internet has become one of the important ways to provide resources for research and learning for teachers and students to obtain the necessary information (p.184-194). Thus, the education sector can use the E-learning system to support the effectiveness and flexibility of existing learning. The use of E-learning of course also involves the use of the internet and other important technologies to access learning materials, so that learning

materials can be accessed anytime and anywhere along with the internet network.

According to Pushpanathan (2017) said that E-learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Many other terms are also used to describe this mode of teaching and learning, they include online learning, Virtual learning, Distributed learning, Network, and web-based learning. Thus E-learning will include learning processes that are identical to technology-based learning. E-learning is electronic learning, which according to Gilbert & Jones (2001) in Surjono (2009) said that E-learning is used as a media in delivering learning material that is carried out through electronic media such as the Internet, intranet/extranet, satellite broadcast, audio/ videotape, interactive TV, CD-ROM, and computer-based training (CBT) (p.9). The media in question is a tool that functions as a means to communicate and as a source of information between teachers and students, which aims to facilitate the learning communication process. So that the interaction relationship between students and teachers can be established through the E-learning media used.

According to Indrakusuma & Putri (2016), E-learning is a form of progress from the education and learning system and an increase in electronic embodiments using the Web as a learning framework. Thus E-learning has a flexible nature that can be accessed anytime and

anywhere, regardless of the statement that teachers get learning materials to enhance and provide a variety of learning assets that support the use of multimedia that can maintain. According to Rosenberg & Jeffrey (2001) understanding that E-Learning refers to the use of Internet technology to provide various solutions needed by teachers and students to increase knowledge and performance (p.28). While according to (Arkorful & Abaidoo, 2014, p.398) E-learning refers to the use of information and communication technology to enable access to online learning/teaching resources. Thus, E-learning-based learning refers to learning that uses digital technology in every process. Ja'ashan (2020) stated that E-learning is an educational system that uses new multimedia technologies and the internet to improve the quality of learning and teaching, which will bring about revolutionary changes in education to improve accessibility, efficiency, and quality of learning by facilitating access to existing resources (p.28).

From the several definitions of E-learning above, it can be conclufe that E-learning is a technological system that can be used as a media or tool to deliver the learning process, including flexible learning materials and to support distance learning processes. In addition, through E-learning teachers and students can also exchange and access the information they need.

There are three learning system development models based on online learning or E-Learning. According to (Mahnun, 2018, p.32-33), it consists of three Web Course, with the following explanation:

1) *Web Course*, students and teachers are entirely separate in implementing this E-learning model. They do not require face-to-face meetings as in conventional learning because all teaching materials, discussions, consultations, assignments, exercises, exams, and learning activities are delivered online.

2) *Web-Centric Course*, the application of this model combines between distance learning and face-to-face or conventional learning. For its application, learning materials are delivered online, and for other learning activities, it is delivered directly with the aim of complementing each other.

3) *Web Enhance Course*, the application of this learning model, utilizes the internet to support improving the learning process carried out by the teacher in the classroom. The internet function in this model is a means of enrichment and communication between students and teachers, students with their group friends, or students with other resource persons.

So from the three developments above, researchers can conclude that the development used during the learning process uses the concept of the Web-Centric Course.

The online learning process can be divided into two: first, those led by instructors/teachers commonly called (synchronous e-learning) and, the second is (asynchronous e-learning) or undefined time learning. According to Sulistio (2021) synchronous learning is carried out directly by teachers and students using the internet network, where both are at the same time through several platforms such as video conference, zoom meeting, and google meet. Meanwhile, asynchronous learning between teachers and students is at different times or not done directly (p.148-149). For example, the teacher has provided material on a predetermined platform, then students can access the material at any time without being bound by time.

b. Components of E-learning

Electronic Learning or usually abbreviated as E-learning is a learning system that utilizes digital technology that is currently growing. According to (Ghirardini & FAO, 2021, p.8-9), there are several components of social interaction that can be used to compose e-learning content with human and social dimensions, including:

1) E-tutoring, E-coaching, and E-mentoring

This section provides individual or teacher support and feedback to students through online tools and facilitation techniques. E-tutoring is a form of guidance or learning assistance provided by tutors or facilitators to support students in completing activities during the course. Meanwhile, E-coaching is a form of service that

is oriented or tasked with supporting the development of specific skills, usually given by subject matter experts over a short time. and the last is E-mentoring, which is long-term assistance to support student development in the future. For example, it can support the transfer of acquired knowledge and skills to the work context.

2) Collaborative learning

Collaborative learning is a learning activity whose activities contain discussion and sharing of knowledge to work together on a joint project or for a common goal. In collaborative learning, students can use social software, such as chat, discussion forums, and blogs, which are used to collaborate online among students. Online discussions are conducted to facilitate communication between students so that students can exchange ideas, comment, and also contribute to group learning. Meanwhile, collaborative project work is a collaboration carried out between students to carry out their duties and to achieve common goals.

3) Webinars and virtual classrooms

This activity is carried out through E-learning media which is taught directly by an instructor or an expert who will teach learning materials from a distance, and in real-time using a combination of materials (eg PowerPoint slides, audio or video material). For virtual classes not only deliver learning materials to students, other

additions usually include interactive activities such as Q&A sessions, polls, quizzes, and group work.

c. The Role of The Teacher in E-Learning

The ability of teachers to communicate via the internet, access and publish information is very diverse. These activities make the teacher part of the learning process to achieve the desired learning objectives. In various teaching situations, the teacher's role is as a learning facilitator, according to Pushpanathan (2017) there are several teacher roles to support the learning process, including:

1) The role of an instructor, providing information to students

2) Lead the course of the learning discussion

3) Asking open-ended questions to students

4) Guiding processes and tasks during learning

5) Make students participate actively and participate in involvement with the ideas that will be made.

6) As a consultant for students who want to ask questions

7) As an evaluator, provide feedback and also comments to students regarding learning outcomes

8) Have skills in teaching and managing learning.

d. Advantages and Disadvantages of E-learning

1) Advantages of E-learning

The application of a digital-based online learning process by utilizing the development of technology and information can help

the needs of students in the education system. In the application of E-learning, there are advantages and disadvantages in each application. According to (Arkorful & Abaidoo, 2014, p.398), there are several advantages in using E-learning in the education system:

a) Flexibility, students can access learning materials anywhere and anytime, regardless of the time and place.

b) E-learning can increase the effectiveness of knowledge and qualifications through easy access to large amounts of information.

c) E-learning can be used by students as a means of interaction through the discussion forum provided.

d) E-learning can also motivate students to interact with other people. As well as exchange information, facilitate communication, and improve relationships that prioritize learning.

e) E-learning is cost-effective in the sense that students do not need to travel.

f) E-learning helps offset the scarcity of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.

g) The use of e-Learning allows self-pacing (commands executed based on student responses). For example, the asynchronous method allows each student to learn at their own pace, some are slow and some are fast. As is the case when the teacher gives a

tutorial to students which can follow the steps that have been taught.

2) Disadvantages of E-learning

In addition to having advantages, the use of e-learning in the world of education certainly has disadvantages when applied. According to (L. Gavrilova, 2006, p.114), the drawback of e-learning is that learning using the e-learning model requires more additional equipment (like computers, monitors, keyboards, etc.). The disadvantages of E-learning are explained by (Arkorful & Abaidoo, 2014, p.398), as follows:

a) With E-learning, some students experience a lack of interaction. Therefore, teachers should be motivated and manage learning time and possible to reduce this effect.

b) E-learning media is considered less effective because it cannot explain the learning materials thoroughly.

c) E-learning can also trigger plagiarism, cheating, and the widespread use of inappropriate copy-paste.

d) E-learning can have a negative impact on socialization skills and limit the role of the instructor as a guide to the educational process.

e) Not all disciplines can effectively use e-learning in education. For example, scientific fields that require hands-on practical experience may be more challenging to learn through e-learning.

f) E-learning can also cause congestion or heavy usage of some websites, resulting in frequent errors and other unexpected things.

g) Difficult to monitor and control student activities so that students have the opportunity to cheat.

e. **E- learning Media Used in The Blended Teaching Writing Skill**

There are several E-learning media used by teachers in teaching writing skill at SMK Muhammadiyah 4 Surakarta, including:

1) Microsoft Office 365

According to Ferdiana et al., (2013), Microsoft Office 365 is part of Saas (as a Service) which allows users to access email, documents, contacts, calendars, and collaborate anywhere and with any device such as PC, Laptop, Tablet, or Mobile. According to Wahyuni & Kusumawati (2021), Microsoft Office 365 is a cloud computing application designed to support communication and collaboration needs (p.164). Meanwhile, according to Supriyanto (2018), Office 365 is online software developed by Microsoft to meet users' needs in the office, business, and education world. Especially in education, Microsoft offers Office 365 users for free and can be used as e-learning with some of its features (p.381-386). According to (Martin & Tapp, 2019, p.60) in Office 365, there are several features of cloud-based programs, including Outlook, One Drive, Word, Excel, PowerPoint, One Note, Share Point, Microsoft Teams, Classnote, Sway, and Office Form.

One of the features used by teachers in teaching English learning at SMK Muhammadiyah 4 Surakarta is the Microsoft Teams. Through the Microsoft Teams feature, the teacher can create an online classroom that can use during distance learning.

a) Microsoft Teams

    (1) Definition of Microsoft Teams

Microsoft Teams is an application platform with various features supporting the online learning process. According to Ramadhani et al., (2020) Microsoft Teams is part of Office 365 that utilizes cloud computing (internet) features. This internet-based system (cloud) allows users to run programs without installation and access their data through computers with the availability of the internet. This learning support platform is called Microsoft Teams for Education (p.30). According to (Martin & Tapp, 2019, p.60), Microsoft Teams establishes digital relationships through cloud applications by unifying several features of conversations, meetings, files, and other applications into a single Learning Management System (LMS).

According to Hubbard & Bailey (2018) Microsoft Teams is a super application that can combine many different applications into one program, thus making using this platform more accessible and efficient. These features

consist of Chats, meetings, video and voice calls, document collaboration, file storage and sharing, information retrieval, notes, and more. Some of these features can be used by teachers and students to interact, communicate, and discuss learning materials to optimize learning activities through the Microsoft Teams platform. According to Pal & Vanijja (2020) Microsoft Teams is is used as a learning management system by instructors and supports synchronous and asynchronous learning. From several definitions above, it can be concluded that Microsoft Teams is a collaborative platform with various features to keep the learning process of chat rooms, meetings, voice, and video messages, sharing and storing multiple documents and files to be smooth interaction between students and teachers to deliver learning materials.

(2) Features in Microsoft Teams

   In addition, quoted from (Ditsti ITB, 2020, p.4), there are several features in Microsoft Teams that are often used when learning online, including:

(a) Activity: this section is usually helpful for knowing or announcements to team members about their activities in real-time.

(b) Chat: Microsoft Teams is a feature used by most people to send information to other teams namely, the chat feature is used to start a conversation or chat and save the conversation. Users can send conversational texts, images, gifs, emojis, and voice messages in this chat feature.

(c) Teams: in this section, it is helpful to create a group containing students and teachers to start a learning activity. Or it can also be used to view the teams that have been created.

(d) Assignments: Teachers often use this feature to give students assignments, or this feature is usually used for class purposes.

(e) Calendar: this feature helps compile a schedule of activities according to the date. For example, on the 15th, there will be a quiz.

(f) Calls: this feature helps make video and audio conference calls to facilitate communication between teams.

(g) Files: this feature is used to save and see what files have been added to the cloud storage section.

(h) Additional applications (three dots below the file feature icon): this section adds applications.

(i) Applications: this section serves to add applications that have been added.

(3) Strengths and weaknesses of Microsoft Teams

Each application or learning media certainly has strengths and weaknesses when applied. According to (Jinem, 2021, p.15-16), the strengths and weaknesses consist of:

Strengths of Microsoft Teams:

(a) Managing meetings is made more accessible, and tens of people or more can use meetings.

(b) There are unique features to communicate privately or through groups.

(c) There is a whiteboard feature where you can share writings and illustrations.

(d) If you are already connected to product Microsoft Teams 365, every time you create a new team room, you can create a project space with its share points.

(e) The HD video quality is excellent, making two-way communication more convenient.

Weaknesses of Microsoft Teams:

(a) The ease of creating a room for every online meeting makes meeting rooms a lot. The impact in chatting there is a limit

to the chat that is stored. So when you want to find the desired conversation will be difficult.

(b) Moving between organizations is a bit difficult. It's mean, If you have opened the application on Android, if you want to open another application, you must go through a browser so that the applications can be opened simultaneously.

(c) The upload system is sometimes less than optimal, and the results of the images that we upload sometimes cannot be opened.

(d) Requires high-quality hardware because Microsoft Teams has an extensive bandwidth usage than other applications.

2) Youtube

a) Definition of Youtube

Youtube is a platform for listening to and watching very popular videos on social media. According to (Snickars & Vonderau, 2009, p.9-10) Youtube was founded by young men named Chad Hurley and Steve Chen and Jawed Karim in March 2005. According to Baskoro in Samosir et al., (2018) that Youtube is a digital media site (video) that has features to download, upload, and share a video throughout the world. According to Sianipar (2013), YouTube is a database containing video content that is popular on social media and a provider of various helpful information.

With the development of technology and information that is increasingly widespread, Youtube has become one of the media or platforms to support the learning process in this era. Quoted from Harlinda (2019) that with the Youtube website that is easily accessible and free, there will be more demand. Many language teachers have started using the youtube website to teach various languages by uploading language learning videos sourced from Youtube (p.31). Because through YouTube, viewers are given visual and sound facilities that will be used as media to deliver learning materials to make them easier to reach.

b) Features on Youtube

Quoted from Apriani Tamburaka's book entitled Smart Media Literacy with Media Audience in Mass Media (Akbar, 2018, p.26), There are several features provided on Youtube, including:

(1) Search videos

This section is useful to search for various kinds of videos by typing the keywords you want to search. Because as we know, Youtube consists of several types of videos. This search feature will be easier for users to find the intended video.

(2) Video playing

After getting the desired video, there are signs such as triangles in the center of the screen. By clicking on them, the

viewer can immediately play the video. The smoothness of a YouTube video that is played depends on the internet connection.

(3) Uploading videos

If the viewer is already registered with YouTube, they can upload the video into the account they have created. With registered conditions, the bigger the video, the more it will affect the video's time.

(4) Share Video

This feature serves to share the video via the copied link by copying the URL provided in the video. Automatically if someone who shared the link opens, it will go directly to the video shared earlier.

(5) Subscribe (Subscribe)

This free feature allows users to subscribe to the latest videos from accounts that we have clicked on the subscribe button. The purpose of the subscription is to find out if new videos are uploaded to the account's Youtube.

(6) Live Broadcast (Live Broadcast)

This live streaming feature is a feature that is used to start the live broadcast as well so that it can be watched in real-time.

(7) In general, there are various categories of videos available on Youtube, the first is trending videos with the most

viewers, videos in the automotive sector (Cars and Vehicles), comedy video categories, entertainment category, video categories about films (in this category usually has its own additional cost if you want to watch it), video category about Games, music video category, News category, People and Blog video category, animals and pets category, sports video category, travel & places videos variety, food video categories, and beauty video categories.

In the learning process, the teacher can use Youtube as a media to explain the delivery of material because various features support it. Activities are usually carried out by sharing Youtube video links to Microsoft Teams or doing live streaming of related learning materials.

c) Strength and Weakness of Youtube

There are several advantages and disadvantages of the Youtube application, according to (Sutarti & Astuti, 2021, p.98) including:

Strength of Youtube consist of:

(1) Can view and download various videos on Youtube that have not been watched on television, so you don't miss any information.

(2) Can easily search for the desired video according to the genre that has been provided. By writing keywords in the search

feature on Youtube, you can search for various kinds of educational video tutorials.

(3) Can access Youtube through several devices such as mobile phones and computers.

(4) Watching Youtube is not limited by time and can be accessed free.

(5) Can choose various types of video formats on Youtube with our application.

(6) Can view various kinds of videos via Youtube comfortably.

Weakness of Youtube:

(1) If there is a problem with the internet connection, it will automatically be hampered if you want to watch videos via Youtube.

(2) Youtube has a very large capacity and video size.

(3) There is no direct download feature on Youtube, so you have to go through other applications such as Playtube or Youtube Downloader to download videos.

(4) The occurrence of misuse of Youtube accounts by irresponsible people, such as uploading indecent videos and videos about insulting certain people.

3) Quizizz

a) Definition of Quizizz

The millennial generation can now obtain various excellent and exciting applications for free. The development of

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technology and information today can also be utilized in education by using multiple online learning platforms such as Quizizz. Quizizz is one learning media based on E-learning using internet facilities to access it. According to Purba (2019), Quizizz is a game based educational application that brings multiplayer activities to a classroom and makes classroom learning more interactive and fun (p.33). According to Wijayanto (2017) in Citra & Rosy (2020), what is meant by a game based educational application is an online game created specifically for the scope of education. The educational game consists of several parts, for example, sounds, graphics, videos and animations to support the learning processs (p.263). Through Quizizz, students can do questions through electronic devices or, for instance, through smartphones, laptop, and computers that are supported by a good internet network.

According to Kusuma (2020), Quizizz application is a web tool used to create interactive games that can be run using a Smartphone or Computer and can be accessed through www.Quizizz.com. Quizizz consists of surveys, contests, quizzes, pre-tests, post-test, assessments, and a discussion (p.12). From some of the opinions above, it can be concluded that Quiz is a game-based educational media that contains interactive quizzes and exercises to increase students' knowledge

to create optimal learning. In addition, it is also used as a teacher evaluation material to find out student development.

b) Features in Quizizz Aplication

Quizizz is a game-based application with quiz facilities, exams, and online questions that can use several features to support the learning process. According to Aziz (2020), there are several features, including:

(1) Can explore questions in Quizizz so that they can be used offline. These questions can be saved, printed, and even converted to words to be given to students.

(2) There is a feature that provides five types of questions: multiple choice, checkbox, fill in the blanks, selection/survey, and open-ended/essay.

(3) There is an image and audio insert feature to provide questions so that it can make questions more exciting and interactive.

(4) There is a feature to create classes or integrate with Google Classroom. In this section, the teacher can create courses directly through Quizizz or imported from Google Classroom. If combined with Google Classroom, we can directly assign quizzes without copypasting, linking, or game code first.

(5) Interactive presentation features. Users can enter images, videos, text, audio, and even videos from Youtube by simply using a link. Presentation features can also be displayed on the student or presenter screen only. However, for now, this feature is only available for premium accounts

c) Strenght and Weaknesses of the Quizizz Application.

Every application used as a learning media has Strenght and Weaknesses when implemented. According to (Salsabila et al., 2020, p.170), the Strenght that can be used to support the learning process include:

(1) Make it easier for teachers to create and share the qustion with students.

(2) learning display becomes more interesting

(3) can be used when in class or as an assignment

(4) Make it easier for assessment activities. When students answer questions correctly, the scores obtained will immediately appear, and the ranking of students in answering the question will immediately appear.

(5) Make it easier for students to find out the real answer. When students answer a question incorrectly, the correct answer immediately appears, which can be used as self-correction by students.

(6) You will get a question review when you have finished working on the quiz given, which is useful for re-examining the answers that have been selected.

(7) Each student had a different question during the quiz because, the order of the numbers had been randomized. Thus reducing the acts of cheating committed by students.

In addition to having sstrenght, this Quizizz application also has weakneses when applied. Among others:

(1) The activity is dependent on the internet network, so if at any time the internet connection is lost, it will automatically stop.

(2) During the process answering question you can still open a new tab. So that students can find answers through the new tab on the internet.

(3) There is a duration of time for taking quizzes, so some students have difficulty, which usually has a lot of time to work on.

(4) There are obstacles if students are late to take part in taking quizzes.

4) Wordwall

a) Definition of Wordwall

According to Laisa (2019) game model is an approach to the existence of a new learning system through E-learning which

developed on a fun learning guide (p.40). Students will be given instructions and rules to play each game, so in the context of learning that applies this game system, it is usually called an instructional game. Wordwall is a digital web application that is usually used to create quizzes. Wordwall is used as a means to improve words and can increase students' knowledge. According to Halik (2020), Wordwall is a web application used to create various kinds of quiz-based games. According to Putri (2020), this application aims as a learning resource, media, and fun tool for students (p.114). It is hoped that this Wordwall application can increase students' knowledge of vocabulary.

According to Wagstaff in Shiddiq (2021), through Wordwall, the teacher can see the development of students' abilities. Through this Wordwall, students can develop their reading and writing skills actively. Students will feel happy when the learning process is not monotonous and interspersed with various interesting and fun game applications (p.155-156). Thus through Wordwall, this educational-based game online can increase students' knowledge in adding English vocabulary.

b) Features in Wordwall Application

The Wordwall application has quite many features compared to other applications such as quis, word searches, and anagrams. In addition, this Wordwall application can be played in Multiplayer, which can combine players at the same time, with

each player using their device. Quoted from https://wordwall.net, the features consist of:

(1) Interactive and printable. Interactive use of Wordwall can be played on any web-enabled device, such as a computer, tablet, mobile phone, or interactive whiteboard. This feature can be played individually by students or led by the teacher and students taking turns at the front of the class. In addition, it can also be printed directly or downloaded as a PDF file.

(2) Create using a template. The template can be in the form of Quiz and Crosswords. There are also many arcade-style game models such as Maze/Maze Chase and Airplanes, and there are class management tools such as Seating Plans.

(3) Can Switch templates. After creating an activity, the user can switch it to another template. For example, if you want to make a Match activity based on a shape name, the user can turn it into a Crossword with the exact same shape name.

(4) Can edit any activity. This feature can be used without having to follow the activities that are already available. If the user finds an activity but feels it is still not correct, the user can easily customize the material to suit your class and teaching style.

(5) There are Multiple Themes and options. Each theme will change the look and feel with different images, fonts, and

sounds. In addition, you can set a timer or change the game. The printable version also has the option of changing the font or printing multiple copies per page.

(6) Student assignments. Through Wordwall, the teacher can give tasks to be completed by students. When Teachers assign tasks, students are directed to that one activity without having to visit the main activity page. This feature can be used in class or as homework. And each student's results will be recorded, and the data will be available to the teacher.

(7) Share with the teacher, that any activity that has been created can be opened to the public so that they can share their activity page links via email, social media, or other means. If you don't want it to be accessed by anyone, you can change it to activity mode as private, which means only you can access it.

(8) Embedding on websites, Wordwall Activities can be placed on other websites using HTML code snippets that work like video embed features like on YouTube or Vimeo, so they can be played on your own site. The Match-Up feature is a drag and drops game that contains about matching functions and definitions.

c) Strengths and Weaknesses of the Wordwall application

According to (Mujahidin et al., 2021, p.557), there are several strengths and weaknesses in applying the Wordwall method, including:

(1) Can provide a meaningful learning system and can be followed easily by students, from basic education to higher education levels.

(2) The assignment model is in the Wordwall software so that it can be accessed by students using their smartphone.

(3) Creative in nature so that it can increase students' interest and creativity in the learning process

Weakneses of Wordwall:

(1) In its use, it can pose a risk and cannot change the font size.

(2) requires a long time in the manufacturing process

(3) The Wordwall media is included in the visual media because it can only be seen.

5) Padlet

a) Definition of Padlet

Padlet is one of E-learning that can support online learning process. This application can be used as a means of creativity and online learning. According to Fisher (2017), Padlet formerly known as Wallwisher, is a web 2.0 that can be accessed for free by providing a virtual wall and collaborative space that can be accessed via any device supported by a good internet network

(p.1). Meanwhile, according to Algarini in Vivianti (2021), Padlet is a social networking site that can be accessed for free and can be used by everyone to handle certain topics easily by using multimedia elements. In addition, Padlet is also illustrated as a virtual board for teachers and shares their notes on the same page. The notes in question can be in the form of files, materials, images, and videos (p.9).

The Padlet application facilitates communication between teachers and students because learning will be flexible, not determined by place and time. Teachers can use this Padlet as a learning media by making creative learning materials to attract students' attention. According to Rony (2021), a Padlet is an application created for educational purposes as a tool in the learning process, thus making learning more collaborative and facilitating communication between students and teachers through uploaded posts, comments and ongoing discussions (p.24). Thus, Padlet is a web-based application specifically for education and can improve creativity that can be accessed using the support of the internet network to facilitate the learning process to run effectively and efficiently.

b) Features in Padlet App

Through this Padlet application, students and teachers can establish good communication so that communication and two-

way discussions can occur following the objectives. Quoted in (Rony, 2021, p.24), there are several features provided by Padlet including the box, invite people, privacy and sharing with the following explanation:

(1) The Box, in this feature section, provides a place to type or share the assignments, quizzes or polls. How to use this feature simply by double-clicking the red icon in the lower-left first before the box will appear on the wall of the main page. In addition to typing information, this box section can record sound, add links photos, send documents, draw with doodles, search for information from Google, and share locations with other Padlet users.

(2) Invite people. This feature serves to invite other Padlet users to join in creating groups with other people. So that this feature can facilitate the needs of students and teachers because they can work together and make learning more collaborative.

(3) Private, this feature is protected by a secret password that can only be used when students don't want everyone to see their work on Padlet, except their co-workers. This feature has four categories. Some can read, write, moderate, and manage (only invite individual contributors as administrators for this privacy setting).

(4) Sharing, in this section provides file sharing sourced from various links. So students can scan printed code, copy the link from Padlet, embed in blog or website, email, Facebook, Twitter and export it to pdf, image, CSV, excel spreadsheet and print. Thus, it can help students in expressing their opinions from various sources.

(5) Padlet also provides other features like address, notification and privacy. These features facilitate communication in learning activities between teacher and students.

c) Strength and Weakness of Padlet Application

Regarding the use of Padlet media as a platform for learning, there are advantages and disadvantages. According to (Alghozi et al., 2021, p.148-149), there are advantages in using Padlet as a learning media, including:

(1) Free version available.

(2) Saves more memory because it doesn't need to be downloaded via the App Store or Play Store.

(3) Through Padlet, can create an actual class atmosphere because students and teachers are at the same time.

(4) Students and teachers can convey their ideas through text, audio, or video.

(5) Teachers can present learning in the form of teaching materials, attendance lists and direct assessments in the

Padlet column using links from the web and google form that have been prepared previously.

(6) The teacher can arrange the online Padlet whiteboard as attractively as possible and insert educational game applications.

(7) Teachers can organize more varied classes, by giving individual assignments or projects, or learning activities.

(8) The learning process can be recorded automatically and downloaded via the share and export features.

Meanwhile, according to (Putra, 2021, p.30), the weaknesses when applying Padlet as a learning media are:

(1) Depending on the internet connection, if there is a problem with the internet connection, the student cannot join the class because the connection cannot be stable. The problem that students often face when learning online is an unstable internet connection.

(2) Padlet has a limit to sort options on the interface. Sometimes students find some documents on the interface when writing in Padlet. So that the interface looks untidy and disorganized, thus writing will be difficult to read.

(3) Students can cheat by lying to other students' works.

2. Blended Learning

a. Definition of Blended Learning

Blended learning is a learning approach generally combining two learning styles, traditional face-to-face and online learning supported by social media and modern technology. This opinion is supported by Garrison & Vaughan (2008) that blended learning is a mixed learning model that applies traditional face-to-face and online learning, so that the strengths of each model are combined into a unique learning experience according to the context and intended educational goals (p.5). and then Graham (2005) said that blended learning is combination instructional modality or delivery media, combining instructional method and combining online and face-to-face instruction. While, Nasution et al., (2019), explain that blended learning is a combination of 50% online learning and 50% face-to-face learning that can combine both parties, or even 75% online and 25% face-to-face. The consideration of using blended learning with a 50% system for face-to-face activities and 50% online depends on the competency analysis that will result from the learning objectives, student characteristics, student interactions, learning delivery strategies, learning locations, teacher abilities and available resources.

This blended learning model is a development of the E-learning learning model. In the E-learning model, the learning process only depends on and occurs through online learning. Although online

learning using E-learning has a positive impact on improving the quality and learning process, there are still drawbacks if too much is allocated in schools. Thus, one way that teachers do to combine two learning methods, namely face-to-face and online learning, is through a blended learning model. According to Stein & Graham (2020), Blended learning is face-to-face and online learning to produce effective, efficient, and flexible learning. In this model not only provides more experience to students but there are several other advantages, such as increasing student convenience in accessing learning materials and reducing learning costs. Based on some of the explanations above, it can be concluded that blended learning is a learning that combines face-to-face learning with online learning to produce learning that focuses on creating effective learning, efisien, and in the right learning place for each student.

b. **Characteristics of Blended Learning**

According to (Husamah, 2014, p.16-36) states that there are four characteristics of blended learning, which are as follows:

1) The learning model is carried out by combining various ways of delivering material, learning styles and involving various applications or technology-based media. The learning model is useful to support student activity so that students not only get information from the teacher, but also from the computer (online or offline).

2) Learning is done by combining face-to-face learning, independent learning, and online learning.

3) Learning uses a combination of teaching, material delivery, and effective learning styles to help students learn more efficiently.

4) In this learning, the teacher acts as a facilitator and parents as advocates.

Based on the explanation above, it can be concluded that the blended learning model involves various sources in learning so that students can learn from the teacher's explanation and use online computer media as additional information. With online learning, students can carry out various activities ranging from studying, doing assignments, assessments and others, making it easier for students to understand learning materials and find out better learning styles.

c. **Advantages and Disadvantages of Blended Learning**

Like other learning models, the blended learning model has its advantages and disadvantages when applied. The advantages of blended learning, according to (Husamah, 2014, p.16-36) are:

1) Students can freely study the material using the available online materials.

2) Students can exchange ideas with teachers and other students outside of face-to-face learning hours.

3) Teachers can appropriately manage and control student learning activities outside the face-to-face class.

4) Teachers can add complementary materials via the internet.

5) Teachers can administer tests, provide feedback, and use test results effectively.

6) Students can share files with other students.

This blended learning model also has several disadvantages. According to Noer in (Husamah, 2014, p.16-36) there are several disadvantages of blended learning, including:

1) The variety of media makes it difficult to implement without adequate facilities and infrastructure.

2) Heterogeneity or not necessarily the facilities owned by students.

3) Lack of learning resources (teachers, students, people) Old) about the use of technology.

Based on the expert's description, the researcher concludes that the advantage of the Blended learning model is that it makes students independent by making it easier for them to find learning materials online. The weakness of the mixed learning model is the uneven distribution of facilities and infrastructure owned by students.

3. **Teaching Writing Skills**

   a. **Definition of Writing Skills**

   As we know, writing is one of the basic skills in learning a language. In writing, a person learns how to communicate with others in their absence. According to Cox (2007) writing is a way of knowing, finding

what you know as what you write not only in the form of words and phrases, but also in the form of scribbles and drawings, ideas and pictures, and all the other beautiful things that exist in your mind. This means that writing is an important component of learning English which requires a complex set of skills in English. Thus, writing is the delivery of ideas or experiences into writing so that the reader can understand what we want to convey.

In learning English, writing is one of the most important aspects. We can express ideas, feelings, and information in written form through writing. However, several components must be ruled in good writing, such as using the subject, verb, object, tenses, active and passive sentences, and logistical thinking. Thus, this writing skill is a complex skill that must study further. Likewise, the opinion Heaton (1998) states that writing skills are complex and sometimes difficult to teach, requiring mastery of grammatical and rhetorical devices and conceptual and judgmental elements. Meanwhile, according to Nunan (2005) in Putra (2021), it is a combination of process and product that is the act of collecting ideas and working with them until they are presented in a dipole way and accessible to readers (p.33).

In teaching writing, we should guide the student how to write and help them learn to write effectively. According to Subekti & Subekti (2017), explained that students did not know that would analyzed their writing, but when the teacher said that their writing would be analyzed they did

not mind (p.55). This means that the teacher must guide students in making an essay. While Brown (2001) states that teaching is showing or helping someone to learn how to do something that provides knowledge and causes them to know or understand, can concluded that teaching writing is not just a school assignment. Writing is an important tool for learning a discipline, and helping students improve their writing skills is the responsibility of all students and teachers.

Thus, it can say that writing is an activity that is more than an idea or idea in written form, but also requires a process to explore every word written following the supporting components so that it becomes good and can be done by the reader.

b. Micro and Macro Skill of Writing

In writing, there are several aspects must be considered, and these aspects can later be used to teach writing and evaluate writing. According to (Brown & Lee, 2015, p.437) these aspects are divided into two main skills in writing, they are micro and macro skills, and is explained as follows:

Micro Skills:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing at an efficient rate of speed to suit the purpose.

3) Produce an acceptable core of words and use appropriate word order patterns.

4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

5) Express a particular meaning in different grammatical forms.

Macro Skills:

1) Use cohesive devices in written discourse.

2) Use the rhetorical forms and conventions of written discourse.

3) Appropriately accomplish the communicative functions of written texts according to form and purpose.

4) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meanings when writing.

6) Correctly convey culturally specific references in the context of the written text.

Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

c. **The Writing Process**

Writing is an activity to express ideas, knowledge, and feelings on paper or other media. According to Rumisek & Zemach (2005), the writing process goes through several steps to produce good eriting result.

The writer must take several steps to make sure that what they erite has followed the development of the conrrect writing process. According to Harmer (2004) the process of teaching writing has several main elements consisting of four basic stages, namely planning, drafting, editing (reflecting and revising) and the final version.

1) Planning

Before starting to write, a writer must decide or plan what they will write into a work. At this stage students as writers must make several list of ideas on the topic of writing by planning in the first draft what plans they will write. According to Harmer (2004), in planning a writer needs to think about three main things, the first is to think about the purpose of writing because, in this case it will affect the type of text and language they will use. The second writers must think about the intended audience because it will affect the form of writing or the language style used (how it is structured, paragraph structure, etc.). The three writers must pay attention to the structure of the work's content and how best to order the facts, ideas, or arguments that they have decided to include in their work.

2) Drafting

In this stage, the writer must have a more time because he has to focus on developing the writing to be made. After students have several list of ideas related to the writing topic, they can start writing

by paying attention to ideas related to what they will write without noticing an error.

3) Editing (Reflecting and Revising)

In editing activities, writers need to re-read what they have written previously on the draft made to check their writing if there are errors. After finding the error, the author can revise the section to minimize errors. In the editing process the teacher or friends can take part in providing oral or written feedback. This will help students find and correct their mistakes in the writing process.

4) Final version

The last process in writing is to make a final version. In this final version, there is a possibility that the final version is different from the plans and drafts that have been made previously. This happens because the teacher or friends has revision it, so that some parts or perhaps unimportant information that has been written in the draft can be deleted. At this final stage, students have had good text results as the final product after carrying out the revision process in the previous process.

The researcher concludes that in producing good writing results it is necessary to have a writing process. Paying attention to each process in writing is useful for convincing writers that they have gone through the process correctly.

Writing is an action that does not only consist of one step. Writing activities it is also a continuously creative act. According to (Oshima & Hogue, 2007, p.16-18) there are several kinds of steps in writing, as explained below:

1) The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collects ideas to explain the topic.

2) The next step in the writing process is to organize the ideas into simple outlines. The writer is asked to write a sentence related to the topic and explain the main idea. Under the first sentence, the writer should list two main ideas containing other words and phrases to provide more information about the chosen topic.

3) The third step is to write a rough draft, using the topic outline as a guide. In this stage, the writer does not need to think about grammar, spelling, or punctuation in a rough draft.

4) In this last step, the writer polishes what has been written. This step is also called revising and editing. Polishing is most successful if the author does it in two steps. First, correct the content of the topics that have been discussed (revised). Then work on grammar, punctuation, and mechanics (editing) problems.

B. Previous Study

Previous researchers have conducted several studies regarding the use of E-learning in teaching writing skills to support the learning process. The first previous research was conducted by Sindi Prasetyani from Raden Mas Said State Islamic University in Surakarta in 2022 with the title "Analysis of Class Interaction in Blended Learning in Class XI Students of SMA Negeri 1 Karanganyar in the 2021/2022 Academic Year". The previous research uses a qualitative research design. The design determines the category and the dominant verbal interaction between teachers and students during the blended learning process in class XI students of SMA Negeri 1 Karanganyar. This previous research uses two instruments, namely observation and interviews. The study results indicate that the classroom interaction process in blended learning is still teacher-centred, and teachers also need a lot of learning time to ask questions. Prasetyani (2022)

The second previous research was conducted by Rangga Maysa Putra, from The State Islamic Institute of Surakarta in 2021, with the title "Descriptive Study on The Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year". This study uses a qualitative research design and the method used to describe the implementation of Padlet Applications for writing classes for first-semester students of the English Education Study Program for 2019/2020. This is directed at understanding implementation and identifying problems and solutions in the writing class using Padlet Applications. This

study uses three instruments, namely observation, interviews, and documentation. The study's results show that the Padlet Application is a supplemental application and a complimentary media to improve writing skill. the process of using Padlet application in the writing class is planning, teaching and learning process, and evaluation. Putra (2021)

The third previous research was conducted by by Alma Sri Andriyani from the University of Muhammadiyah Kendari in 2021, with the title "Students' Perception in Learning English Through Blended Learning". This study used a mixed research design. and the method is used to determine the process of applying blended learning and students' perceptions in learning English through blended learning in class 8B of SMP Negeri 19 Konawe Selatan. This study uses three instruments, namely observation, interviews, and questionnaires. The study results show that the process of learning English through blended learning both offline (face to face) and online (via WhatsApp application/group) for 8B grade students of SMP Negeri 19 Konawe Selatan was carried out well. Andriyani (2021)

The fourth previous research was conducted by Nurhidayah from the State Islamic University of Sultan Syarif Kasim Riau in 2020, with the title "The Implementation of Online Learning by English Lecturers in Teaching Writing Skill at English Department of Lancang Kuning University". In this study using a qualitative research design, the design was used to explore further about the purpose of the research, namely to find out how to apply online learning in teaching writing by using several online supporting media. Research This study

uses two instruments, namely interviews and documentation, with research results showing that the learning carried out by lecturers in writing learning is using the whatsapp, google classroom, and blog platforms. Writing lecturers provide material and assignments through the application platform, then, students only receive material and the assignments of the lecturers concerned and working on them online so it can be said that the use of these media has not been effectively applied inwriting skill. Nurhidayah (2020)

The last previous research was conducted by Tari Putri Utami from State Institute For Islamic Studies (Iain) Salatiga in 2020, entitled "An Analysis of Teachers Strategies on English E-Learning Classes During the *Covid-19* Pandemic at MTs Sudirman". This study uses a qualitative research design. The design is used to find out what strategies teachers use using E-learning when teaching English classes during the *Covid-19* pandemic at MTs Sudirman and to determine the extent to which e-learning helps teachers in online English classes. This study uses three instruments, namely observation, interviews and documentation, with the study's results showing that teachers use different strategies because the expected skill outputs to students are also different. In each listening, writing, reading and speaking skill, the teacher uses different strategies but still uses video-based learning models and virtual education through WhatsApp. So, using E-learning in English classes can help teachers deliver learning material. Utami (2020)

Table 2.1 Previous Study

No.	Name	Title	Year	Similarities	Differences
1.	Sindi Prasetyani	"Analysis of Class Interaction in Blended Learning in Class XI Students of SMA Negeri 1 Karanganyar in the 2021/2022 Academic Year".	2022	The similarity between previous research and this research is that it uses a qualitative research design and some of the same instruments, namely observation and interviews. One of the media used in previous research and this research is Microsoft Teams to deliver learning materials. The two studies utilize technology and information developments, so in the learning process they use the blended learning method.	The difference between previous research and this research is that previous research focuses on verbal interactions used by teachers in the classroom. While this research focuses on using E-learning by using the blended learning method in teaching writing skill.

No	Name	Title	Year	Similarities	Differences
2.	Rangga Maysa Putra	"Descriptive Study on The Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year	2021	The similarity between previous research and this research is using a qualitative descriptive research design and using the same three instruments, namely observation, interviews, and documentation. One of the applications used in my research is the Padlet application used in previous studies to support the writing learning process.	The difference between previous research and this research is the difference lies in the subject of previous research using lecturers and students in first semester at IAIN Surakarta. In this research use the subject of teachers and students of class X English at SMK Muhammadiyah 4 Surakarta. Another difference is that previous research only focused on one application, namely Padlet. The research I will be doing focuses on E-learning used by teachers in teaching writing lessons.

No.	Name	Title	Year	Similarities	Differences
3.	Alma Sri Andriyani.	"Students' Perception in Learning English Through Blended Learning".	2021	The similarity between previous study and this research is that it uses the same instruments, namely observation, and interviews. Then the focus on previous research is the same as this research, namely through the blended learning method that schools use several learning support applications.	The difference between previous studies and this research is the previous study used mixed methods, while this study used qualitative methods. The next difference are the subject of the thesis. Subject in the previous study are 8th-grade students of SMP Negeri 19 Konawe. Meanwhile, in this study, the research subject are the teacher and students of class X pharmacy. The previous research only focused on blended learning methods. At the same time, this research focuses on using e-learning in the form of blended learning in writing skill.

No.	Name	Title	Year	Similarities	Differences
4.	Nurhidayah	"The Implementation of Online Learning by English Lecturers in Teaching Writing Skill at English Department of Lancang Kuning University".	2020	The similarity between the previous research and this research are uses a qualitative research design and also uses interview and documentation instruments in obtaining the data. Both are equally focused on learning writing by utilizing online media as a strategy in teaching.	The difference in previous research is the focus of E-learning used in the writing learning process only uses whatsapp, google classroom, and blogs. In addition, the next difference is in the subject that will be examined, namely in the previous research the research subject was students in the English Education Department at UNILAK, while the research to be carried out was using students of SMK Muhammadiyah 4 Surakarta.

No.	Name	Title	Year	Similarities	Differences
5.	Tari Putri Utami	"An Analysis of Teachers Strategies on English E-Learning Classes During the Covid-19 Pandemic at MTs Sudirman".	2020	The similarity between previous research and this research is to use a qualitative descriptive research design and use the same three instruments, namely observation, interviews and documentation. One of the analytical theories used is the same as using the writing process theory, which consists of planning, drafting, editing, and the final version while using the teacher as the research subject. and Both use E-learning media to deliver learning materials to students.	The difference is in previous studies discuss all skills in English, namely listening, writing, reading and speaking, while this research only focuses on one skill, namely writing.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to explain what the methods were used during the research. It consists of the Research Design, Research Setting, Research Subject, Data and Source of Data, Techniques of Collecting the Data, Research Instrument, Techniques of Analyzing The Data, and Trustworthiness of the Data. Each of them is presented in the following discussion.

A. Research Design

In this study, the researcher uses descriptive qualitative research that focuses on explaination of the utilizing of E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta. The data are considered as qualitative because they are form of written and spoken (words) rather than numbers. Qualitative research is used to describe and examine the ability, form, uniqueness, variety of words produced by teachers in online classes. According to Kothari (2004) descriptive research is research that consists of a survey and also questions about finding a fact of various types. With the aim of describing a situation that is the same as when the research took place, as well as reporting what had happened or what was happening at that time (p.2).

According to Creswell (2014) Qualitative research is a research design to explore and understand the meaning of individuals or groups derived from social or human problems (p.100). According to Blanche et al., (2006) Qualitative research is a study to study selected issues in-depth, openness, and

detail when researchers identify and try to understand the categories of information that emerge from the data obtained. The data is collected in the form of written or spoken language, or maybe even in the form of observations recorded in language and can analyze the data by identifying and categorizing themes. So it can be concluded, that descriptive qualitative seeks to explain a social phenomenon in the form of words. The primary purpose of descriptive research is to describe the current state of the view. In other words, this research method can find a fact. In descriptive research, definite conclusions can be accepted but not establish a causal relationship.

B. Research Setting

1. Research Place

    The research location is the coverage area that is the basis or place for the research to be conducted. This research takes place at SMK Muhammadiyah 4 Surakarta. SMK Muhammadiyah 4 Surakarta or is situased at Jl. Slamet Riyadi No.443, Laweyan, Surakarta City, Central Java 57148.

2. Research Time

    The researcher conduct this study on October 2021 until September 2022. Start from Asking Permission Via Online, pre research, etc. until Thesis Exam. To make time of the study briefly, so the researcher writes into the table as follows:

Table 3.1 Research Time Line

No	Activity	Oct	Nop	Dec	Jan	Feb	March	April	May	June	July	Augst	Sept	Oct
1.	Asking Permission Via Online	■												
2.	Pre Research		■											
3.	Analysing the Data			■	■									
4.	Draw the Finding and Conclusion					■	■	■						
5.	Proposal Seminar							■	■					
6.	Data Collection							■	■	■	■			
7.	Data Analysis											■	■	
8.	Thesis Exam													■

C. Research Subject

The first subject in this study was focused on English teacher at SMK Muhammadiyah 4 Surakarta, namely Mrs Rahmadilla Kurniasari, S.Pd,. The researcher used one teacher because there was only one English teacher in the school to teach all classes. Here the researcher analysed the utilizing and selection of E-learning used by teachers using the blended learning method in teaching writing skills.

The second subject in this study as additional data to support the research were the students from class 10 Pharmacy, namely F1 and F2. The researcher used student subjects based on recommendations from randomly selected by teachers.

D. Data and Source of the Data

1. The Data of the Research

   Data in qualitative research are generally soft data consisting of words, expressions, sentences, and actions. Data collection activities are the most important part of any research. According to (Kothari, 2004, p.3) the data is divided into two, namely primary data and secondary data.

   a. Primary Data

      The first primary data are Observations conducted in tenth-grade Pharmacy 1/ F1 and Pharmacy 2/ F2 and transcripts of interview regarding how do the teacher utilizing E-learning for blended teaching writing skill.

   b. Secondary Data

      Secondary data in the form of documentation of utilizing E-learning that use by students in learning processes, consis of the results of student exercise and assignments that given by the teacher during the blended teaching writing process.

2. The Source of the Data

   Data sources are people, objects, or places that provide information related to research. The data sources in this study were the results of student exercises and assignments during the writing learning process in the tenth-grade pharmacy, consisting of 22 students. and then, participants in this study provided in-depth interview about the utilizing E-learning for blended

teaching writing skill, namely English teacher at SMK Muhammadiyah 4 Surakarta.

E. Research Instrument

A Research instrument is a tool used by researchers to collect data. In qualitative research, according to Prof. Dr. Sugiyono (2013) the research instrument is the researcher himself as the main instrument for collecting data (p.145). Meanwhile, according to Murni (2017) there are other instruments besides humans as key instruments, namely the use of questionnaires, interview guidelines, observation guidelines, etc., which function as research supports. Thus, in this research, the primary instrument is the researcher himself and the secondary instrument is the used of interview guidelines which can be seen in (appendix 2, page 208).

F. Techniques of Collecting the Data

In this research, the researchers collected data using observation, interviews, and documentation.

1. Observation

According to Sutrisno Hadi 1986 in Prof. Dr. Sugiyono (2013) argued that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory (p.140). G.E & Clayton (2005) states that the definition of observation is a study that involves the systematic

recording of a certain phenomenon or behavior that can be observed in the natural environment.

Therefore observation is one of the data collection methods carried out by researchers, which is useful for describing behavior and events according to current conditions. With the aim that researchers can feel directly about a phenomenon or event that exists in that place. Implementation time depends on the data to be collected. In this activity, the researcher observed how to teach English teachers using E-learning which was used by the teacher during online learning by using several applications that had been selected by the teacher. In this research, the researcher made three observations with the English teacher, Mrs. Rahmadila Kurniasari, starting on April 14, 2022, May 12, 2022, and May 19, 2022, with daily routine activity learning materials.

2. Interview

Interviews are one of the popular data collection methods for qualitative data collection. Interviews are useful for obtaining respondents' perspectives. According to Uwe (2018) Interviews can also provide additional information that was missed in observations, and can be used to check the accuracy of observations (p.22). Furthermore Schostak (2006) adds that Interviews can be described as individuals directing attention to each other to open the possibility of gaining insight into the experiences, concerns, interests, beliefs, values, knowledge, and ways of seeing, thinking, acting, from others. In other words that the interview is an

extended conversation to obtain in depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in terms of the meanings carried by the interviewee. This interview activity were conducted face to face when the teacher was at school, namely at SMK Muhammadiyah 4 Surakarta. This interview was conducted to obtain an oral response from the English teacher.

According to (Creswell &J. David, 2018, p.263) In qualitative interviews, researchers conduct face to face interviews with participants to obtain the information that researchers need. Either through telephone interviews or participate in group interviews (conducted in person) in a targeted manner with six to eight people being interviewed in each group. These interviews involve a small number of unstructured and generally open ended questions and are intended to elicit views and opinions from the participants. Based on Prof. Dr. Sugiyono (2013) several types of interviews that can be conducted. However, according to Sugiyono, there are two types of general interviews, namely: structured interviews are interviews conducted using researchers who have prepared research instruments in the form of written questions for which alternative answers have been prepared. So that in structured interviews, researchers follow a predetermined sequence and ask questions in the form and order specified. In the data collection process, researchers can use tools such as voice recorders, pictures, brochures, and materials others who can help make the interview run smoothly. In the other hand, if unstructured interviews are free

interviews where researchers do not use interview guidelines that have been systematically and completely arranged for data collection so that they are only in the form of outlines of the problems to be asked (p.145).

In this research, researcher used structured interviews when collecting data with English teachers at SMK Muhammadiyah 4 Surakarta. Interviews were conducted to obtain complete and accurate data regarding the utilizing of E-learning for blended teaching used by English teachers when teaching writing skills at SMK Muhammadiyah 4 Surakarta. Thus, the function of conducting this interview is to determine the validity of the data obtained.

In this research that has been done, the researcher conducted interviews with the English teacher at SMK Muhammadiyah 4 Surakarta, Ms. Rahmadilla Kurniasari. The interview was conducted on Thursday, 7 July 2022, for 75 minutes with approximately 37 questions divided into three indicators and included in (appendix 2, page 208).

3. Documentation

Documents are one of the qualitative data that researchers use in this study. The documentation instrument was developed for research using the approach analysis. According to (Alhamid & Anufia, 2019, p.11) Documents in qualitative research are used as a complement to the interview data and observations that have been carried out. The documentation method can be applied by loading outlines or categories for which data will be searched, and a checklist containing a list of variables for which data will be collected. The difference between the two forms of this instrument lies

in the intensity of the symptoms studied. The check-list research with this documentation method is used by researchers to obtain data in the form of photographs which will be evidence that the researcher has done good research. During the research process, researchers can collect the necessary qualitative data. The data may also be in the form of public documents, similar to the (Creswell 2018) opinion the public documents can be in the form of newspapers, minutes of meetings, official reports, or personal documents such as personal journals, diaries, letters, and e-mails (263).

In this activity, the researcher took screenshots of the chat and learning process activities as evidence of teaching and learning activities carried out through E-learning. In addition, the researchers also included documentation of the student writing process, which consisted of drafting, editing, student final version, student assignment collection, Quizizz results, student post-test results, and student final grades.

G. Techniques of Analyzing the Data

According to Noeng Muhadjir 1998 in Rijali (2018) explains that data analysis is an effort to systematically search and organize notes from observations, interviews, and others to increase the researcher's understanding of the case under study and present it as a finding for others. In this research, the researchers used qualitative data analysis techniques. According to Rijali (2018) In qualitative research, conceptualization, categorization, and description are developed on the basis of phenomena obtained when an

observation takes place (p.82). The most important thing in analyzing research is data collection because the two data cannot be separated from each other. Miles, Huberman, Saldana (2014) stated that the analysis of qualitative research techniques includes several stages of activity: data condensation, data display, and conclusion drawing/verification. More clearly as follows:

1. Data Condensation

   Data Condensation or Data Reduction is an activity related to the process of selecting or summarizing, focusing, simplifying, abstracting, changing field data, interviews, written transcripts, documents, and other empirical materials. Data compaction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. The data compaction/transformation process continues after the fieldwork is completed until the final report is prepared. Thus the data that has been reduced would provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it if needed. In this stage, the researcher obtained data from the results of observation conducted with English teacher and students thenth-grade pharmacy at SMK Muhammadiyah 4 Surakarta which explained that the utilizing of E-learning for blended teaching writing skill is currently needed to support learning activities. Then the results of the observation and interviews obtained by the researcher would be included if they are following the needs of the researcher, and if the data is not needed by the researcher, the data would not be included.

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2. Data Display

A view is an organized and compressed collection of information that allows drawing conclusions and actions. In Miles, Huberman, and Sadana (2014), it was written that the most frequent form of display for qualitative data in the past was expanded text. In this study, the researcher displays the data using essays, because the use of essays is the most commonly used display in qualitative research.

3. Draw and Verify Conclusions

From the start of data collection, qualitative analysts interpret what is meant by noting patterns, explanations, causation flow, and propositions. This conclusion can be either a casual relationship or an interactive, as well as hypothesis or theories. Drawing and verifying conclusions is the final stage that is carried out when all stages of data analysis have been completed such as Data Condensation and Data Display, thus when data has not been analyzed, conclusions cannot be made.

H. The Trustworthiness of the Data

Trustworthiness of a study refers to degree of confidence in data, interpretation, and methods used to ensure the quality of a study. There are four aspects of trustworthiness that must be built by qualitative researchers, namely credibility, dependability, transferability and confirmation. This study used a triangulation technique, which is a technique to test the credibility of the data by using things outside the data, which aims to check the credibility of the data

so that accurate data is obtained. According to (Alfansyur & Mariyani, 2020, p.147) the essence of triangulation is a multi-method approach carried out by a researcher at the time of the study to collect and analyze the data obtained. Therefore, we need a technique that can reconcile the differences to draw accurate conclusions. In checking and testing the validity of the data can be obtained through various sources and methods. According to Denzin as cited in Miles et al., (2014) triangulation can be devided into four categories, such as:

1. Source Triangulation

    Data source triangulation is a techniques to test the credibility of the data by checking the data that has been obtained through various sources. These source can be people, time and location. From the data obtained, then matched and analyzed, producing a conclusion.

2. Method Triangulation

    The triangulation method is used to test the credibility of the data by checking the data to the same source with different techniques, with thw aim of checking the completeness of information and ensuring its accuracy. Just as when the initial data was obtained through interviews, the second data collection method was examined by conducting observations, documentation, and also questionnaires.

3. Research Triangulation

    Researcher triangulation is also known as investigator triangulation. Triangulation by using researchers is that researchers will be re-checked the credibility of the data obtained with other researchers.

4. Theoretical Triangulation

Theoretical triangulation is a data examination technique used to find comparative information from analytical explanations as supporting data from different theoretical points of view.

Based on the types of triangulation, in this study, the researcher used one of the triangulation techniques to prove the validity of the data, namely through the triangulation method. This is done using several qualitative methods by comparing the data obtained from observations, interviews, and research documentation. Interview data were obtained from an English teacher at SMK Muhammadiyah 4 Surakarta and four students who randomly selected by teacher from the Ten Pharmacy class. The data was obtained through observation and then checked by interview.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present the overall findings and results of the data analysis. They are the utilizing E-learning for blended learning as a media in the teaching writing skill at SMK Muhammadiyah 4 Surakarta and the extent of E-learning helps teacher in the blended teaching writing skill at SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022. All of them will be explained in the following section.

A. Research Findings

In this research, the researcher uses descriptive qualitative research. The data obtained from the field was detailed according to observation, interview with teacher and students, and documentation on utilizing E-learning for blended teaching writing skill. The subjects of this research are teacher and students in Tenth-grade Pharmacy, which consisted of Tenth grade Pharmacy 1 and 2. The researcher only used one teacher or Miss. RK, because there was only one teacher who taught English in this school. At the moment, research findings centered on the utilizing E-learning for blended teaching as a media in the process of teaching writing skill, and the extent of E-learning helps teacher in the process of blended teaching writing skill. The following are the results of the observation :

Tabel 4.1 Research Finding

No	Meeting 1		Meeting 2		Meeting 3	
	Class of Pharmacy 2/ F2	Class of Pharmacy 1/ F1	Class of Pharmcy 2/ F2	Class of Pharmacy 1/ F1	Class of Pharmacy 2/ F2	Class of Pharmacy 1/ F1
1.	The first meeting in Pharmacy 2 was on April 14, 2022, at 09.45-10.45, with the English teacher Ms. Rahmadilla Kurniasari. In this first meeting, the	The first meeting in pharmacy 1 was on April 14, 2022, at 10.45-11.45, with daily routine activity learning materials. Observations were carried out with the English	The second meeting in pharmacy 2 was on May 12, 2022, at 09.45-10.45, with learning materials continuing the previous meeting about daily routine activities. The learning process occurred with the	The second meeting in Pharmacy 1 was on May 12, 2022, at 10.45-11.45, with learning materials continuing the previous meeting about daily routine activities. The learning process occurred with the	The third meeting was on May 19, 2022, at 09.45-10.45, still with learning materials about daily routine activities. The learning process occurred with the English teacher Ms. Rahmadilla	The third meeting was on May 19, 2022, at 10.45-11.45, with the learning material from the previous meeting about daily routine activities. The learning process occurred with the English teacher Ms. Rahmadilla

learning material is a daily routine activity. E-learning learning platforms include Microsoft Teams, Youtube, Book Creator, and Padlet. In the learning process, there is	teacher Ms. Rahmadilla Kurniasari. E-learning learning platforms include Microsoft Teams, Youtube, Book Creator, and Padlet. There are five teaching stages in the learning process, one of which is the observation stage. At this	English teacher Ms. Rahmadilla Kurniasari, using E-learning learning platforms, including Microsoft Teams, Book Creator, Wordwall, and Quizizz. At the second meeting in the associating stage, the teacher applied the second writing process, namely Drafting. At	English teacher Ms. Rahmadilla Kurniasari, using E-learning learning platforms, including Microsoft Teams, Book Creator, Wordwall, and Quizizz. At the second meeting, after all students finished working on the practice questions in the associating stage,	Kurniasari, using E-learning learning platforms, including Microsoft Teams, Youtube, Google Forms, and Padlet. At the third meeting at the communication stage, the teacher asked each of the group representatives to present the results of the discussion to	Kurniasari, using E-learning learning platforms, including Microsoft Teams, Youtube, Google Forms, and Padlet. At the third meeting, the teacher asked students to present the results of group discussions regarding a pharmacy student's daily routine activity text that had been made at the previous

an observing stage. At this stage, the teacher instructs students to view videos sourced from Youtube. Where these activities are included in the first writing process, namely Planning. This activity aims to	stage, students are asked to watch videos about the daily routine of a hospital pharmacist sourced from Youtube. Where these activities are included in the first writing process, namely Planning. This activity aims to	this stage, students are asked to make a brainstorming/ initial concept in the form of writing that contains a list of the daily activities of a pharmacy student along with a description of the time and is done in groups. At the second meeting, the teacher also applied the	students were asked to form groups of 2-3 people to make a draft. The draft is an initial concept containing a list of activities for a pharmacy student and a description of the time. This activity is included in the second writing process, namely Drafting. Through Drafting, students	make a daily routine activity text for a pharmacy student. After presenting the results, some groups still wanted to improve their writing after being given feedback by the teacher and other groups. So the teacher extends the time for collecting assignments and asks students to	meeting. The presentation occurs at the communication stage. After finishing the presentation, other groups gave feedback on their friends' assignments and were given additional feedback by the teacher. After all the presentations were finished, some groups wanted to improve their writing,

provide insight to students.	provide insight to students.	third writing process: Editing (Reflecting and Revising). At the communicating stage, the teacher checks the results of the discussion of student work in groups by providing feedback, including using appropriate verbs and giving students directions to develop a list that	can plan what they will write to make the writing process more organized. The following learning activity is communicating. At this stage, the teacher applies the third writing process: Editing (Reflecting and Revising). At the editing stage, the teacher gives	design the writing through Canva or the Instagram story feature so that their writing looks more interesting. For the collection of assignments, upload them through the Instagram story by mentioning the English teacher @rdilla_k. This activity includes the final writing	and the teacher gave an extension of time for submitting assignments until May 21, 2022, at 4 pm. For the collection of these assignments, the results of the writing are designed using Canva or the Instagram Story feature and uploaded via Instagram stories by mentioning the English teacher,

| | | | has been made into a sentence. Then remind students still writing using Indonesian to change it to use English with the appropriate tense. | feedback to students by checking the assignments that have been made in groups to see the progress of students' writing. Next, the teacher instructs students to develop the list they have made into a paragraph and asks students to complete the making of the text with their group. | process, namely the Final Version. The teacher gave the deadline for submitting assignments on May 21, 2022, at 4 pm. | @rdilla_k, as proof of the collection of assignments. This activity includes the final writing process, namely the Final Version. |

1. **The utilizing of E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta**

    In describing the implementation of E-learning, the researcher described the way toward utilizing E-learning application from the beginning to the end of the class. According to the data that the researcher discover from teacher interviews, the teacher described the stages of delivering the learning material by utilizing E-learning. The teacher describes from the first stage to the final stage, on the interview below:

    "Okay I mentioned earlier in the first question, so Microsoft Teams is Classroom Management so I share information sharing material there. Because learning is not online, sometimes I ask students to write answers there but because it's offline, so the communication is more directly. Then Youtube is to help students find insight or find out what background knowledge we need to know. Then Wordwall and Quizizz to train students' dexterity in answering questions, but the questions have been covered with interesting tools. Then at the end of the lesson using Padlet as a media to reflection on students."

    During the learning process, the teacher uses several E-learning as supporting media in the learning process. The teacher explains the procedure for implementing blended teaching writing skills. First, the teacher uses Microsoft Teams as classroom management and shares all learning materials through class groups. Both students was asked to visit

the shared link, which could be a Youtube link, Wordwall, Quizizz, Padlet and several other media such as book creators. The use of this media is intended to make is easier for students to learn and also help the students understand the material provided especially in learning writing. Third, after all the material is delivered and students understand the material, the teacher gives practice questions to students. Students practice by doing all the tasks instructed by the teacher and then collecting in the application that has been determined. Some of these applications are explained by the teacher in the interview below:

"Okay, the E-learning consists of Microsoft Teams 365 for classroom management, when online we learn through it, then Youtube sometimes I make my own videos sometimes I also look for other video references, after Youtube then there is an education game Wordwall, Quizizz for this, it's an educational game. Then there is this book creator, for me to make instructional texts such as easy teaching modules, then Padlet is like self-reflecting with Instagram to communicate what products have been produced by students."

Using some of these media is intended to make it easier for students to learn and help them understand the material given, especially in writing skills. Mrs Rahmadila, as English teacher in the tenth grade of pharmacy explained that in choosing the media, she had adjusted the needs of the students. The teacher explains that in using the media, students do not have to install all the applications because they can be

accessed via the available website so that students can save space on their cellphones and use the learning media to run effectively and efficiently. As explained by the teacher in the interview below:

"Emm, there's Microsoft Teams, there's Youtube, Wordwall, Quizizz, Padlet sometimes also uses Instagram, everything can. But emm… for some applications, emm.., yes, all applications, sorry. All of these applications can be used without being downloaded, but if you have enough cellphone space, why not download them, it's more effective and efficient."

According to the researcher's observations, the teacher utilized E-learning several times. The teacher utilized E-learning to convey the material and gave a task to the students. The ways toward utilizing E-learning application in blended teaching writing skill: planning, teaching learning process, and evaluation.

a. **Planning**

Planning is the initial stage the teacher conducts when he desires to teach students. This planning is also a significant one when teachers want to teach students. Planning is the initial stage during the ways of utilizing E-learning applications in blended teaching writing skills. In planning, the teacher plans the references and material to be worked on, compiles the semester lesson plan, and plans the activity in the study.

"Oke… of course I planned it from the material first, yes. I made the material through the first one what was the KD (Kompetensi Dasar)

then what was the learning objective. and then I made a lesson plan like how it fits with the setting. Emm… then after making lesson plans to hone students' writing skills, of course the teacher provides videos or readings that have led to cognitive what will be taught in the material. Then the strategy is to ask how to write, what are the important things and need to be considered in writing, then we have to know the vocabulary, and then we have to know how to compose a paragraph using the spider web method. But yesterday the student still didn't understand how to make the writing spider web. Finally they made a list for drafting an article."

The teacher makes plans a long time before he wants to teach. The teacher explained that he had made a lesson plan following the Kd (Kompetensi Dasar) in the available syllabus and utilized of increasingly technology using several supporting media. To support the writing learning process to make it easier to reach. Based on the interview that the researcher conducted with one of the students, in planning learning in class, they said that they prepared several things that they learned before learning began. Reading and watching videos of learning materials will increase their knowledge before the class starts and hone their skills in studying the material that the teacher will deliver.

"So the first thing before learning process, Miss Dilla was sharing material on Ms Teams. Then I read the material sometimes if there was a video I watched it first for additional knowledge before class started."

Then for the source material, the teacher said several sources were used, one of which was using Youtube and the Book creator made by the teacher so that students could understand the material well and read more. Similarly, it can be seen from teacher interviews with researchers below:

"The sources are various, yes. I use English for Specific Purpose based on Students Needs, then I use Youtube about daily routine activity for pharmacy, and I make the text based content myself based on my interviews with students. Then what else, emm... yes that's enough."

b. Teaching and Learning Process By Utilizing E-learning for blended teaching writing skill.

The second stage is the teaching-learning process, the researcher reported how the way of the teacher utilizing E-learning in blended teaching writing skill. The researcher reported the teacher stages from the first meeting until the last meeting, by observation about the utilizing of E-learning for blended teaching writing skill in tenth-grade Pharmacy 1 and 2 of Smk Muhammadiyah 4 Surakarta from April to May 2022. The data was obtained from class observations three times. In the teaching writing process, the researcher found four stages in the writing learning process as proposed by Jeremy Harmer's theory. The teacher starts the first stage in the writing process by planning, drafting, editing (reflecting and revising), and final version stage.

1) Teaching and learning process by utilizing E-learning for blended teaching writing skill in the first meeting at Tenth Grade Pharmacy 2

The researcher conducted an observation the first research on Thursday, April 14, 2022. The lesson runs for 45 minutes at 09.45 until 10.45 a.m. The first observation was carried out in class Tenth Pharmacy 2 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this first observation was continue the material from the previous meeting, namely Daily Routine Activity with focused in writing skill. The researcher found four stages in the writing process that was applied by the teacher in teaching writing skill. The teacher also explained the stages in the following interview:

"Yes, I suggest implementing it, but the editing is mostly done at home because the hours are only half, so we only have a little time. In the planning, I had set the topic and provided insight on how to find the right concept for that topic. Then the drafting is more of a list of student activity points that will develop later. Then for the editing, because this is a collaborative work, I don't know, but I also suggest looking again, reading again, and editing the writing again. Sometimes if someone sends it, for example, the tense, emm... there is still something wrong, so sometimes I will correct it online. And for the final version via the Ig post."

These stages are explained in three meetings as follows:

a) Opening Activities

The English teacher opened the class by greeting and asking about the students' condition. The English teacher prepares students psychologically and physically to participate in the teaching and learning process by leading students to pray, read the study prayer, then check student attendance. In addition, the teacher also introduces the researcher who will join this class for the next few meetings to observe the learning process so that students feel comfortable and not embarrassed when the learning process begins. Before starting the lesson, the teacher reviewing previous material presented last week and provides views and plans for activities to be carried out today with new material, namely "Daily Routine Activities."

b) Main Activities

In the main activity, the teacher uses a method that is adapted to the characteristics of students and subjects. That includes five stages, commonly called 5M, following Permendikbud Number 81A of 2013. The teacher explained in the following interview:

"Yes 5M, observing, asking, gathering information, associating, and communicating. Eee… but in the lesson plan, I didn't write this because my lesson plan was different from the 5M, but eee the point is still the same using POE. The essence is still the same."

The process is applied as follows:

(1) Observing

From the observation that has been made, the English teacher in Tenth Grade Pharmacy has uploaded and distributed the material that will teach in class one day before the course starts through Microsoft Teams. The material is in the form of learning videos from Youtube, then material sourced from book creators, practice links for Wordwall and Quizizz, and links to Padlets as a reflection for students.
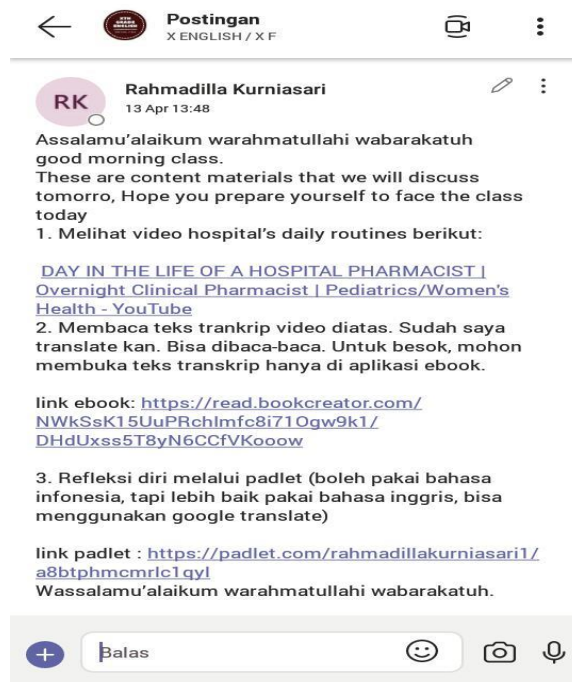
Picture 4.1 Microsoft Teams
Source: https://www.microsofts.com

In the initial observing activity, the teacher instructed students to open their Microsoft Teams and see some of the material shared in the available class groups.

Picture 4.2 Youtube Vidio
Source: [Day in The Life of A Hospital Pharmacist |](#)
[Overnight Clinical Pharmacist | Pediatrics/Women's](#)
[Health - YouTube](#)

Then students are asked to make observations by watching videos sourced from Youtube. In a way pressing the link that has been shared in the Microsoft Teams Group about the daily routine of a hospital pharmacist. The competencies developed from this activity were looking for information about example sentences in simple daily routines for hospital pharmacist.

In the activity of watching videos sourced from Youtube, students studied the content when the teacher shared the link to Microsoft Teams one day before the learning process began. Then, in class students watch the learning video again to understand the content better and have an overview of the video. As students said when interview below:
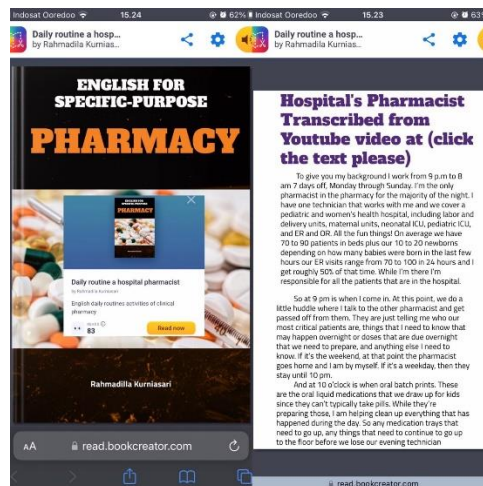
"Before and during the learning process in your class, so watch it again."

(2) Questioning

At the questioning stage yesterday, the English teacher guided students to ask about what activities they saw on Youtube videos. Meanwhile, the competencies developed are to develop student's creativity and curiosity.

(3) Experimenting

In this stage, the teacher instructed students to make groups consist of 2 until 3 students and then asked them to discuss the content and information obtained from the Youtube video. The teacher asks students to mention example sentences containing simple daily routines for hospital pharmacist.

Picture 4.3 Book Creator
Source:**https://read.bookcreator.com/NWkSsK15U uPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVK ooow**

After completing the activities obtained from Youtube vidio, students are asked to open the book creator with the link shared

on Microsoft Teams. Then students are asked to identify and make a list of simple daily routine activities in the text provided in the book creator. The competencies developed in this experimenting stage are develop a thorough, honest attitude and applying the ability to collect information through various ways that are learned.

(4) Associating

In the associating stage, the activities that can be carried out are processing the information obtained by observing and experimenting to find the relationships between one information and another, finding patterns of information linkages, and even drawing conclusions. The English teacher explains some examples of sentences related to the activities of hospital pharmacist from the given text. Then the students and the teacher look for simple present tense sentence from the text provided in the book creator.

The teacher appoints students randomly to change the simple present tense sentences that have been found into negative and interrogative sentences. Developed competencies in this step: Develop honest, careful, disciplined, rule-abiding, hard work, ability to apply procedures and inductive and deductive thinking skills in concluding.
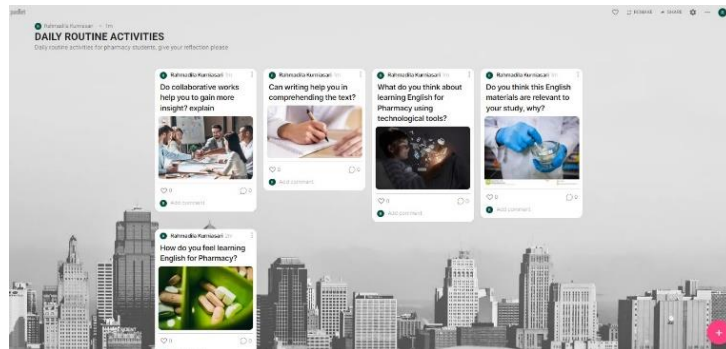
(5) Communicating

In the communication stage, each group representative presents the results of their observations and discussions by reading the analysis results and a list of activities carry out by a pharmacist. Then the teacher gave some additional explanations about writing the correct present tense on the whiteboard while checking the results of student discussions after the students and the teacher concluded the main points about the activities obtained from the daily routine text "Hospital Pharmacist." The competencies developed include the development of honest, careful attitudes, the ability to think systematically, express opinions briefly and clearly, and developing good and correct language skills.

c) Closing Activities

In the closing activity, the teacher gives homework to students in groups to work on practice questions in the compherence question section of the book creator. Then the teacher asks students to collect the answers from their group discussions by taking photos of the work and uploading them through the Microsoft Teams channel that has been provided. After submitting the assignment in Microsoft Teams, students was asked to design the result of the discussion using Canva to make it more interesting and then upload it to their IG story by mentioning the English teacher

as proof of the assignment. The teacher then asks about the students' difficulties regarding the material that has been studying earlier and does not forget the teacher guides students to reflection on the learning process through the Padlet application.

Picture 4.4 Padlet Aplication

Source:

https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl

The teacher instructs students to open the Padlet application first and then explains what questions need to be answered by students individually through the Padlet application and provides a deadline for collection. The teacher conveys the project plan and learning materials at the next meeting and closes the teaching and learning process by saying greetings.

After observing the learning process that has taken place, the teacher implements all the 5 M stages in one meeting in sequence, starting from observing, questioning, experimenting, associating, and communicating.

"Okay Alhamdulillah, in my lesson plan eee… I load all the components from 5M. But from these components, it may still be less than optimal in its delivery. Emm... the one that is at most less than optimal is this one Communicating in this form, yes, because communicating in class is eem… because I rarely do so. More to digital communication, eem… gives each other feedback to their friends on social media like that."

2) Teaching and learning process by utilizing E-learning for blended teaching writing skill in the first meeting at Tenth Grade Pharmacy 1

The researcher conducted an observation on Thursday, April 14, 2022. The lesson runs for 45 minutes at 10.45 until 11.45 a.m. The observation was carried out in class Tenth Pharmacy 1 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this first observation was continue the material from the previous meeting, namely Daily Routine Activity with focused in writing skill.

a) Opening Activities

The activities begins with the teacher opened the class by greeting and asking about the students' condition. The English teacher prepares students psychologically and physically to participate in the teaching and learning process by appointing one of the students to lead the prayer, reading the study prayer, and then checking student attendance. In addition, in the tenth grade of

pharmacy 1 the teacher also introduces the researcher who will join this class for the next few meetings to observe the learning process so that students feel comfortable and not embarrassed when the learning process begins. Before starting the lesson, the teacher reviewing previous material presented last week and provides views and plans for activities to be carried out with new material, namely "Daily Routine Activities."

b) Main Activities

In the main activity, the teacher uses a method that was adapted to the characteristics of students and subjects, which included five stages:

(1) Observing

At the observing stage, the activity begins with the teacher instructed students to open their Microsoft Teams and see some of the material shared in the available class groups, like the documentation below:
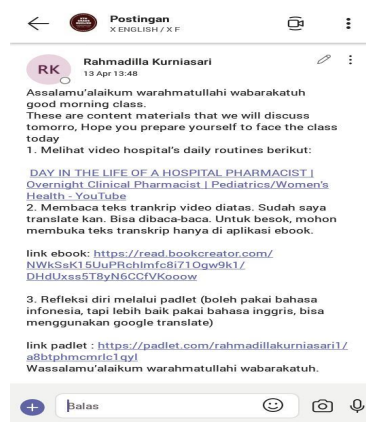
Picture 4.5 Microsoft Teams
Source: https://www.microsoft.com

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Then students are asked to make observations by watching videos sourced from Youtube, about the daily activities of a hospital pharmacist. In a way pressing the link that has been shared in the Microsoft Teams Group regarding the daily routine of a hospital pharmacist. The competencies developed from this activity were looking for information about example sentences in simple daily routines for hospital pharmacist.
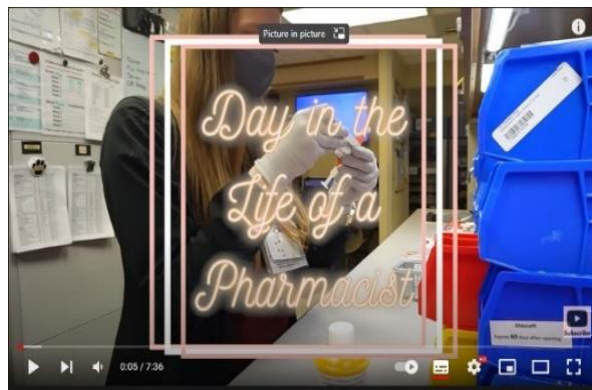
Picture 4.6 Youtube
Source: [Day in The Life of A Hospital Pharmacist | Overnight Clinical Pharmacist | Pediatrics/Women's Health - YouTube](#)
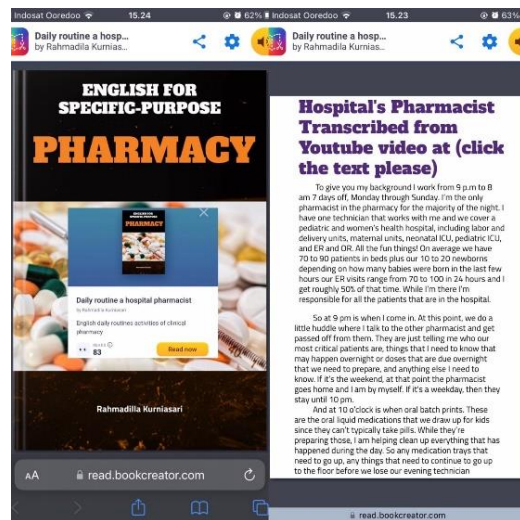
(2) Questioning

At the questioning stage yesterday, the English teacher guided students to ask about what activities they saw on Youtube videos. The teacher also asks students about the sequence of activities related to activities carried out by a hospital pharmacist

from morning to night. Meanwhile, the competencies developed are to develop student's creativity and curiosity.

(3) Experimenting

In this stage, the teacher instructed students to make groups consist of 2 until 3 students and then asked them to discuss the content and information obtained from the Youtube video. The teacher asks students to mention example sentences containing simple daily routines for hospital pharmacist. Teacher and students identify the daily activity sentence that has been found while explaining a little about the tenses that must use, namely the simple present tense.

Picture 4.7 Book Creator
Source:**https://read.bookcreator.com/NWkSsK15U**
uPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKo
oow

After completing the activities obtained from Youtube vidio, students are asked to open the book creator with the link shared on Microsoft Teams. Then students are asked to identify and make a list of simple daily routine activities in the text provided in the book creator. The competencies developed in this experimenting stage are develop a thorough, honest attitude and applying the ability to collect information through various ways that are learned.

(4) Associating

In the associating stage, the activities that can be carried out are processing the information obtained by observing and experimenting to find the relationships between one information and another, finding patterns of information linkages, and even drawing conclusions. The English teacher explains some examples of sentences related to the activities of hospital pharmacist from the given text, while randomly pointing students to read the text that contains the information. After that, students understand various types of information that explain different activities and routines.

The teacher appoints students randomly to change the simple present tense sentences that have been found into negative and interrogative sentences. Developed competencies in this step: Develop honest, thorough, disciplined, rule-abiding,

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hard work, ability to apply procedures and inductive and deductive thinking skills in concluding.
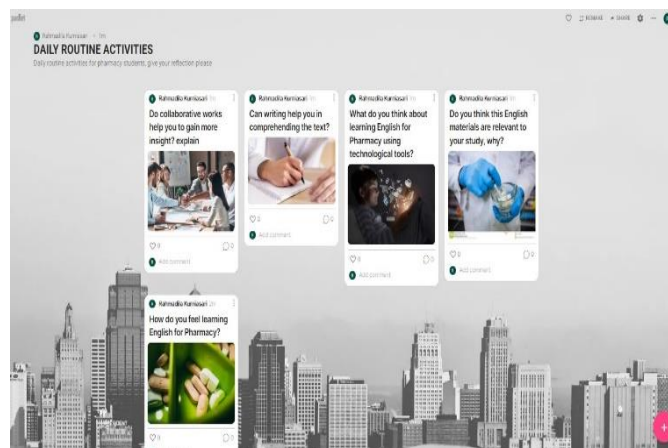
(5) Communicating

In the communication stage, each group representative presents the results of their observations and discussions by reading the analysis results and a list of activities carry out by a pharmacist. Then the teacher gave some additional explanations about writing the correct present tense on the whiteboard while checking the results of student discussions after the students and the teacher concluded the main points about the activities obtained from the daily routine text "Hospital Pharmacist." The competencies developed include the development of honest, thorough, careful attitudes, the ability to think systematically, express opinions briefly and clearly, and developing good and correct language skills.

c) Closing Activities

In the closing activity, the teacher gives homework to students in groups to work on the practice questions in the compherence question section of the book creator, then the answers are designed using Canva to make it more interesting and then uploaded to the IG story by mentioning the English teacher as proof of the assignment. However, before being uploaded via the IG story, students are asked to first collect the results of the student discussion through the

Microsoft Teams channel provided by the teacher. This activity aims as a form of teacher monitoring students. The teacher then asks about the students' difficulties regarding the material that has been studying earlier and does not forget the teacher guides students to reflection on the learning process through the Padlet application.

Picture 4.8 Padlet Apllication
Source:
https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl

The teacher instructs students to open the Padlet application first and then explains what questions need to be answered by students individually through the Padlet application and provides a deadline for collection. The teacher conveys the project plan and learning materials at the next meeting and closes the teaching and learning process by saying greetings.

At this first meeting, the teacher used **Planning** strategies for the student's writing process. The planning process begins when observing activities. The teacher has prepared a video related to the topic or learning material to be delivered, namely about daily

activities. Students are asked to watch videos sourced from Youtube about the daily activities of a hospital pharmacist. This activity aims to provide students insight so that they have an idea or view of what they will write. As the English teacher said during the interview:

"Yes, because it provides insight to students."

Before starting to write, the teacher gives directions to students to plan what they will write through the video that has been watched so that students can know what they are going to write. In general, the process of learning activities at the first meeting in tenth-grade Pharmacy 1 and 2 was the same. Because at this first meeting students had just received new learning material namely, daily activity and students had carried out the first process in writing, namely **Planning.**

During the research, the learning process was carried out by the teacher applying a collaborative approach by asking students to make groups consisting of 2 until 3 students. This activity aims to train students to be able to discuss and gain insight from the discussions they are doing.

"He makes study groups in almost every English class. In many of the presentations I conveyed how they discussed how they got their insights from chatting with their friends."

3) Teaching and learning process by utilizing E-learning for blended teaching writing skill in the second meeting at Tenth Grade Pharmacy 2

The researcher conducted an observation on Thursday, May 12, 2022. The lesson runs for 45 minutes at 09.45 until 10.45 a.m. The observation was carried out in class Tenth Pharmacy 2 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this meeting is to continue the material in the previous meeting, namely Daily Routine Activity. The learning process will be explained as follows:

a) Opening Aactivies

The activity begins with the teacher opening the class by greeting and asking about the students' condition. The English teacher prepares students psychologically and physically to participate in the teaching and learning process by appointing one of the students to lead the prayer, reading the study prayer, and then checking student attendance. Before starting the lesson, the teacher reviews the material delivered last week and tells the plan of activities that will carry out today with the same theme, namely "Daily Routine Activity".

b) Main Activities

In the main activity, the teacher uses a method that was adapted to the characteristics of students and subjects, which included five stages:

(1) Observing

At the observing stage in the second meeting, they continued the Daily Routine Activities material they learned last week. Last week English teacher uploaded material and shared learning links on Microsoft Teams. The material is in the form of reading texts and links to practice questions made by the teacher. Then students are required to open Microsoft Teams first to open the link.
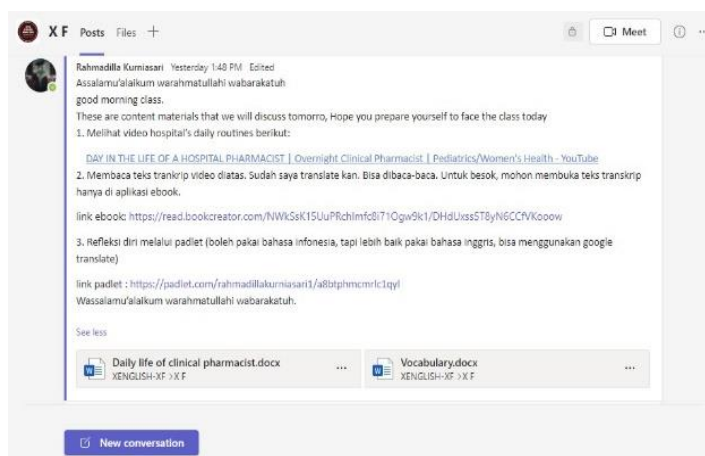
Picture 4.9 Microsoft Teams
Source: https://www.microsoft.com

Next, the English teacher instructs students to open the book creator, which contains reading text about the Daily practical routine of pharmacy students with the link that the teacher has included in Microsoft Teams as shown in the picture above.
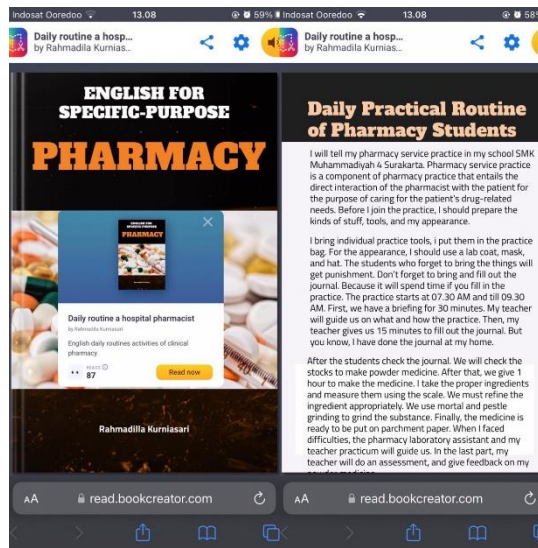
Picture 4.10 Book Creator
Source:**https://read.bookcreator.com/NWkSsK15U**
uPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKo
oow

After opening the book creator, students are asked to make observations by reading and understanding the reading text entitled "Daily practical routine for pharmacy students". To clarify, the English teacher appoints students randomly and instructs them to read the text that has been determined in turn with other students. The competencies developed from this activity are to seek information from daily practicum texts for routine pharmacy students and to train students' fluency in reading.

(2) Questioning

At the questioning stage, the English teacher guides students to ask questions about what activities they read in the text

entitled "Daily practical routines for pharmacy students". Then the teacher also asks various questions to students randomly selected regarding some meanings and what activities are carried out from the vocabulary contained in the text. For example, when the researcher did the observation, the teacher asked one of the students:

"What is Pharmacy Service, Ms Salwa?"

Then the students were asked to re-read the paragraph while the teacher explained the related activities.

"So Pharmacy Service is if a patient gives a prescription from a doctor to a pharmacist, then the medicine is mixed. Now that is what is meant by Pharmacy service."

While the competencies developed at this questioning stage are to develop student's creativity and curiosity about new vocabulary.

(3) Experimenting

In the experimenting stage, the teacher instructs students to make groups of 2 until 3 students. Then students in groups are asked to discuss and exchange ideas about the contents of the text "Daily practical routines for pharmacy students" as a whole. Next, the teacher explains what activities and equipment need to be prepared by pharmacy students before practising in the school laboratory and explains that the activities that have been carried

out are included in the daily routine activity. In this experimental stage, the teacher also explains to students which verbs can be used as signs to identify the simple present tense. The competencies developed in this experimenting stage are develop a thorough, honest attitude and applying the ability to collect information through various ways that are learned.

(4) Associating

At the association stage, the English teacher instructs students to visit the Wordwall link that the teacher has shared on the last page of the book creator. The activity carried out is that the teacher gives directions to students to work on quizzes by matching vocabulary through the Wordwall link that has been distributed, as shown in the documentation below:
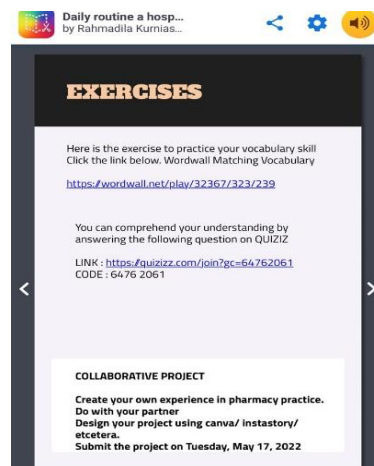

Picture 4.11 Book Creator Link in F2
Source:**https://read.bookcreator.com/NWkSsK15U**
uPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKo
oow

The next activity after all students can enter the Wordwall web, students are asked to write down the names of their group members and class. The quiz is done in groups by matching the vocabulary they encounter when pressing the box provided. The quiz uses game-based education media are used as a means to do exercises by the teacher.
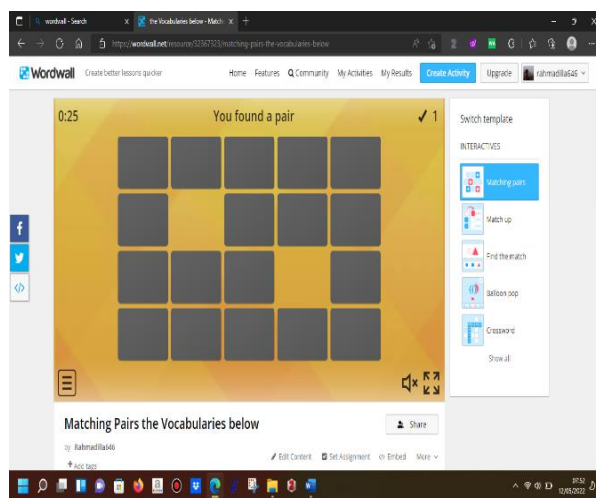
Picture 4.12 Wordwall

Source: https://Wordwall.net/play/32367/323/239

In the process of doing the quiz, students are given 25 seconds to find a partner and match the vocabulary provided. Students and their group mates must work together to find ten pairs of vocabulary that have been provided within the allotted time. During the work process, the teacher checks the student's work by visiting the existing groups and checking their work while asking about the problems they encounter, such as

difficulties in the log-in application, signal difficulties, and others.
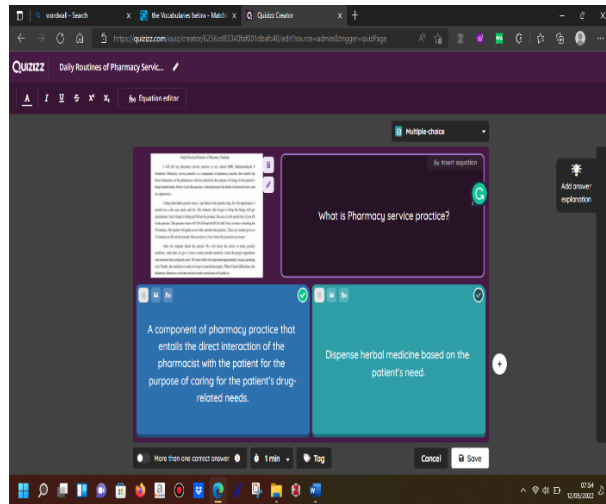
Picture 4.13 Quizizz
Source: https://quizizz.com/join?gc=64762061

After completing the quiz via Wordwall, students were asked to practice questions in the form of multiple choice made by the teacher using Quizizz media. First, students are asked to enter the Quizizz application with the link that the teacher has shared on the last page of the book creator under the Wordwall link that was shared earlier (Picture in 4.11). Then the teacher instructs the students to work on the practice questions individually by filling in the student's identity by writing the class, followed by the first name and last name. After everything has been filled in, students are asked to enter the session code 6476 2061, written by the teacher, if the students will start working on the practice questions.

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Like the Quizizz documentation in picture 4.13 above, students must answer nine questions equipped with reading texts and multiple choice answers that students must choose correctly. Next, Students are given approximately 30 to 45 seconds for each question to answer. Students will automatically move on to the next question when the specified time runs out.
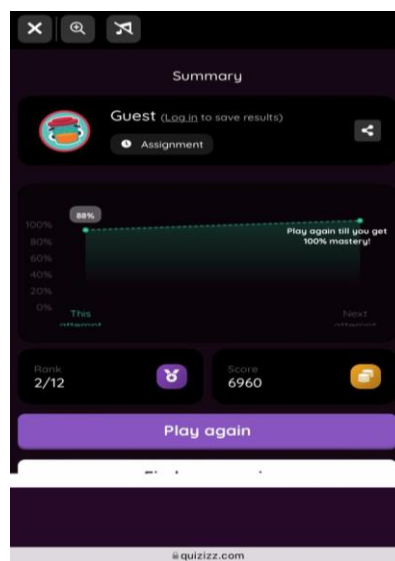
Picture 4.14 Quizizz Score

Source: https://quizizz.com/join?gc=64762061

After students can complete all questions, student grades and ratings will appear automatically as in the documentation listed above. This activity makes it easier for teachers to recap the value of practice questions that students have done because teachers can monitor student grades and ratings, which can be

seen in the Quizizz final report on the teacher's Quizizz account notification.

In the next activity, after completing all the quizzes and practice questions, the teacher instructs students to make draf of writing with a list of the daily routine activities of a pharmacy student in groups and written in a notebook from waking up until after they all complete their routine activities as pharmacy students. In this section, the teacher frees students to create an initial concept of writing that they will make using Indonesian or English. Developed competencies in this stage is develop honest, careful, disciplined, rule-abiding, hard work, ability to apply procedures and inductive and deductive thinking skills in concluding.

(5) Communicating

At the communication stage, the teacher checks the results of student work carried out in groups, namely, making a list of the daily activities of a pharmacy student. After being checked by the teacher, the teacher gives students feedback by reminding them to use the appropriate verbs in writing daily activities. For students who still write activities using Indonesian and still write them in the form of stories, the teacher instructs them to immediately change them into English and in the form of an initial command, namely a list of activities. In this section, the

teacher gives students the freedom to write using recount text or present tense. Just as when interviewed by the researcher, the teacher said:

"Yesterday someone wrote it using Verb 2 with recount tenses, yes. But there was also a present tense. I released it."

The competencies developed include the development of honest, thorough, careful attitudes, the ability to think systematically, express opinions briefly and clearly, and develop good and correct language skills.

c) Closing Activities

In the closing activity, the teacher gives assignments in form of groups to work on the my daily routine as pharmacy students project by continuing the list of activities they made earlier by developing some more activities that need to be explained. The results of writing daily activities as a pharmacy student are designed using Canva or via Instagram stories and then collected by uploading the written works created in groups through Instagram stories by marking the English teacher in the post uploaded via teacher Instagram: @rdilla_k. Then the teacher asks about the students' difficulties regarding the material they have learned and their understanding of the given task. Next, the teacher conveys the lesson plan at the next meeting and closes the teaching and learning process by saying "Alhamdulillah" and ending with greetings.

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4) Teaching and learning process by utilizing E-learning for blended teaching writing skill in the second meeting at Tenth Grade Pharmacy 1

The researcher conducted an observation on Thursday, May 12, 2022. The lesson runs for 45 minutes at 10.45 until 11.45 a.m. The observation was carried out in class Tenth Pharmacy 1 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this meeting is to continue the material in the previous meeting. The learning process will be explained as follows:

a) Opening Aactivies

The activity begins with the teacher opening the class by greeting and asking about the students' condition. The English teacher prepares students psychologically and physically to participate in the teaching and learning process by appointing one of the students to lead the prayer, reading the study prayer, and then checking student attendance. Before starting the lesson, the teacher reviews the material delivered last week and tells the plan of activities that will carry out today with the same theme, namely "Daily Routine Activity". Next, the teacher asked about the assignment given last week *"have all students collected?"* Then the teacher instructs the students again if anyone has not submitted, please submit their assignments via the IG story as soon as possible.

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b) Main Activities

In the main activity, the teacher uses a method that was adapted to the characteristics of students and subjects, which included five stages:

(1) Observing

At the observing stage in the second meeting, the teacher continued the Daily Routine Activities material they learned last week. The teacher explains to the students by giving an illustration and writing on the whiteboard a list of the daily routine of student pharmacy. The stages are usually carried out starting from coming to school, checking tools, cleaning the pharmacist practitioner's desk, checking medical substances, measuring medicine, and wrapping them. At the same time, students make observations by listening to the teacher's explanation.

Last week the English teacher uploaded materials and shared learning links in Microsoft Teams. The material is in the form of reading texts and links to practice questions made by the teacher. In the following observation, students were asked to open the book creator with the link shared in Microsoft Teams. As the documentation bellow:
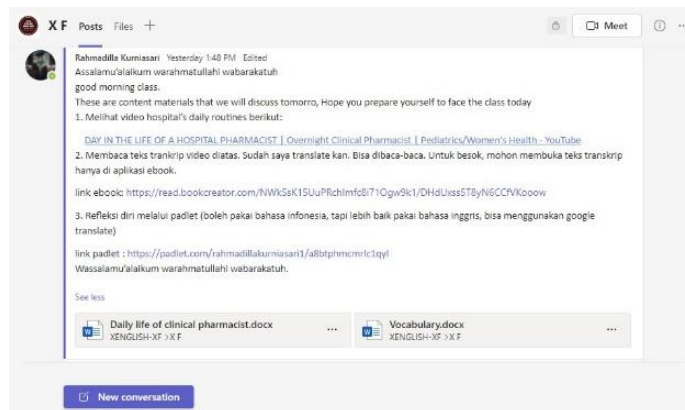
Picture 4.15 Microsoft Teams
Source: https://www.microsoft.com

Students are asked to press the book creator section on several links the teacher has shared. Then the teacher instructs the students to look for a page that contains reading text about the Daily Routines of Pharmacy Student practicum.
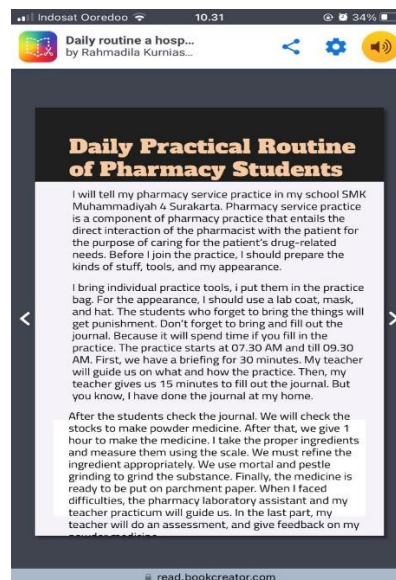
Picture 4.16 Book Creator
Source:**https://read.bookcreator.com/NWkSsK15 UuPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCf VKooow**

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After finding the intended page, students are asked to make observations by reading and understanding the reading text entitled "Daily Practical Activities for Pharmacy Students". English teacher appoints students randomly and instructs them to read the predetermined text alternately with other students. The competencies developed from this activity are seeking information from daily routine text for routine pharmacy students and training students' reading fluency.

(2) Questioning

At the questioning stage, the teacher first asks if there are any problems in opening the e-learning. If there are difficulties, the English teacher will help them. In addition, if some students feel they have lost their network, the English teacher will provide a thetring with the password written on the whiteboard. Next, the teacher guides the students to ask questions about what they have read and encountered in the text. After the students finished reading the text, the teacher asked the students a question:

"So what is the text about, Ms Amara?"

Then students answer while reading what they have found earlier. and the teacher asked again,

"In paragraph two, what information did you get?"

Students answered together about the preparations they must do, namely preparing practical tools, filling out practice journals, using standard practice clothes consisting of practice coats, hats, and masks, and then conducting briefings. While the competence developed at this questioning stage is to create the ability of students' curiosity about information.

(3) Experimenting

At this stage, before the teacher finishes the discussion, students are asked to make random groups containing 2 until 3 students without discriminating between friends so that students can work in groups well. In each group, students were asked to discuss the main content of the text "Daily Practical Routine for Pharmacy Students", which consists of 3 paragraphs. The teacher applies these activities so students can collaborate in teams to collect the necessary information. and after being discussed together in paragraph 3 contains the steps for dispensing drugs. For additional information, the teacher has highlighted some of the vocabularies frequently used by a pharmacist and instructed students to view these vocabularies through the book creator.
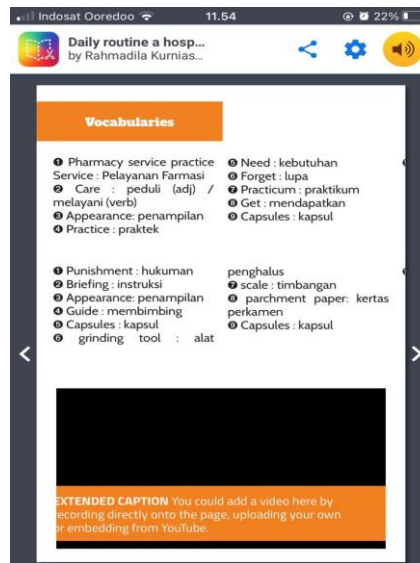
Picture 4.17 Vocabullary in Book Creator
Source:**https://read.bookcreator.com/NWkSsK15UuPR**

chImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKooow

The competencies developed in this experimenting stage are develop a thorough, honest attitude and applying the ability to collect information through various ways that are learned.

(4) Associating

At this stage, the teacher has prepared an educational game for students, namely doing quiz practice questions made by the teacher through Wordwall and Quizizz application. Before starting to work, the teacher explains how to do it and instructs students to work on group questions about the vocabulary that has been provided. To begin the process, the teacher guides students to open the Wordwall link that the teacher has listed on the last page of the book creator.
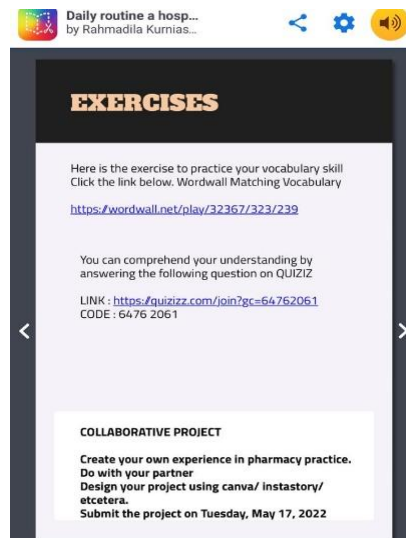
Picture 4.18 Book Creator Link in F1

Source:**https://read.bookcreator.com/NWkSsK15UuPR**

chImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKooow

In the next activity, after students can enter the Wordwall web they are asked to write down the names of group members and their class. The quizzes are carried out with group members, with the specified time. like the documentation below:

Picture 4.19 Fill the identity in Wordwall

During the process, students in groups are asked to match the vocabulary they encounter when pressing the box provided. For each box, students are given 25 seconds to find the vocabulary pairs. If the time is up, the box automatically closes itself, and students have to look for it from the beginning again.

Picture 4.20 Practice on Wordwall

For the practice question in the documentation above, students and their group mates must work together to find ten pairs of vocabulary that have been provided in the allotted time. The 10 vocabularies given by the teacher are sourced from the text that has been discussed previously on daily routine activities of a pharmacy students. During the work, the teacher walked around while monitoring the process of taking the quiz and occasionally asking questions about the difficulties experienced by students.

After all groups have finished working on the practice questions through Wordwall, the teacher instructs the students to work on the multiple choice practice questions made by the teacher through the Quizizz application. In the picture 4.18 documentation, the teacher has also distributed a link to practice questions through Quizizz. Then students are asked to open the link and fill in the required identity. In this quiz activity, students are asked to work on individually questions because grades will be taken as a form of practice questions. Before starting to work on the questions, students are asked to fill in personal data consisting of name and class. After that, students are also asked to enter the code for the practice session. The teacher has included a code session in the book creator 6476 2061 and writes it down if they are going to start the quiz, as in the documentation below:
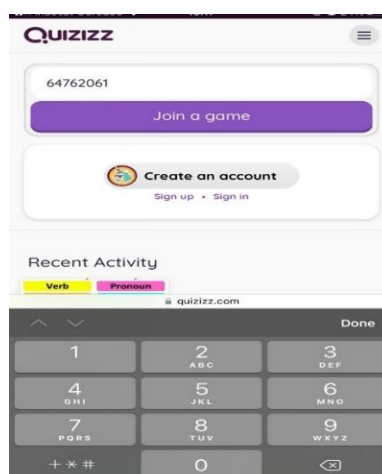
Picture 4.21 Quizizz Code

Source: https://quizizz.com/join?gc=64762061

After completing the identity and code of the question session, students will immediately enter the first number question. In the practice questions, students are given nine questions with multiple choice answers and reading texts. During the process of working on each question, students are given 30 to 45 seconds to answer. The questions given are as documentation below:
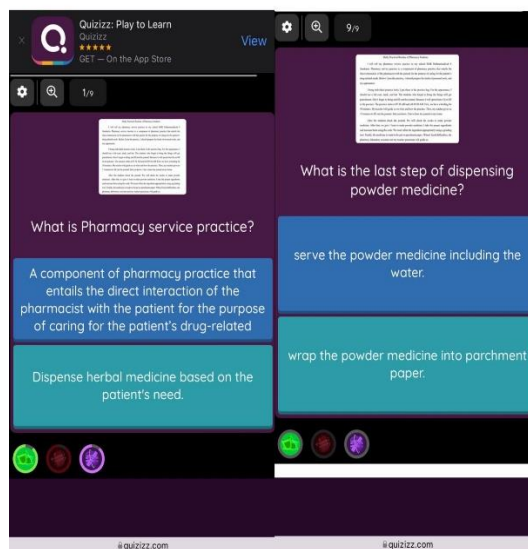
Picture 4.22 Question in Quizizz

Source: https://quizizz.com/join?gc=64762061

After students can complete all questions, student grades and ratings will appear automatically as in the documentation listed in Figure 4.14. This activity makes it easier for teachers to recap the value of the exercises done by students because

teachers can monitor students' grades and work, which can be seen in the Quizizz final report on the teacher's Quizizz account notification. Not only that, but the teacher can also see the time details while working on the questions carried out by students, such as the quizizz report below.

Overview	Participant Data	Time Data	Quiz Details

Rank	First Name	Last Name	Attempt #	Accuracy	Score	Correct	Incorrect	Unattempted	Total Time Taken	Started At
1	XF1_Afifah		9	88%	8540	8	1	0	01:01	12 May 2022,11:
2	Xfl	aisy	9	100%	7560	9	0	0	07:19	12 May 2022,11:
3	Bulan	permata XF	9	88%	7070	8	1	0	03:54	12 May 2022,08:
4	Army		9	88%	6960	8	1	0	02:22	12 May 2022,11:
5	XF1_Fathimah	Az Zahra	9	77%	6640	7	1	1	02:01	12 May 2022,11:
6	Violisyahhuna		9	66%	6630	6	3	0	00:55	12 May 2022,10:
7	Falah		9	77%	6520	7	2	0	04:22	12 May 2022,11:
8	XF_Lutfiyah		9	77%	6380	7	2	0	01:49	12 May 2022,11:
9	Lidya	Suci Rahma	9	77%	6340	7	2	0	01:59	12 May 2022,11:
10	Fatin	Nazzala XF	9	88%	6270	8	1	0	04:12	12 May 2022,09:
11	Afifah_XF		9	77%	6220	7	2	0	02:44	13 May 2022,12:0
12	XF_Ammara		9	88%	5540	8	1	0	08:02	12 May 2022,11:
13	XFarmasi_Eva	Dinda	9	77%	5190	7	2	0	06:09	12 May 2022,11:
14	XF	dhoden dessesa	9	66%	4300	6	3	0	06:13	12 May 2022,11:
15	neylaputrii		1	11%	940	1	0	8	00:08	12 May 2022,10:
16	Zayyana	Moon06	0	0%	0	0	0	0	00:00	12 May 2022,08:

QUIZIZZ

Picture 4.23 Report Quizizz

After the students have completed all the practice questions, the teacher explains the project to be carried out. The first explanation is to give examples of how to write well without using google translate. The teacher also explains to students that using Google translate will eliminate students' opportunities to learn. Thus the teacher asks students to make drafts by making brainstorming. The first activity that students must do is to design a tittle and then make a list containing the specific hours with a description of the activities carried out. Because this

activity is related to pharmacy students, after arriving at school students must make a list of their activities when practicing as pharmacy students.

Picture 4.24 Teacher Explanation

Next, after all students understand the explanation that the teacher has instructed, students are asked to work on the writing project in groups by making free initial writing using Indonesian or directly using English. The competencies developed in this stage are honest, careful, disciplined, rule-abiding, hard work, ability to apply procedures and inductive and deductive thinking skills.

(5) Communicating

At this stage, the teacher walks around while checking all student work done in groups. During checking, several groups have not finished with the writing they designed, so the teacher randomly appoints students to read their discussion results. After showing the results of the discussion from each group, the teacher gives feedback to the students to add some activities that must be

done as a pharmacy student and frees them to develop the discussion they have done, which can be formed using a list or it may also be in the form of a description. When finished, the teacher asks students to change the draft that has been made using English with the appropriate tense. It can be in the form of recount text or present tense. The competencies developed in this communication stage are honesty, carefulness, attitudes, thinking systematically, expressing opinions briefly and clearly, and developing good and correct language skills.

c) Closing activities

In this closing activity, the teacher provides material reinforcement regarding daily routine activity as a pharmacy student and reminds several tasks that need to be done such as doing quizizz for students who have not done or did not enter class. Then continue the draft that was made earlier. After finishing writing, the writing of the activity is designed using Canva or via IG story, then uploaded via IG story by mentioning teacher Instagram @rdilla_k as proof of assignment collection. Furthermore, the teacher conveys the deadline for collecting assignments one week from now, and the teacher does not forget to tell the students to study the material that will be conveyed at the next meeting on the Microsoft theme before learning begins. And the learning process ended by saying "Alhamdulillah"

and reading the closing prayer of the lesson, then ended with greetings.

At the second meeting, in tenth grade Pharmacy 1 and 2, the learning process went smoothly, and all the learning processes contained elements of 5 M. At this second meeting, the teacher used a strategy in the second and third writing processes: **Drafting and Editing (Reflecting and Revising).** Drafting activities in Pharmacy classes 1 and 2 occur at the associating stage. After students plan what text they will write (the purpose of writing) and determine the title of the writing, students begin to create concepts. Students create this concept as a structured view in compiling writing. This strategy will make it easier for students to compose texts the teacher has ordered.

At the **Drafting** stage, students are asked to make a list of the daily routine activities of a pharmacy student, starting from waking up or after arriving at school to practicing as a pharmacist student accompanied by a description of the implementation time. Thus, it will be easier for students to sort out the important points of activities that must be written, so there is no confusion. At this drafting stage, students need more time to discuss with their group friends and develop the text they have made. At this stage, the teacher instructs students to start writing free texts, may use Indonesian, or directly use English. However, most students make drafts using Indonesian. As in the example of student drafting documentation below:
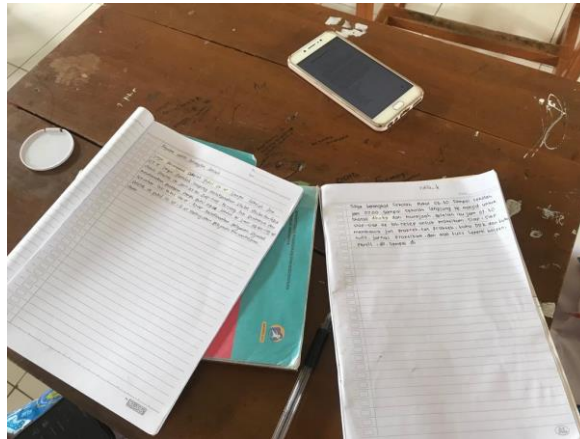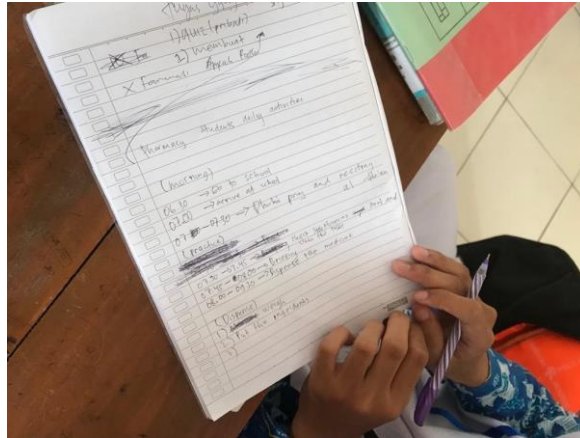
Picture 4.25 Student drafting results

As seen from the documentation above, there are students who write in the form of a list of activities, and there are also students who immediately develop their writings because they already have insight from the results of watching videos that the teacher has given at the first meeting as Planning to complete their writing.

The next writing process is **Editing (Reflecting and Revising)**. This editing process occurs during the learning stage of communicating. At this stage, the teacher checks student writing by walking around while looking at student work and providing

feedback. After being checked by the teacher, several groups had not finished their draft and then the teacher asked each group to read out the results of the writing they had made so that the teacher could know the progress of the student's writing. Since the learning time is about to run out, the teacher asks students to continue the writing process at home with their groups. Do not forget that students are asked to change the draft made earlier into English using the correct tense at this editing stage.

To support the process of learning, the teacher open an online consultation session by asking questions about the difficulties that students find and consulting the results of the writings they have made from the planning stage to this editing stage. In the consultation session, if some writings are not appropriate, students must edit and correct the wrong sentences. The teacher does not forget to give motivation so that students are enthusiastic about writing and designing the assignment.

After everything is correct, students are asked to upload the designed writing through the IG story by mentioning the English teacher in the story @rdilla_k as the **Final Version** in writing. In completing all these processes, students are given one week of collection time after the teacher explains the drafting and editing stages at the second meeting.

5) Teaching learning process by utilizing E-learning for blended teaching writing skill in the third meeting at Tenth Grade Pharmacy 2

The researcher conducted an observation on Thursday, May 19, 2022. The lesson runs for 45 minutes at 09.45 until 10.45 a.m. The observation was carried out in class Tenth Pharmacy 2 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this meeting is to continue the material in the previous meeting. The learning process will be explained as follows:

a) Opening Aactivies

The activity begins with the English teacher opening the class by saying greeting "Assalamualaikum Wr.Wb" and asking about the students' condition. The English teacher prepares students for the teaching and learning process by choosing one of the students to lead the prayer, reading the study prayer, and then checking student attendance. Before starting the lesson, the teacher told the plan of activities that will carry out in this meeting and asked about the progress of the assignments given last week *"have you all uploaded the assignments I gave last week via Instagram?"*. Then the teacher instructs the students to prepare the task, and later in the middle of learning, students are asked to present the project's results.

b) Main Activities

In the main activity, the teacher uses a method that was adapted to the characteristics of students and subjects, which included five stages:

(1) Observing

At the observing stage in this third meeting, the learning discussion continued the material about the Daily Routine Activities they had learned last week. Before the learning process begins, the English teacher has prepared materials and distributed learning links in the form of video games, practice question links, and reflection tools for students in Microsoft Teams. Then students are asked to open Microsoft Teams first to open the link. As documentation below:
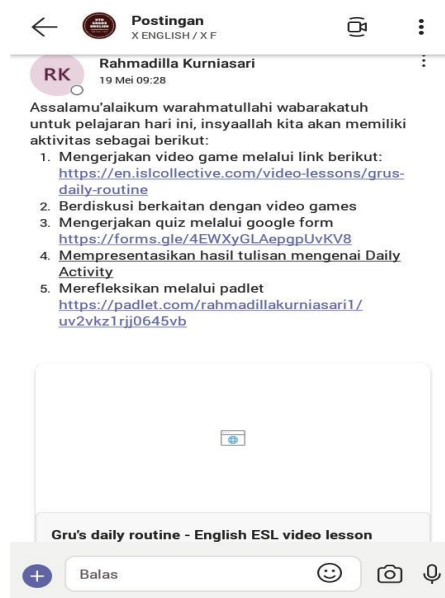
Picture 4.26 Microsoft Teams

Source: https://www.microsoft.com

The next activity is the English teacher instructing students to open the first link that has been included in Microsoft Teams, as in the documentation above. The link contains a video game in which there are several multiple-choice questions that students have to do. Before answering the question, students are asked to make observations by watching the activities included in the video. Then certain activities will automatically stop and immediately appear questions that must be answered according to the activities demonstrated in the video. As the documentation below:
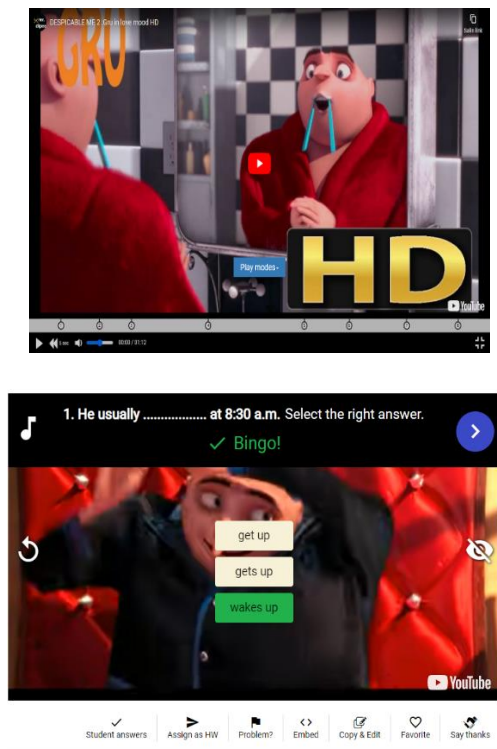
Picture 4.27 Video Game

Source: https://en.islcollective.com/video-lessons/grus-daily-routine

The questions provided consist of 8 questions, with a video duration of 1 minute and 12 seconds. The rules for working on the problem are that students are asked to choose an answer that matches a particular activity on the screen. If students answer correctly, the answer will be green and if they answer wrong, it will be red. In addition, the eight questions consist of various forms of questions ranging from guessing activities, sorting words and completing meaningless sentences with the correct tense according to the activities that appear in the video, as in the example below:
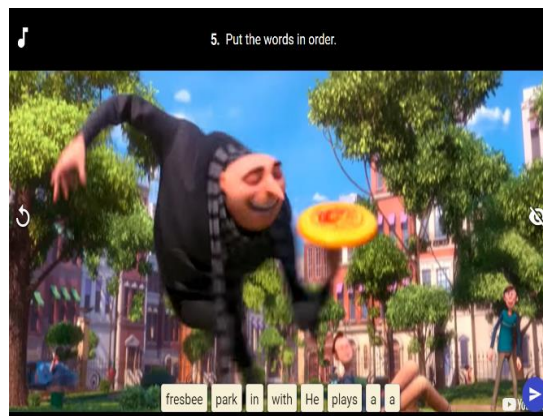
Picture 4.28 Video Game 2

Source:

The competencies developed from this activity are seeking information and appreciating students' skills through observations from video games about Mr. Grus' daily activities.

(2) Questioning

In this questioning stage, the teacher guides students to ask something about the video game they have observed. Because no one asked, the teacher asked students:

"What tense is used in the video".

Then the students answered: *"Using the simple present tense"*.

Then the teacher gave a little explanation about the reason for using present tense because, for example in question number one the answer was "wakes up". Because in the video Mr Gru's had started to get up and stood up from the bed. By being marked again with the use of the subject he, the answer is there is an additional "S", so it wakes up. While the competence developed at this questioning stage is to create the ability of students' curiosity about the information being explored.

(3) Experimenting

After finishing working on the questions through the video game, the teacher gives feedback on the students' work and invites them to discuss together starting from the first question while the teacher explains the important points on the blackboard. The teacher asks students at random to read the answers they have chosen, and then the teacher and students

interpret the sentences into Indonesian. Then for question number 4, the teacher guides students to read and answer questions correctly accompanied by reasons for choosing answers.

"So to complete the sentence, which verb to use".

Then the students answered "walks" then the teacher explained, *"Yes, the one who walks is because he uses the simple present tense. So he likes S".*

The activity continues until the last question is discussed with students. At the end of this experimental activity, the teacher convinced the students about the student's understanding of the simple present tense material.

Then students answered, *"Understood, ma'am".*

To check the student's understanding, the teacher gave an example of a question by writing a simple present tense sentence on the blackboard "He wakes up at five am", which the students had to change the sentence into negative and interrogative forms. The competencies developed in this experimental stage are to develop a thorough, honest attitude and apply the ability to gather information through discussions that have been carried out.

(4) Associating

In the associating stage, the teacher asks students to do a post-test question. The teacher has made the post-test through Google Form, with the link that the teacher has shared on Microsoft Teams number two (as in the 4.25 documentation above). After students can enter the post-test question web, at the top of the question, there is the title "Daily Activity", which indicates that the post-test is related to the material being discussed. Before doing the post-test, the teacher instructs students to do the post-test individually and is asked to fill in identities such as name and class.

Picture 4.29 Post Test in Google Form

Source: https://forms.gle/4EWXyGLAepgpUvKV8

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The post-test consists of 10 reading questions about daily activities with multiple choice answers that must choose correctly. Each question has a value of 10 if answered correctly. In this activity, the teacher gives 8 minutes to complete the post-test. During the post-test process, the teacher went around controlling the students' activities and asked what difficulties they were experiencing.

Picture 4.30 Students Control Activity

When researchers conducted this stage, the students experienced difficulties in unstable internet networks. So that in doing the post-test, it becomes disrupted. To overcome this problem, the teacher provides a personal hotspot and offers students to work on using the teacher's smartphone. The competencies developed at this stage are to develop an honest, careful, disciplined attitude, obey the rules, work hard, and the ability to think inductively and deductively in concluding.

(5) Communicating

In the communication stage, the teacher asked students to gather according to the group that was made last week. Before asking students to present the results of their group discussion regarding the task of creating a daily activities of pharmacy student's the teacher asked,

"Have you all completed the assignments I gave and have been uploaded via IG stories?".

In reality, only a few groups have uploaded it through the IG story, and several other groups have not uploaded it. Thus, the teacher gives time slack to collect the assignments until Saturday, May 21, 2022. Therefore, the activity continues with students being asked to present the results of their group discussions individually. The competencies developed include the development of honest, thorough, careful attitudes, the ability to think systematically, express opinions briefly and clearly, and train students to understand the material.

c) Closing Activities

In the closing activity, the teacher gives reflection to students through the Padlet application. This activity aims to determine the extent of students' understanding of the material for daily activities that have been delivered. Then from the activity, teachers know the developments and advantages and disadvantages of a lesson carried

out in class. The teacher has also included the reflection link through Microsoft themes which can be seen in the 4.25 documentation.
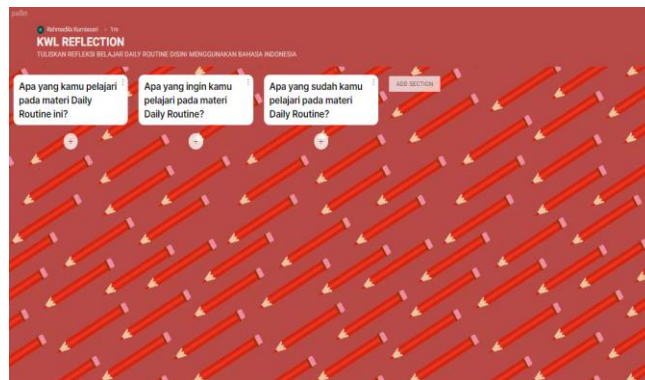
Picture 4.31 Padlen Application

Source:

https://padlet.com/rahmadillakurniasari1/uv2vkz1rjj0645vb

Before doing the reflection, the teacher has prepared a Padlet as a reflection media for students one day before the learning process begins. The teacher has also prepared instructions by asking students to write down their answers using Indonesian and giving some questions that students must answer, such as what can be learned in daily activities and what has been learned in the material.

Picture 4.32 Reflection Activity

After completing the reflection, the teacher and students make summaries and conclusions from the activities carried out earlier. After all activities are completed, the teacher conveys the material to be studied at the next meeting and uploads the material one day before the learning process, so the teacher orders students to study and read the material before class starts. Then the teacher closed the teaching and learning process by saying "Alhamdulillah" and ending with greetings.

6) Teaching learning process by utilizing E-learning for blended teaching writing skill in the third meeting at Tenth Grade Pharmacy 1

The researcher conducted an observation on Thursday, May 19, 2022. The lesson runs for 45 minutes at 10.45 until 11.45 a.m. The observation was carried out in class Tenth Pharmacy 1 of SMK Muhammadiyah 4 Surakarta with Miss Rahmadilla Kurniasari, S. Pd. as English Teacher. The material in this meeting is to continue the

material in the previous meeting. The learning process will be explained as follows:

a) Opening Aactivies

The activity began with the English teacher opening the class by greeting "Assalamualaikum Wr. Wb" and asking about the students' condition. The English teacher prepares students psychologically and physically to participate in the teaching and learning process by starting the class by selecting one of the students to lead the prayer, reading the study prayer, and then checking student attendance. Before beginning the lesson, the teacher asked the students to say Basmallah together. After that, the teacher conveyed the plan of activities to be carried out at this meeting and asked about the progress of the assignments given last week.

"I've checked my Instagram, and some have tagged me. Is there anyone who hasn't submitted it yet?"

Then the teacher instructs students to prepare assignments, and in the middle of learning, students are asked to present the results of their projects.

b) Main Activities

In the main activity, the teacher uses a method that was adapted to the characteristics of students and subjects, which included five stages:

(1) Observing

At this observation stage, the learning discussion continued the material about the Daily Routine Activities they had learned last week. Before the learning process begins, the English teacher has prepared materials and distributed learning links in the form of video games, post test link, and reflection tools for students in Microsoft Teams. Then students are asked to open their games through Microsoft Teams first to open the link. Like the documentation below:
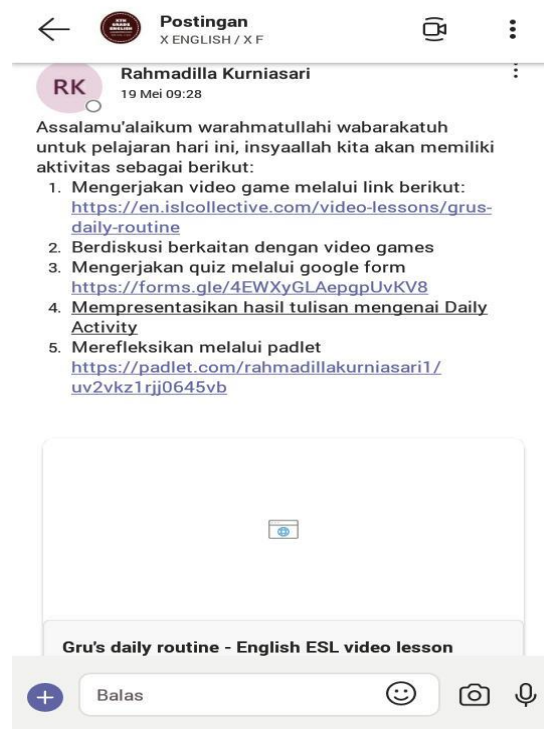
Picture 4.33 Microsoft Teams Channel

Source: https://www.microsoft.com

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In the initial observing activity, the teacher asked the students to make sure the learning process could run smoothly:

"Who here does not have an internet quota, or maybe it is difficult to access the material?"

One student responded: *"I forgot to fill my internet quota, ma'am".*

The English teacher quickly assists in the form of personal hotspots to students by writing the hotspot password that the teacher has to support the learning process. After students can open Microsoft Teams, students are asked to directly press the first link containing the video game. Before starting the video, the teacher briefly explained how to play. First, through the video, students must answer eight multiple choice questions that have been provided, with a video duration of 1 minute and 12 seconds. Second, students are asked to work on the game individually. The rules for working on questions are that students are asked to choose an answer that matches a particular activity on the screen. If students answer correctly, the screen will be green; if they answer wrong, the screen will be red.
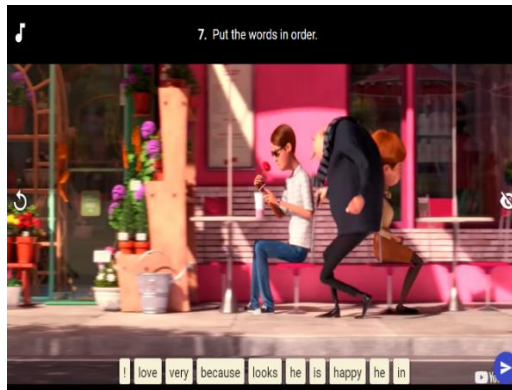
Picture 4.34 Vidio Game

Source: https://en.islcollective.com/video-lessons/grus-

daily-routine

Students are asked to make observations by looking at the activities contained in the video. Then at certain activities, the video will automatically stop and immediately appear with questions that must be answered according to the activities demonstrated in the video. The questions consist of various forms ranging from guessing activities, sorting words and completing missing sentences with the correct tenses according to the activities in the video.

Picture 4.35 Vidio Games Activity

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After students can complete the game, at the end of the video, the score obtained by students from the results of working on the problem will appear. From this score, students will understand where the errors that students answer are. As the documentation bellow:

Picture 4.36 Score Vidio Game

Source: https://en.islcollective.com/video-lessons/grus-daily-routine

The competencies developed from this activity are seeking information and appreciating students' skills through observations from video games about Mr. Gru's daily activities.

(2) Questioning

After completing observations by watching and working on questions on the video, the teacher guides students to ask about what they see from the video and about any difficulties they encounter when working on questions related to the tenses used. Then the teacher asked the students:

"Okay, do you have any questions?"

Then the students answered, *"Not yet ma'am"*. The competencies developed in this stage are developing creativity and student curiosity to deepen the material.

(3) Experimenting

After finishing the questions through a video game, at this stage the students and teacher discuss the questions together one by one and provide feedback about the video game using the LCD. The way the teacher replays the video game through the LCD, then to answer it, the teacher appoints students randomly to come forward and answer the questions through the teacher's laptop, which all students can watch through the LCD.

Picture 4.37 Discussion Activity

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While students discuss the question, the English teacher explains it to students through the blackboard so that students understand better. For example, the teacher writes the word "He Wakes Up" and identifies it, then randomly appoints students to change the sentence into negative and interrogative sentences. The competencies developed in this stage are to develop a thorough, honest attitude and apply the ability to gather information through discussions that have been carried out.

(4) Associating

At this association stage, the teacher has prepared a post-test for students via a google form. Before starting to answer, students are asked to open Microsoft Teams first because the teacher has included the link in Microsoft Teams, such as (documentation 4.32). After students can enter the post-test question web, at the top of the question, there is the title "Daily Activity". Before doing the post-test, the teacher instructs the students to do the post-test individually and is asked first to fill in the identity, such as name and class.

Picture 4.38 Post Test in Google Form

Source: https://forms.gle/4EWXyGLAepgpUvKV8

The post-test consists of 10 reading questions about daily activities, with multiple-choice answers that must choose correctly. Each question has a value of 10 if answered correctly. In this activity, the teacher gives 8 minutes to complete the post-test. During the post-test process, the

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teacher controlled the students' activities and asked what difficulties they experienced.

Picture 4.39 Doing Post Test

After all, students finished working post-test, the teacher asked students about the category of post-test questions they were working on.

"How is the post-test it easy, media, or very difficult?".

Then the students answered, *"Media, ma'am".*

And asked about the suitability of the questions with the material:

"So this question is following the material or not?".

Then the students answered, *"According with the material ma'am".*

Next, the teacher asked about the assignment given in the first week yesterday:

"If it's the same thing with pharmacy, which one is difficult?"

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And students answered, *"It's difficult pharmacy, ma'am"*.

Then the teacher gave a brief explanation to the students. The competencies developed at this stage are to develop an honest, careful, disciplined attitude, obey the rules, work hard, and the ability to think inductively and deductively in concluding.

(5) Communicating

At the communicating stage, the teacher asks students to gather according to the group that was created last week. Before asking students to present the results of their group discussion about the task of making daily activities for pharmacy students, the teacher asked"

"What about the group assignments? It's all finished, right."

Then the students answered, *"Already, ma'am."*

In the next activity, students were asked to present the results of their group discussions represented by the group leader who read the assignment. After all, groups have presented their assignments, the teacher gives feedback and gives more time to students.

"If anyone wants to improve their assignments, they can correct them from now on. And I give a deadline for submitting all projects no later than Saturday, May 21,

2022, via Instagram post, and don't forget to mention me

by marking my Instagram @rdilla_k."

The competencies developed include developing honest, thorough, careful attitude, thinking systematically, expressing opinions briefly and clearly, training students to understand the material, and practicing cooperation among group members.

c) Closing activities

In the closing activity, the teacher gives reflection to students through the Padlet application. This activity aims to determine the extent of students' understanding of the material for daily activities that have been delivered and know the difficulties experienced by students. The teacher has also included the reflection link through Microsoft themes which can be seen in the (Picture 4.32). The form of a Padlet to reflect the learning process is as follows:
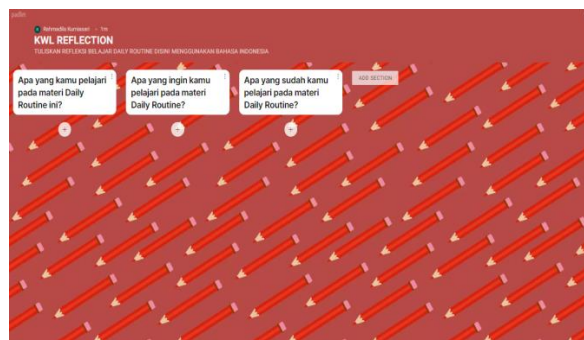
Picture 4.40 Padlet Application

Source:

https://padlet.com/rahmadillakurniasari1/uv2vkz1rjj0645vb

Because the learning time was up, the teacher explained the important points that students had to do, such as asking students to write their answers in Indonesian and answering some questions that had to be answered. The question consists of 2 questions, the first is what can be learned in the material of daily activities, and the second is about what has been known in the material. After explaining, the teacher and students summarize and conclude the activities that have been carried out earlier.

After all the activities are finished, the teacher reminds the students that the deadline for collecting all the assignments and projects made is Saturday, May 21, 2022, at 4 pm via IG Story, and don't forget to tag the teacher. After that, the teacher conveys the material to be studied at the next meeting and uploads the material one day before the learning process. The teacher reminds students to study and read the material before class starts. Finally, the teacher closed the teaching and learning process by saying "Alhamdulillah" and ending with greetings "Wassalamualaikum Wr.Wb".

At the third meeting in class Pharmacy 1 and 2, the learning process ran smoothly, and all learning processes included 5M elements (observing, questioning, experimenting, associating, and communicating). At the second meeting last week, the teacher implemented stages in the writing process, namely making drafts and editing and asking students to submit assignments via Instagram

stories as the Final Version. However, at this third meeting, after the students made a presentation at the stage of communicating about the assignment, the teacher gave an extension of time if several groups wanted to improve the task.

The teacher instructs the students that she provides an extension of time to submit assignments until Saturday, May 21, 2022. So for the Final Version, all students will collect the assignments on the appointed day at 4 pm. (see the results of student writing in the appendix 6, page 242)

c. Evaluation

Evaluation is the final stage in the learning process. The teacher consistently evaluates each meeting and some of the obstacles experienced. Overall, based on the explanation above about the learning and teaching process using E-learning for blended writing skills in Pharmacy 1 and 2, it can be concluded that blended learning makes it easier for students to learn by synchronous and asynchronous learning. Because through synchronous and asynchronous learning, students can learn using two ways: directly in the classroom and with flexible time. As the teacher said when interviewed:

"Yes, Alhamdulillah, this is one thing we can learn in this pandemic situation. We can learn by using synchronous and asynchronous balancing and utilizing both of them. Synchronous, of course… when

offline learning is like this in class, you can meet face to face and discuss directly. and I use asynchronous when explaining, like facilitating students to give what background knowledge to students. To make it easier, what do we want to learn today? It's the same with frequent assessments... because I'm based on the product. So students can upload it through Microsoft Teams, Instagram Storie, and Padlet."

The implementation of E-learning in tenth-grade Pharmacy 1 and 2 has been going quite well. Even E-learning is considered quite efficient in facilitating the learning process. In the learning process, teachers use additional devices to support the learning process, such as Google Forms and Instagram. During the blended learning process, teachers can maximize learning through online platforms by using an approach to learning so that the learning process runs very well. Meanwhile, during the face to face learning process, the teacher took advantage of this opportunity to interact and communicate with students to explain some things that had not been explained through the online learning process, such as explaining some material that students had not understood and providing additional explanations aimed at making students master the material.

During the learning process, the difficulties experienced by students occurred when the internet signal suddenly disappeared and was constrained by quotas because the wifi used in schools was in error. The evaluation carried out by the teacher to overcome these problems was to

help deal with student difficulties, such as lending the teacher's smartphone and providing personal Hotspots for students. as the teacher said when interviewed:

"If there is a problem that they can't handle, of course, I have to help, and that's all clear".

In general, the obstacles teachers face come from several factors, but these problems can be overcome due to the capacity of teachers who are already literate in technological developments.

Furthermore, in terms of examining the results of group discussions, teachers need to improve their abilities and allocate time to correct students' work. Because during the research, not all student work as a whole was corrected by the correcting teacher.

2. The extent of E-learning help teacher in the process of blended teaching writing skill at SMK Muhammadiyah 4 Surakarta

During the learning process, the teacher used a blended learning strategy by utilizing two ways of learning, namely synchronous and asynchronous. The face to face learning process in class is used to discuss and explain learning materials. Meanwhile to access materials, practice questions, and collection of assignments the teacher used online learning media that had been selected to support the learning process. As the teacher said when interviewed:

"Okay... because I'm teaching it has started to go offline, so when I explain writing it's more of an offline one. So when I explain using a blackboard, then the content of the material is already on my cellphone because I've already shared the material in the form of a link and made an e-book (book creator), then of course what helps is on several platforms that I use, the book creator and the final writing is the IG post."

To determine the extent to which these strategies help teachers in teaching writing to students, teachers have made adjustments in choosing the best learning media for students. Some of the learning media used by teachers in the learning process include Microsoft Teams, Youtube, Quizizz, Wordwall and the Padlet application. In addition, during the learning process, the teacher also added an Instagram application and also used Google Form media to give post-tests to students. Each media has benefits that use by teachers to support this blended learning process. Using these media makes this learning more efficient because it can be accessed anytime and anywhere, not only at school. The reason for choosing E-learning was conveyed by the teacher when interviewed:

"There's Microsoft Office 365, Youtube, Quizziz, Wordwall and Padlet in teaching writing, okay.. What's the reason, hmm.. I think from some of these media it can cover what I have to say, of course with 5M earlier, that's very sufficient. Because we can observe using Youtube, we can take information through Youtube as well, then questions arise after stimulating them with the media. Then there are also enebling exercises through discussions

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through games and also there are reflections, everything has been covered there".

In addition, the teacher also explained that students can use E-learning without being downloaded. Because students can open the E-learning via the available web, thus the student storage capacity does not become full. But it would be better if students had enough space to install the application, the teacher also suggested installing it. Thus the use of E-learning is not burdensome for students.

During the learning process using E-learning, commonly encountered problems include quota problems, the use of Microsoft Teams which suddenly errors and signals that suddenly disappear. However, we can overcome this problem with good cooperation between students and teachers. Like if Microsoft Teams suddenly error or students can't log in, the school has formed an IT team to deal with it. So that if there are errors, students or teachers who are teaching help each other to confirm to the problem, and after fixed, students can continue the learning process. As the teacher said when interviewed:

"Yes, there is an IT team that handles Microsoft Teams. For example, sometimes you can't log in, then you go directly to IT."

Then for network problems and internet quotas, the English teacher helps him by providing personal hotspots to students so that students can access material by writing their username and password in the blackboard. As students said when interviewed:

"Ask a friend's Hotspot or Miss Dilla if for example there is no quota and signal, if there is an error, maybe I can reboot and refresh." (Student 1)

"Ask for a Hotspot from a teacher or friend, if the platform suddenly gets an error, you can confirm it with the teacher, brother, for help." (Student 2).

Thus, based on the results of interviews conducted with teachers:

"Yes, of course it is very helpful, because here the learning system is 21st century learning. So technology facilitates us in learning, for example to motivate it or explore background knowledge what we will learn can be through Youtube, through interesting texts and learning something, it doesn't have to be through lectures, but also through online discussions, you can also give feedback to each other like that."

It shows that the use of this blended learning strategy can helps teachers in the process of teaching writing because beside from face to face learning, students can also use E-learning to learn and gain insight into the learning material.

Through E-learning, the teaching and learning process become more focused because from the beginning of the learning process the teacher guides students and gives directions to gain insight and background knowledge into the learning material to be studied. That is by watching Youtube videos, then doing questions and answers on what students have observed, discussing, practicing questions through Quizizz and Padlet,

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reflecting by Padlet application, and making group projects that aim to achieve learning objectives. As the teacher said when interviewed below:

"Yes, there has been an increase, because yes, it is clearer, more focused and leads to emm.. meaning full learning 21st like that."

Other benefits that can be seen besides making learning more focused are making students active in asking questions and making it easier for students to understand the learning material so that there is an increase in student scores. Before starting learning, students are asked to have background knowledge first so that they are interested in learning more about the learning material to be studied. If the knowledge collection connects with the subject matter, it will arouse students' curiosity. As in the learning process, the teacher applies the questioning stage, at this stage students are asked to ask questions about what they want to know and the teacher guides them to ask questions. Students can understand the subject matter explained by the teacher through observing activities during the learning process.

Utilizing of E-learning can help students rule the learning material, for example when the quiz is through Quizizz, almost all students can answer questions correctly (see picture 4.23). When interviewed, students also said the same thing, namely, the use of E-learning helped them in mastering learning materials:

"It's helped a lot, Sis." (Student 1)

"it's very helpful" (Student 2)

Students also explained some material which was greatly helped by the use of E-learning:

"In the Recount text material, the story is about deer and Lake Toba. It's the same as the material in the daily routine activity, Sis."

Thus, the use of E-learning is in demand by students and helps them understand the learning material because, during the learning process, they feel happy and not bored. This was said by students when interviewed as follows:

"Yes… very interested, it's fun too." (Student 1)

"Interested because it is easy to understand and learn. And also we not bored because learning was more accessible." (Student 2)

After being observed during the learning process, using E-learning also helps increase student scores. From the explanation supported by the interview above, it also explained by students that the use of E-learning makes them interested in learning and feels helped to understand the learning material so that an increase in grades occurs (see in appendix 16, page 253). As explained by the teacher below:

"Yes, there has been an increase, because yes, it is clearer, more focused and leads to emm.. meaning full learning 21st."

SMK Muhammadiyah 4 Surakarta has implemented 21st century learning. Where the learning upholds the use of technology for the learning process, one of the school's efforts is to use learning media in the form of E-learning. Based on the results of observations and interviews conducted

by students and teachers, the use of E-learning in the blended learning process to assist teachers in the writing learning process was successfully implemented. This success can be seen in some of the benefits that have been felt, such as students being more active in asking questions, making it easier to understand learning materials, and increasing student scores. The English teacher also felt this in the interview below:

"Okay, the learning media explains students or in learning using E-learning, of course it really helps teachers and students in discovering knowledge and also greatly facilitates students. Then it is also innovative and interactive. Yes, of course, don't just open this book to this page, the students will get bored later. So if you use games, there will be videos, so there will be discussions and other things, that's interesting, right."

B. Discussion

The objectives of this study are to find out how to utilize E-learning for blended teaching writing skill at SMK Muhammadiyah 4 Surakarta and the extent of E-Learning helps teachers in blended teaching writing skill at SMK Muhammadiyah 4 Surakarta. In this section, the researcher presents the interpretation and discussion of the research findings that have been described previously. After analyzing the data, the researcher found out how to utilizing of E-learning for blended teaching writing skill and the extent of E-learning helped teachers in blended teaching writing skill. The following is a discussion after analyzing the data results.

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1. **Utilization of E-learning for blended teaching writing skills at SMK Muhammadiyah 4 Surakarta**

    Based on the data that was found, it is known that the English teacher class X Pharmacy 1 and 2 use several types of E-learning during the writing process, such as Microsoft Teams, Youtube, Quizizz, Wordwall, Book Creator, Padlet, Instagram, and Google Form. Each of these E-learning has its function. Teachers' most frequently used E-learning is Microsoft Teams, this application as a learning management system used to deliver material, to communicate, and also sometimes to collect student assignments. Then there is Youtube as a media to provide insight and background knowledge to students. Plus, there is a Book Creator as a student online learning module that can be accessed anytime. Meanwhile, to measure students' understanding and practice questions, the teacher uses Quizizz, Wordwall, and Google Forms to take students' score. Furthermore, the use of Instagram in the process of writing is a media for uploading projects that students have done. And finally, the use of the Padlet application as a media for student reflection. Then the teacher added, the book as teaching module.

    E-learning can be utilized when the learning process occurs and when students are at home. So through this blended learning process, students can learn face to face by utilizing technological developments.

    Based on the findings of research conducted by researchers, English teachers used writing strategies that are adapted to the conditions and

learning situations between students and teachers. Strategy is a general pattern of activities between teachers and students in the application of learning activities to achieve the goals that have been set. Through this strategy, teaching and learning activities will be more organized and have a clear direction of learning objectives. Furthermore, this study uses the basic strategy in learning and teaching writing based on the theory of (Jeremy Harmer, 2004).

The first is the **Planning** stage, based on the research data results through observation and interviews, the English teacher has prepared topics that follow the learning indicators. At the observing stage at the first meeting, the teacher provides videos related to the topic or material to be delivered, namely about daily activities. The teacher instructs students to watch a video about the hospital pharmacist. Then the teacher directs the students to plan what they will write through the video that has been seen. The purpose of watching the youtube video is to give students insight into what they will write later. This follows the opinion of Harmer (2004) who states that before starting to write, a writer must think about three things, namely planning the purpose of writing, the intended audience, and the structure of the writing content based on facts, ideas, and arguments.

Then the second stage is **Drafting**. After students plan what text they will write, students begin to create concepts. Students create this concept as a structured view in compiling writing. At the second association stage meeting, students was asked to make brainstorming or list the daily

activities of a pharmacy student. The activity list contains the activities carried out and is accompanied by a description of the hours. At this stage, students need more time because they have to discuss with their groups the important points of activities that must be included and develop writing. As (Jeremy Harmer, 2004) said, at this stage of drafting, writers should have more time because they have to focus on developing a list of ideas related to the writing topic. And they can start writing by paying attention to ideas related to what they are going to write without noticing the error.

The third stage is **Editing (Reflecting and Revising)**. This editing stage is at the communication stage. At the editing stage, the teacher checks the students' writing by going to groups one by one to see their writing progress and giving each other feedback on the drafting. Because the learning time is up at this stage, the teacher asks students to continue the draft that has been made and give feedback at home and develop it into correct English sentences. According to (Jeremy Harmer, 2004), the Editing stage is important in checking coherence and stimulating the next idea or idea. In addition, it also helps students find and correct errors in the writing process to minimize mistakes.

The last process in writing is the **Final Version**. At this stage, students are asked to collect writing assignments regarding the daily activities of a pharmacy student through Instagram Stories. Before uploading it, students are asked to design the article through Canva or directly through the Instagram Story feature to make the writing more interesting. Then to make

it easier for the teacher to check, students are asked to mark the teacher's Instagram @rdilla_k as proof of collecting assignments. According to (Jeremy Harmer, 2004), the final result of the writing will be different from the plans and drafts made previously, and this happens because the students have gone through the editing process from the feedback given by the teacher. So that students already have good text results as the final product after doing all the stages in writing.

2. **The extent of E-learning help teacher in blended teaching writing skill aat SMK muhammadiyah 4 Surakarta**

   Based on observations and interviews conducted by researchers, the use of E-learning in the blended teaching writing skill process helps teachers deliver learning materials to students. The e-learning consists of Microsoft Teams, Youtube, Quizizz, Wordwall, Book Creator, and Padlet, and for writing assignments, the teacher asks students to submit them via Instagram Stories.

   Thus the use of learning media in the form of E-learning helps teachers deliver learning materials to students. In choosing E-learning, the teacher has also adjusted to the needs of students. Where E-learning can also be used at home. Thus, students and teachers can take advantage of E-learning with two learning methods at once, namely synchronous and asynchronous.

   Thus, using E-learning learning media in the process of blended teaching writing skill helps teachers facilitate students to learn more

quickly. E-learning can also help overcome some of the problems that often occur, namely boredom during the learning process.

In addition, the use of E-learning as a learning media has several advantages, including making students not bored in learning process, increasing student activity to ask questions, and helping students to understand learning materials so that an increase in student grades occurs. Thus, utilizing E-learning in the blended writing skill learning process helps students in the writing learning process. The teacher also explained that while using the blended learning method, students could understand the material better, so it could help improve student score.

CHAPTER V

CONCLUSION AND SUGGESTION

After describing and analysing the data from chapter IV, this chapter presents the conclusion of the research and the suggestion about "Utilizing E-Learning For Blended Teaching Writing Skill at Smk Muhammadiyah 4 Surakarta in The Academic Year 2021/2022."

A. Conclusion

Based on finding and discussion, the first Research Question has been answered: How is utilizing E-learning for blended teaching writing skills at SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022? An answer was found based on Jeremy Harmer's 2004 theory. The teacher has four stages in writing: planning, drafting, editing, and final version. Interviews and documentation conducted by researchers also support this. In addition, E-learning in ten Pharmacy classes 1 and 2 is divided into several functions. First is Microsoft Teams as classroom management, the second is Youtube as a media for delivering material and give insight to students, and the third is Quizizz, Wordwall, and Google Form as a media to give questions and to check students' understanding. There is Book Creator as a module for online teaching materials for students. Fourth is Padlet as a media for student reflection, and last is Instagram as a media for collecting assignments.

In the second research question, To what extent does E-learning help teachers in the process of teaching writing skill with a blended learning model at SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022? Based

on findings and discussion, an answer was also found that the use of e-learning helps teachers in the process of blended teaching writing skill. This is supported by interviews and documentation among others, students experience an increase in grades, making students more active in asking questions and helping students to understand the learning material.

B. Suggestion

After the researchers concluded the "Utilizing E-Learning For Blended Teaching Writing Skill at Smk Muhammadiyah 4 Surakarta in The Academic Year 2021/2022." Researchers propose suggestions for teachers, students, schools, and other researchers.

1. For Teachers. Teachers must motivate students to actively participate in using media in the learning process. She must apply media that appeal to students and communicate the importance of media to students. This study assesses that the E-learning used, such as Microsoft Teams, Youtube, Quizizz, Wordwall, Padlet, Instagram, and Book Creator, are interactive media that can be used for the blended learning process. Some of these media applications still need to be facilitated by other platforms, such as video conferencing, to provide additional online communication and consultation.

2. For Students. The students must have interest and motivation to learn English themselves. Students must realize that the media is interesting and useful for them. They must be active in the classroom and use E-learning

applications as additional media the teacher applies to them. They have to study before facing the class. They must utilize implementation media in their classrooms. Media will be useful for them in learning today and in future life.

3. For Institutions. We live in an era where technology has grown and developed rapidly, so teachers must continue and adapt to these changes and actualize themselves so as not to be left behind by others. Adapting 21st-century learning is good, but evaluating the media used regarding the obstacles that often occur is necessary.

4. For Other Researchers. This study discusses using E-learning for the blended learning process in the writing class. It is hoped that other researchers' results of this study can be used as additional references for further research. In addition, it is possible to conduct similar research but must use other types of platforms because there are still many platforms that can be further observed. Further researchers can also conduct similar research through action research or experimentation, depending on the situation.

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APPENDICES

RENCANA PELAKSANAAN PEMB ELAJARAN (RPP)
Nomor: 10/RPP-Bahasa Inggris X/smt.2-2021/2022

Satuan Pendidikan   : SMK MUHAMMADIYAH 4 SURAKARTA

Kelas / Semester   : X / Genap

Materi Pokok   : Teks lisan dan tulis tentang perbandingan kata sifat
(Degrees of Comparison)

Tahun Ajaran   : 2021/2022

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 3 x 60 menit

A. KOMPETENSI INTI

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. KOMPETENSI DASAR (KD) & INDIKATOR

Kompetensi dasar (KD)

3.8   Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait **kegiatan/tugas-tugas rutin sederhana (simple routine tasks)** sesuai dengan konteks penggunaan di dunia kerja.

4.8 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait **kegiatan/tugas-tugas rutin sederhana (simple routine tasks)** dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja.

C. INDIKATOR

Pertemuan 1

3.12.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks terkait kegiatan rutin sederhana sesuai dengan konteks penggunaannya.

4.12.1 Menyusun teks lisan dan tulis mengenai kegiatan rutin sederhanadengan menggunakan struktur teks dan unsur bahasa yang tepatsesuai dengan konteks penggunaannya.

Pertemuan 2

3.12.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai kegiatan rutin sederhana sesuai dengan konteks penggunaannya.

4.12.2 Mengkomunikasikan secara lisan dan tertulis tentang kegiatan rutin sederhanadengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan.

D. TUJUAN PEMBELAJARAN

Melalui diskusi, tanya jawab, penjelasan guru, peserta didik dapat:

1. Memahami teks lisan dan tulis tentang daily routine activities;
2. Memahami data mengenai struktur teks dan unsur kebahasaan dari ungkapan tentang simple present tense;
3. Mampu menerapkan fungsi sosial, struktur teks dan unsur kebahasaan simple presnt tense, yang digunakan dalam daily routine activities;

4. Mengkomunikasikan ungkapan mengenai perbandingan kata sifat tentang seseorang/seseorang dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan

E. MATERI PEMBELAJARAN

a. Fungsi sosial:

Mengetahui bagaimana cara menyampaikan simple daily routine

b. Struktur Teks:

- I work at 9 pm

- I go to dispensing cabinet, check the drugs supply, check the level of the drugs, draw up the supply, and double check.

c. Unsur kebahasaan:

- Kosakata yang terkait dengan topik

- Grammar:
  - ✓ Adjective
  - ✓ Linking verbs
  - ✓ Simple present tense
  - ✓ Compound and complex sentences

- Ejaan dan tanda baca yang jelas, rapi dan tepat

- Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan

F. MEDIA, ALAT/BAHAN DAN SUMBER BELAJAR

a. Media   : YouTube, Microsoft Teams, Book Creator, Padlet

b. Alat/Bahan   : Laptop, proyektor

c. Sumber

1) Daily Routine Activities A Hospital Pharmacy

2) Book Creator (E-book textbook)

https://read.bookcreator.com/NWkSsK15UuPRchImfc8i71Ogw9k1/D
HdUxss5T8yN6CCfVKooow

3) Padlet (Untuk refleksi diri)

https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl

G. PENDEKATAN, MODEL DAN METODE

Pendekatan   : Saintifik

Model Pembelajaran   : Project Based Learning

Metode   : ceramah, diskusi, presentasi

H. KEGIATAN PEMBELAJARAN

Kegiatan	Sintak	Deskripsi Kegiatan	Nilai Karakter	Alokasi Waktu
Pertemuan 1 **Pendahuluan**	Motivating	1) Guru memberikan salam dan mengajak siswa untuk berdoa dengan dipimpin seorang siswa ditunjuk oleh guru 2) Guru menyampaikan rencana kegiatan yang akan dilakukan pada hari ini 3) Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan 4) Menyampaikan lingkup dan teknik penilaian yang akan digunakan	Religius Percanya diri Kritis	10 Menit

		5) Peserta didik diajak untuk memahami dengan menonton video di YouTube: [DAY IN THE LIFE OF A HOSPITAL PHARMACIST	Overnight Clinical Pharmacist	Pediatrics/Women's Health - YouTube](...)	Kritis	
		6) Siswa berdiskusi mengenai isi video, secara kolaboratif	Komunikatif	
		7) Guru meminta siswa menyebutkan contoh kalimat yang mengandung *simple daily routines for pharmacy students.*	Konstruktif	
		8) Guru menjelaskan hal-hal yang perlu di-*highlight* dari *simple daily routine for pharmacy students*	Analitis	
Inti	Enabling	1) Guru membagi siswa dalam kelompok 2) Setiap kelompok diminta untuk mengunjungi book creator berikut ini: https://read.bookcreator.com/NWkSsK15UuPRchImfc8i71Ogw9k1/DHdUxss5T8yN6CCfVKooow 3) Siswa mengidentifikasi: List kegiatan simple dairy routine pada teks yang tersedia.	Percanya diri Kirits, analitis, collaborative Problem-solving Kritis	30 menit

		4) Hasil diskusi didesign menggunakan canva, dan kemudian di unggah di google drive	Konstruktif	
Penutup	Assessing	***Assessing in learning*** 1) Guru memberikan Latihan soal terkait teks yang disajikan, guru meminta siswa untuk bekerja secara collaborative ***Assessing for Learning*** **1)** Guru meminta siswa untuk mengunggah hasil diskusi kelompoknya di OneDrive, dengan link berikut; <u>XF</u> **2)** Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari secara **3)** Guru membimbing siswa untuk melakukan refleksi terhadap proses pembelajaran, melalui padlet. Dengan link: https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl **4)** Guru menyampaikan renacana projek dan materi pembelajaran pada pertemuan selanjutnya	Active Kolaboratif Creative Reflektif Intentional	5 menit

		5) Guru menutup pembelajaran dalam jaringan dengan mengajak siswa mensyukuri kesempatan belajar.	Religius	
Pertemuan 2 **Pendahuluan**	Motivating	1) Guru memberikan salam dan mengajak siswa untuk berdoa dengan dipimpin seorang siswa ditunjuk oleh guru	Religius	10 Menit
		2) Guru menyampaikan rencana kegiatan yang akan dilakukan pada hari ini	Percanya diri	
		3) Menyampaikan kompetensi yang akan dicapai dan manfaatnya bagi kehidupan	Kritis	
		4) Menyampaikan lingkup dan teknik penilaian yang akan digunakan		
		5) Peserta didik diajak untuk memahami dengan reading text mengenai *Daily practical routine pharmacy students* melalui book creator. https://read.bookcreator.com/N WkSsK15UuPRchImfc8i71Ogw 9k1/DHdUxss5T8yN6CCfVKoo ow	Kritis	
		6) Guru meminta siswa menyebutkan contoh kalimat		

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		yang mengandung *simple daily routines for pharmacy students.*	Konstrukt if	
		7) Guru menjelaskan hal-hal yang perlu di highlight dari *simple daily routine for pharmacy students*	Analitis	
Inti	Enabling	1) Siswa berdiskusi mengenai content reading yang telah disajikan pada book creator.	Collabora tive	30 menit
		2) Guru menanyai kepahaman siswa mengenai teks bacaan *simple daily routine for pharmacy students* terkait ide pokok dan *grammatical simple present tense.*	Kirits, analitis.	
		3) Siswa mengerjakan quiz matching vocabulary (secara mandiri) melalui link Wordwall berikut: https://Wordwall.net/play/32367/323/239	collaborat ive Problem-solving	
Penutup	Asses sing	***Assessing in learning*** 1) Siswa mengerjakan quiz reading comprehension secara mandiri menggunakan platform quiziz, dengan link berikut: LINK: https://quizizz.com/join?gc=64762061 CODE: 6476 2061	Active Analitis	25 menit

		Assessing for Learning		
		1) Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari.	Reflektif	
		2) Guru memandu siswa untuk mengerjakan project *My Daily routine as pharmacy students. Siswa berkelompok menulis karya dengan tema diatas.* Tugas didesain semenarik mungkin.	Constructive Creative	
		3) Guru dan teman sejawat saling memberikan feedback melalui Instagram story.	Intentional Reflektif	
		4) Guru menutup pembelajaran dalam jaringan dengan mengajak siswa mensyukuri kesempatan belajar.	Religius	

Pertemuan 3 Pendahuluan	Motivating	1) Guru memberikan salam dan mengajak siswa untuk berdoa dengan dipimpin seorang siswa ditunjuk oleh guru	Religius	15 Menit
		2) Guru menyampaikan rencana kegiatan yang akan dilakukan pada hari ini	Percanya diri	
		3) Menyampaikan lingkup dan teknik penilaian yang akan digunakan	Kritis	
		4) Peserta didik diajak untuk memahami dengan rmencoba bermain game edukatif melalui website esl. https://en.islcollective.com/video-lessons/grus-daily-routine	Kritis Analitis	
Inti	Enabling	1) Siswa berdiskusi mengenai content yang ada pada video Grus' Daily Activity.	Collaborative Kirits,	20 menit
		2) Guru meminta siswa menyebutkan contoh kalimat yang mengandung *simple present tense.*		
		3) Guru menanyai kepahaman siswa mengenai video Grus' daily routines, siswa mampu memahami apa yang telah tersaji pada video.	Analitis, Problem-solving	

Penutup	Assessing	Assessing in learning		25 menit
		1) Siswa mengerjakan quiz post-test reading melalui google form https://forms.gle/4EWXyGLAepgpUvKV8 secara mandiri	Active Analitis	
		Assessing for Learning		
		2) Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari.	Aktif Reflektif	
		3) Siswa mempresentasikan tulisan hasil karya kelompok mengenai "Daily Routine as Pharmacy Students"	Constructive	
		4) Guru dan teman sejawat saling memberikan feedback baik secara online (instagram story) dan offline.	Kritis	
		5) Guru membimbing siswa untuk mengisi refleksi melalui padlet. Menjawab pertanyaan KWL (What the students know, what the students want to know, and what the students learned?). Melalui padlet, berikut link refleksinya: https://padlet.com/rahmadillakurniasari1/uv2vkz1rjj0645vb	Reflektif	

I. SUMBER DAN MEDIA PEMBELAJARAN

1. Media : YouTube, Microsoft Teams, Book Creator, Padlet

2. Sumber Pembelajaran:

   a) Daily Routine Activities A Hospital Pharmacy

   DAY IN THE LIFE OF A HOSPITAL PHARMACIST | Overnight

   Clinical Pharmacist | Pediatrics/Women's Health - YouTube

   b) Book Creator (E-book textbook)

   https://read.bookcreator.com/NWkSsK15UuPRchImfc8i71Ogw9k

   1/DHdUxss5T8yN6CCfVKooow

   c) Padlet (Untuk refleksi diri)

   1) https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl

   2) https://padlet.com/rahmadillakurniasari1/uv2vkz1rjj0645v

   b

   d) ESL COLLECTIVE

   https://en.islcollective.com/video-lessons/grus-daily-routine

   e) Google form

   https://forms.gle/4EWXyGLAepgpUvKV8

J. PENILAIAN PROSES DAN HASIL BELAJAR

Teknik penilaian

   a. Pengetahuan:

Kompetensi Dasar	Indikator	Indikator Soal	Jenis Soal	Soal
3.10 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks tentang *asking and giving direction* sesuai		Pilihan Ganda	Terlampir

transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang **petunjuk arah (direction)** sesuai dengan konteks penggunaannya di dunia kerja.	dengan konteks penggunaannya. 3.11.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks tentang ***asking and giving direction*** sesuai dengan konteks penggunaannya.		Uraian	Terlampir

Kunci Jawaban Soal:

Terlampir

Penskoran Jawaban dan Pengolahan Nilai

1. Nilai 1 : jika jawaban sesuai kunci jawaban
2. Nilai 0 : jika jawaban tidak sesuai kunci jawaban

<div align="center">Pengolahan Nilai</div>

IPK	No Soal	Skor Penilaian 1	Nilai
3.11.1	1	1	
3.11.2	2	1	Nilai perolehan KD pengetahuan: rerata dari nilai IPK
	3	1	
	4	1	$\dfrac{10}{10} \cdot 100 = 100$
	5	1	
	6	1	

	7	1	
	8	1	
	9	1	
	10	1	
Jumlah		10	

1. Penilaian Keterampilan

a. Rubrik Percakapan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronouncing)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokusndan kadang-kadang menimbulkan salah paham	Sulit simengerti karena ada maslah dalam pelafalan dan frekuensinya sering	Hampir selalu keluar dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak mempengaruhi arti	Banyak terjadi ekekliruan tata bahasa yang memepengarui arti dan sering kali harus menusun ulang kalimat percakapan.	Tata bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosa Kata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosa kata yang tidak sesuai	Sering menggunakan kosa kata yang tidak tepat sehingga dialognya menjadi terbatas karena	Menggunakan kosa kata yang salah sehingga tidak dapat dipahami	Kosa kata sangat terbatas sehingga tidak memungkin kan terjadinya dialog

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		kosa kata yang terbatas		
Kelancaran (Fluency)	Dialog lancar sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Comprehension	Seluruh isis percakapan dapat dipahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar isi percakapan dapt dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

Nilai :
   Jumlah skor yang diperoleh/skor maksimum x 100

No	Nama Siswa	Perolehan Skor					Jumlah Skor
		Kriteria 1	Kriteria 2	Kriteria 4	Kriteria 4	Kriteria 5	
1							
2							

b. Rubrik Penilaian Menulis

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinial, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi sama

	dan terarah, ide yang dipilih up date			sekali 4 ketentuan yang telah ditetapkan
Organisasi/Struktur Teks dan Isi	Teks sesuia dengan genre yang dipilih, ketentuan dan cirri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasai yang disajikan sangat relevan, isi teks sangat mudah dipahami	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua ketentuan yang telah ditetapkan
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua ketentuan yang telah ditetapkan

		efektif, istilah-istilah digunakan dengan benar			
Nilai : Jumlah skor yang diperoleh/skor maksimum x 100					

No	Nama Siswa	Perolehan Skor				Jumlah Skor	Nilai
		Kriteria 1	Kriteria 2	Kriteria 4	Kriteria 4		
1							
2							

2. Penilaian Sikap

   Pengamatan sikap selama proses pembelajaran

No	Nama Siswa	Aktif	
		Ya	Tidak
1			
2			

Megetahui
Kepala Muh 4 Surakarta

Surakarta, 15 Mei 2022
Guru Mata Pelajaran

Tofiq Ckolik, S.Farm, A.pt
NIP.-

Rahmadilla Kurniasari, S.Pd
NIPM.

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LAMPIRAN

Media Pembelajaran Meeting 1

E-book karya guru :

https://read.bookcreator.com/NWkSsK15UuPRchImfc8i71Ogw9k1/DHdUxss5T8
yN6CCfVKooow

Reflective :

https://padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl
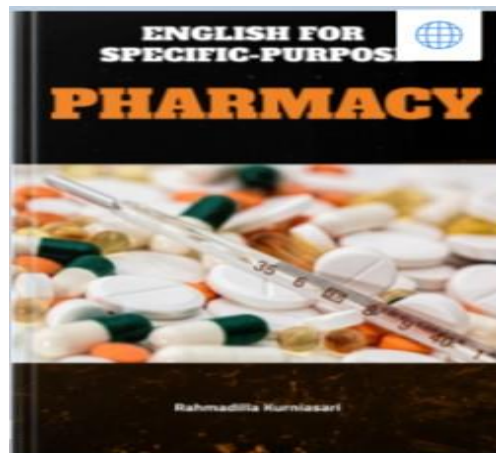
Konten Materi Youtube:

[DAY IN THE LIFE OF A HOSPITAL PHARMACIST | Overnight Clinical Pharmacist | Pediatrics/Women's Health - YouTube](#)

Microsoft Teams : Channel kelas

A. READING TEXT ACTIVITY

Daily Practical Routine of Pharmacy Students

I will tell my pharmacy service practice in my school SMK Muhammadiyah 4 Surakarta. Pharmacy service practice is a component of pharmacy practice that entails the direct interaction of the pharmacist with the patient for the purpose of carin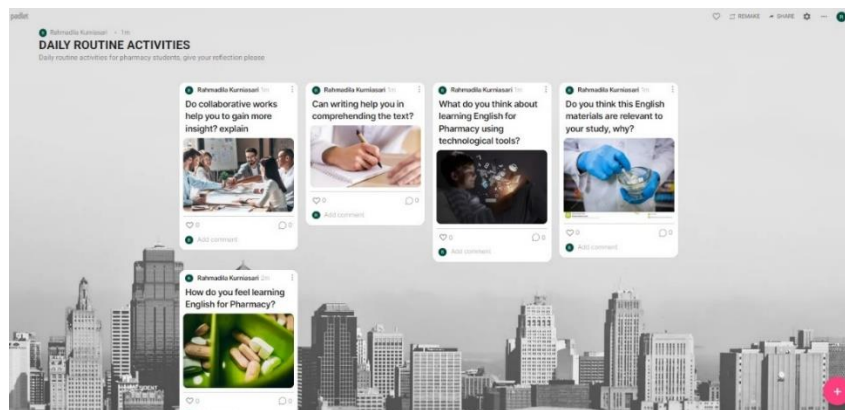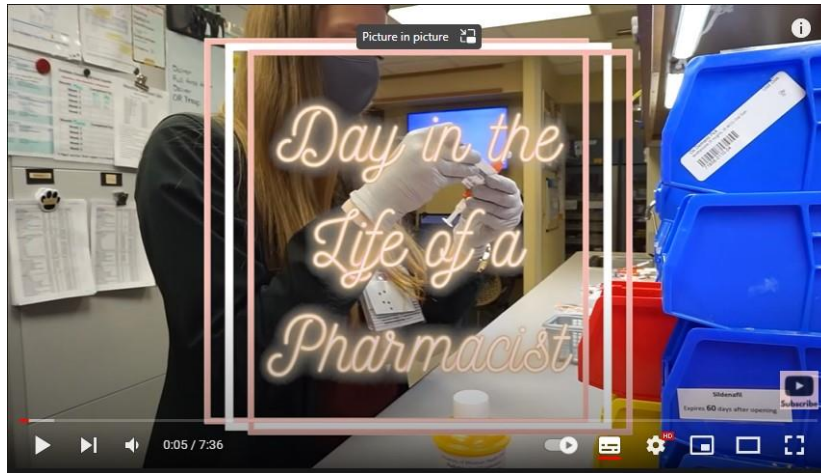g for the patient's drug-related needs. Before I join the practice, I should prepare the kinds of personal tools, and my appearance.

I bring individual practice tools, I put them in the practice bag. For the appearance, I should use a lab coat, mask, and hat. The students who forget to bring the things will get punishment. Don't forget to bring and fill out the journal. Because it will spend time if you fill in the practice. The practice starts at 07.30 AM and till 09.30 AM. First, we have a briefing for 30 minutes. My teacher will guide us on what and how the practice. Then, my teacher gives us 15 minutes to fill out the journal. But you know, I have done the journal at my home.

After the students check the journal. We will check the stocks to make powder medicine. After that, my teacher gives an hour to make powder medicine. I take the proper ingredients and measure them using the scale. We must refine the ingredient appropriately using a grinding tool "mortar and pestle". Finally, the medicine is ready to be put on parchment paper. When I faced difficulties, the pharmacy laboratory assistant and my teacher practicum will guide us.

Vocabularies

Pharmacy service practice : pelayanan farmasi	Punishment : hukuman
Care : peduli (adj) / melayani (verb)	Briefing : instruksi
Appearance: penampilan	Guide : membimbing
Practice : praktek	Capsules : kapsul
Need : kebutuhan	Refine: menghaluskan

Practicum : praktikum

grinding tool : alat penghalus

Forget : lupa

scale : timbangan

Get : mendapatkan

parchment paper: kertas
perkamen

B. ACTIVITIES

EXERCISE 1 (MATCH THE VOCABULARIES)

https://Wordwall.net/play/32367/323/239

EXERCISE 2 (READING COMPREHENSION)

QUIZ

1. What is Pharmacy service practice?
2. What is the parameter to make the medicine?
3. Please mention what should we bring to the practice session?
4. Where does the writer fill the journal?
5. How long does the practice occur?
6. Why they should have a briefing before the practice?
7. How to dispense powder medicine?
8. What tools do we use in grinding the powder medicine?
9. What is the last step of dispensing powder medicine?

You can find this quiz on quiziz below:

LINK :https://quizizz.com/join?gc=64762061

CODE: 6476 2061

EXERCISES 3

COLLABORATIVE PROJECT

Create your own experience in pharmacy practice.

Do with your partner

Design your project using canva/ instastory/ etcetera.

Submit the project on Tuesday, May 17, 2022
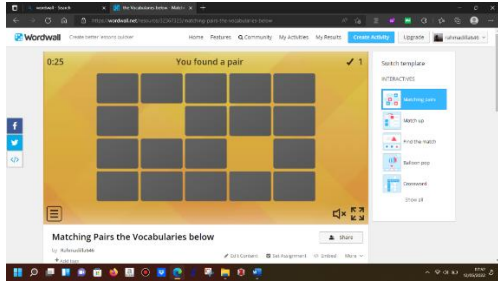
Tampilan Wordwall   **Tampilan Quiziz**
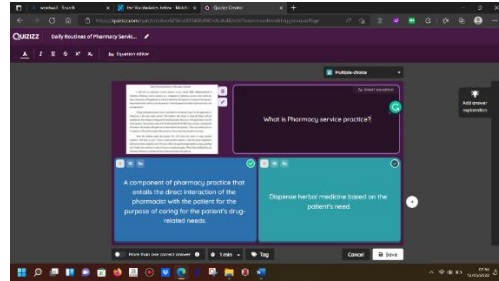
PENILAIAN

a. Penilaian Sikap

Penilaian observasi berdasarkan pengamatan dan prilaku peserta didik, baik terkai dalam proses KBM. Pengamatan langsung dilakukan oleh guru. Berikut instrument penilaian sikap.

NO	NAMA SISWA	ASPEK PRILAKU YANG DINILAI				JMH SKOR	SKOR SIKAP
		BS	JJ	TJ	DS		
1	Andi	1	1	1	1	4	4
2	Keley	0	1	1	1	3	3

Keterangan:

ASPEK		SKOR
BS	Bekerja sama	1
JJ	Jujur	1
TJ	Tanggung jawab	1
DS	Disiplin	1

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b. Penilaian pengetahuan

1) Exersises: E-book

Comprehension questions

Do the project with your group, discuss, and answer the questions below

■ Find at least 5 nouns and verbs that are specific to English for Pharmacy, and please give a little explanation.
for example : pharmacist (noun): a shop, or part of one, that sells medicines and drugs

■ Please make the list of activities from the hospital pharmacist's schedule! (including the time)
for example: at 9 pm she has a little huddle, at 3am she double check the drugs cabinet.

■ Sum up the main obligation of hospital pharmacists
for example Hospital pharmacists should dispense the drugs based on a physician's receipts. (make in paragraph, at least 1 paragraph)

■ Submission Instruction
1. If it is possible, you can type your collaborative work, or just send me the results of your group discussion.
2. Send your work to OneDrive
link : XF

6) Penilaian Quiziz

Menggunakan score yang terdapat pada quiziz

7) Penliaian Project Menulis
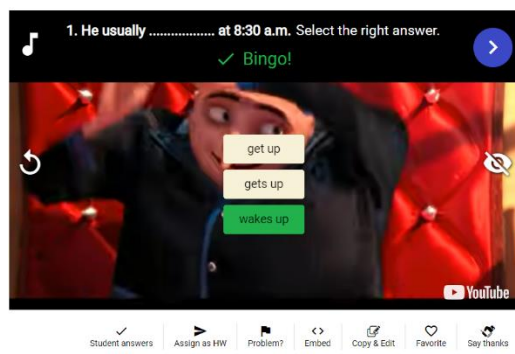
Create your own experience in pharmacy practice.

Do with your partner

Design your project using canva/ instastory/ etcetera.

Meeting 3

Video games ESL COLLECTIVE
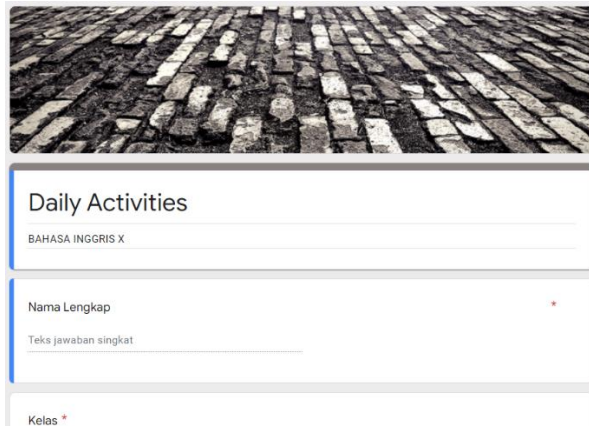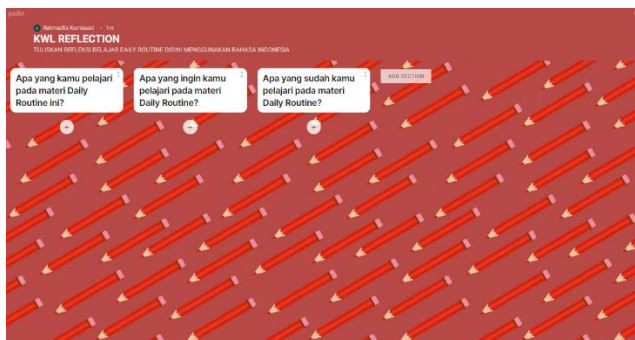
8) Post-test Google Form

9) Refleksi Padlet & KWL Reading

Appendix 2: Blueprint of Teacher Interview

Teacher Interview Guide at SMK Muhammadiyah 4 Surakarta

Source Identity:

Teacher Name   : Rahmadilla Kurniasari, S.Pd

Last Education   : S1

Subjects   : Bahasa Inggris

Research Sites   : SMK Muhammadiyah 4 Surakarta

Interview Guide

- **Teacher**

No.	Indicator	Question
Kemampuan Dalam Menguasi Platform Pembelajaran		
1.	Materi, Metode dan Proses pembelajaran	1. Dalam proses pembelajaran apakah materi pembelajarannya masih sama dengan silabus sebelum pandemic? 2. Selama proses berlangsung menggunakan Kurikulum apa? Jika menggunakan kurikulum 2013 menggunakan yang edisi revisi/ emergency kurikulum? 3. jika menggunakan Kurukulum 13 berarti dalam penerapannya menggunakan 5M itu ya Miss? 4. Apakah 5M nya tersampaikan daalam 1x pembelajaran? Atau berlanjut di pertemuan berikutnya? 5. Apakah ada pengurangan materi dari silabus yang telah ditentukan? 6. Materi apa saja yang disampaikan di kelas menulis?

		7. Jenis menulis apa yang digunakan? Serta termasuk kedalam genre apa?
		8. Apa saja perencanaan yang Miss lakukan sebelum mengajar kelas Writing?
		9. Strategi apa saja yang ibu lakukan/gunakan untuk mengajar bahasa Inggris terkait kemampuan menulis siswa, dengan metode pembelajaran menggunakan platform E-learning?
		10. Apakah starategi tersebut masuk kedalan pembelajaran sincronus dan asyncronus?
		11. Dalam penyampaian materi melalui video Youtube apakah semua siswa menonton video tersebut ? dan jika tidak apa yang Miss lakukan?
		12. Apakah dalam proses pembelajaran Writing ibu menerapkan metode pendekatan planning, drafting, editing, and final version?
		13. Sumber materi apa yang Ibu gunakan dalam mengajar Writing?
		14. Sejauh mana strategi pembelajaran dengan menggunakan E-learning yang Miss terapkan dapat membantu dalam proses mengajar bahasa Inggris?
		15. Apakah tujuan dari pembelajaran Writing yang telah direncanakan sudah terealisasi?
		16. Apakah ada materi pembelajaran dalam silabus yang tidak tersampaikan kepada siswa (menyangkut jam pembelajaran)?

			Lalu bagaimana cara Miss menyampaikannya?
			17. Dalam pemberian exercise kepada siswa, soal yang diberikan membuat sendiri atau mengambil dari website? Apakah ada pengaruhnya terhadap nilai siswa?
			18. Apakah masih menggunakan KKM? Berapa?
2.	Media, Evaluasi Pembelajaran dan management kelas		1. E-learning apa saja yang digunakan daalam proses pembelajaran bahasa inggris?
			2. Apakah ada kebijakan dari sekolah untuk mewajibkan penggunaan E- learning tersebut?
			3. Bagaimana pendapat Ibu tentang pembelajaran degan menggunakan media e-learning? Membantu atau tidak? Bagaimana penjelasannya..
			4. Bagaimana penyampaian materi menggunakan media tersebut?
			5. Mengapa Ibu memilih menggunakan media Microsoft Office 365, Youtube, Quizziz, Wordwall dan Padlet sebagai media pembelajaran writing?
			6. Apakah fungsi dari aplikasi-aplikasi tersebut dalam pembelajaran kelas writing? Dan fitur fitur apa yang sering digunakan?
			7. Permasalahan apa yang dihadapi siswa dalam menggunakan media E-learning di kelas Writing?

		8. Apakah setiap hasil tulisan siswa dikoreksi oleh guru?
		9. Bagaimana feedback yang ibu berikan kepada siswa?
		10. Apakah semua siswa menerapkan semua proses dari Writing tersebut?
		11. Apakah ada perbedaan nilai yang significan dari adanya pembelajaran online yang diterapkan?
		12. Setelah menggunakan platform E-learning tersebut apakah nilai siswa mengalami peningkatan?
		13. Ketika proses pembelajaran apakah siswa diminta untuk membentuk kelompok belajar?
		14. Bagaimana pengumpulan tugasnya? Apakah kelompok atau individu?
Akses Teknologi		
1.	Akses perangkat yang digunakan (Smartphone dan jaringan Internet)	1. Apakah semua platform pembelajaran yang digunakan selama pembelajaran dapat diinstal melalui smartphone?
		2. Apabila platform yag digunakan mengalami gangguan atau error apakah siswa dapat mengatasinya sendiri?
		3. Langkah apa yang diambil Guru ketika terdapat siswa yang mengalami kendala dalam menggunakan platform pembelajaran online?
		4. Jika sedang dilaksanakan PTM secara terbatas bagaimana sikap guru jika ada

| | | siswa yang tidak membawa computer atau smartphone untuk mengakses pembelajaran yang diberikan melalui E-learning? |
| | | 5. Apakah siswa dan guru dapat mengakses jaringan internet di rumah? Dan jika antara siswa ataupun guru tidak dapat mengakses internet langkah apa yang diambil untuk tetap melaksanakan pembelajaran tersebut? |

Appendix 3: Transcript of Teacher Interview

<div align="center">

DATA INTERVIEW

TEACHER

</div>

Informant : Rahmadilla Kurniasari S.Pd.

Day/ Date : Thursday, 7 July 2022

Time   : 10.00 – 11.15 WIB

Place   : SMK Muhammadiyah 4 Surakarta

No	Researcher Questions	Informant Answer
1.	Sebelumnya Assalamulaikum Warahmatullahi Wabarakatuh.	Waalaikumsalam Warahmatullahi Wabarakatuh.
2.	Selamat pagi Miss Dila, perkenalkan nama saya Army Putri Budiyani, saya mahasiswa dari UIN Raden Mas Said Surakarta, dari Fakultas Adab dan Bahasa, Jurusan Pendidikan Bahasa Inggris. Di pagi hari ini saya akan mewawancarai terkait penelitian saya di SMK Muhammadiyah 4 Surakarta tentang penggunaan E learning dalam proses pembelajaran Writing. Apakah boleh saya utuk melanjutkan interviewnya Miss?	Ya boleh, silahkan mbak.
3.	Sebelumnya yang pertama mengenai indikator Materi, Metode dan Proses Pembelajaran. Dalam proses	Ya masih sama, karena di peraturan Mentri pun tidak ada yang mengatakan bahwa harus ada pemangkasan seperti itu ya. Jadi memang semua diajarkan

	pembelajaran, apakah materi pembelajaran masih sama dengan silabus sebelum pandemi?	sesuai dengan silabus. Tinggal bagaimana cara kita mengelolanya. Emm mengelolanya tentu perlu bantuan dari teknologi ini ya untuk mempersingkat waktu.
4.	Untuk pertanyaan yang kedua, selama proses pembelajaran berlangsung menggunakan kurikulum yang apa Miss?	Kurikulum K13 emm yang revisi. Jadi sudah full semua Insyaallah
5.	Berarti kalau menggunakan kurikulum 2013 dalam penerapannya menggunakan 5M itu ya Miss?	**Nggih 5M, mengamami, menanya, mengumpulkan informasi, mengasosiasi, sama mengkomunikasikan. Eee Tapi dalam lesson plan saya tidak menuliskan ini karna lesson plan saya berbeda dari 5M itu, tapi eee intinya masih sama pakai POE itu intinya masih sama.**
6.	Untuk penerapannya 5M itu tersampaikan daalam 1x pembelajaran? Atau berlanjut di pertemuan berikutnya?	**Oke, Alhamdulillah dalam lesson plan eee saya memuat semua komponen dari 5M. Tapi dari komponen tersebut mungkin tetap ya kurang maksimal dalam penyampaiannya. Emm yang paling banyak kurang maksimal itu emm yang ini Mengkomunikasikan dalam bentuk ini ya karna mengkomunikasikan di kelas itu emm karna saya cukup jarang ya. Lebih ke komunikasi digital, eem jadi**

		saling memberikan feedback ke temennya di social media seperti itu.
7.	Ijin untuk melanjutkan ke pertanyaan selanjutnya Miss, Apakah ada pengurangan materi dari silabus yang telah ditentukan?	Tidak ada, alhamdulillah tidak ada. Emm saya seumpama udah mepet gitu ya itu saya sampaikan lewat vidio. Jadi saya punya Youtube yang isinya adalah konten materi pembelajaran.
8.	Berarti contohnya misal ada kekurangan waktu untuk menyampaikan materi nanti Miss Dilla menyusulkan materi itu melalui vidio tersebut?	Iya
9.	Untuk materi yang di sampaikan dalam pembelajaran Writing itu termasuk apa saja nggih Miss?	Materinya banyak ya tinggal lihat di silabusnya. Kalau di semester 2 itu ya. Semester 2 ada Narrative, ada Recount, ada Descriptive. Descriptive untuk semester 1 maaf. Terus ada em ini maaf khusus kelas 10 kan?
10.	Iya Miss	Ada daily routine activity seorang pharmacy juga.
11.	Untuk jenis materi Daily Routine Activity itu masuk ke jenis writing yang apa Miss?	Itu masuk ke jenis writing.. em wait itu masuk ke product oriented ya. Tapi dalam memunculkan product dan mengkonstrak writing dari murid itu saya menggunakan collaborative learning yaitu membuat group.
12.	Itu masuknya Fun Writing atau Academic Writing miss?	No.. No fun writing. Karna kalo fun writing kan bebas gitu ya, tapi ini sudah saya tetapkan topiknya. Jadi menulis

			yang berdasarkan topik yang real word yang di hadapi oleh murid.
13.	Untuk genrenya masuk kedalam recount ya Miss?		**Kemarin ada yang menulisnya dengan menggunakan Verb 2 dengan tenses recount gitu ya. Tapi ada juga yang present tense. Saya membebaskan.**
14.	Untuk selanjutnya apa saja perencanaan yang Miss lakukan sebelum mengajar kelas Writing?		**Oke, tentu saya perencanaannya itu dari materi dulu ya. Materinya saya buatkan melalui yang pertama itu KD nya apa, terus kemudian tujuan pembelajarannya apa, terus saya buat lesson plan nya kayak gimana sesuai dengan setting tersebut. Emm kemudian setelah membuat lesson plan untuk mengasah writing skill murid tentunya guru menyediakan vidio atau bacaan yang sudah menjurus kepada kognitif apa yang akan diajarkan pada materi tersebut. Kemudian emm strateginya gimana sih caranya menulis, apasaja hal hal yang penting dan perlu diperhatikan dalam menulis, terus kita harus tahu vocabullarynya, terus kita harus tahun caranya merangkai sebuah paragraf dengan menggunakan metode jaring laba laba. Tapi kemarin murid itu masih kurang paham bagaimana membuat jaring**

		laba laba writing itu. Akhirnya mereka membuat sebuah list untuk drafting sebuah tulisan.
15.	Kemudian Strategi apa saja yang ibu lakukan untuk mengajar bahasa Inggris terkait kemampuan menulis siswa, dengan metode pembelajaran menggunakan platform E-learning?	**Oke.. karena saya itu ngajarnya sudah mulai masuk offline, jadi pada saat menerangkan writing itu lebih kepada offlinenya ya. Jadi waktu menerangkan menggunkan papan tulis, lalu konten materinya sudah ada di Handphone ya karena saya sudah meng share materi berupa link dan membuat e-book, terus tentu saja yang membantu itu di beberapa platform yang saya gunakan, book creator dan final writingnya adalah post ig.**
16.	Kemudian apakah starategi tersebut masuk kedalan pembelajaran sincronus dan asyncronus?	**Ya Alhamdulillah, ya ini salah satu hal yang bisa kita pelajari dalam situasi pandemi ini kita bisa belajar dengan menggunakan sincronus dan asyncronus menyeimbangkan dan memanfaatkan keduanya itu. Sincronus nya tentu saja saat pembelajaran offline seperti ini di kelas, bisa bertatap muka langsung dan berdiskusi secara langsung. Dan asyncronus itu saya gunakan ketika menerangkan kayak memfasilitasi siswa memberikan background knowladge apa kepada siswa. Untuk**

		lebih memudahkan kita mau belajar apa sih hari ini gitu. Sama assessing nya sering ya.. karna saya berdasakran product ya. Pakek upload di ig lah Ms Teams dan di Padlet.
17.	Berarti sudah bagus ya Miss untuk strategi pembelajarannya, karna ini juga menunjukkan kesiapan Miss Dilla dalam mempersiapkan pembelajaran. Untuk pertanyaan selanjutnya dalam penyampaian materi melalui video Youtube apakah semua siswa menonton video tersebut ? dan jika tidak apa yang Miss lakukan?	Ya Alhamdulillah, ketika saya masuk materi baru bararti siswa harus mempunyau background knowladge terlebih dahulu. Dan itu sudah saya share sebelum proses pembelajaran di mulai satu hari sebelumnya. Jadi saya mewajibkan untuk menonton vidio youtube atau konten apa yang telah saya buat gitu.
18.	Selanjutnya apakah dalam proses pembelajaran Writing Miss menerapkan metode pendekatan planning, drafting, editing, and final version?	**Ya saya menyarankan penerapannya tapi sepertinya yang editing ini, Ini kan mengerjakannya kebanyakan di rumahkan ya karna jamnya hanya separuh jadi kita hanya punya waktu sedikit ya. Planningnya dulu saya sudah nge set topiknya apa dan memberikan insight gimana cara menemukan konsep yang tepat untuk topik tersebut. Terus draftingnya itu lebih ke list point kegiatan siswa yang nantinya akan di kembangkan. Kemudian untuk editingnya ini**

		karna ini ya ini mengerjakannya kolaborative jadi saya kurang tau, tapi saya juga menyarankan untuk dilihat lagi, dibaca lagi dan di edit edit lagi penulisannya. Some times kalo ada yang mengirimkakan misal tensisnya emm.. masih ada yang salah gitu some times saya benarkan secara online. Dan untuk final Versionnya lewat post ig.
19.	Menonton vidio melalui Youtube itu juga sudah termasuk planing ya Miss berarti?	Ya, karena memberikan insight kepada siswa.
20.	Untuk pertanyaan selanjutnya sumber materi apa yang Miss gunakan dalam mengajar Writing?	Sumbernya macem macem ya, saya menggunakan English for Specific Purpose based on Students Needs itu saya pakek Youtube about daily routine activity for pharmacy, kemudian konten teks based konten itu saya buat sendiri berdasarkan wawancara saya kepada murid, kemudian apa lagi ya emm.. ya cukup itu.
21.	Lalu Sejauh mana strategi pembelajaran dengan menggunakan E-learning yang Miss terapkan dapat membantu dalam proses mengajar bahasa Inggris?	Ya tentu saja sangat membantu ya karna disini sistem pembelajarannya 21st century learning. Jadi teknologi itu memfasilitasi kita dalam belajar, contonya untuk motivatingnya itu menggali background knowladge apa yang akan kita pelajari itu bisa lewat

		Youtube, lewat teks yang menarik dan mempelajarkan sesuatu juga tidak harus lewat ceramah tapi juga lewat diskusi online pun juga bisa saling memberikan feedback kepada temannya seperti itu.
22.	Apakah tujuan dari pembelajaran Writing yang telah direncanakan sudah terealisasi?	Alhamdulillah untuk beberapa siswa yang saya amati itu sudah sangat meningkat ya tulisannya udah bagus, final editingnya juga sudah pakek teknologi.
23.	Untuk pertanyaan selanjutnya dalam pemberian exercise kepada siswa, soal yang diberikan membuat sendiri atau mengambil dari website? Apakah ada pengaruhnya terhadap nilai siswa?	Emm campuran ya karna keterbatasan specific teks juga mengenai pharmacy some times saya membuat sendiri some times juga saya mengambil dari internet kalo ada yang cocok. Tapi malah kalo liat di internet itu saya lebih susah karna kan harus disesuaikan juga dengan KD nya. Jadi lebih banyak yang saya membuat sendiri. Untuk pengaruhnya terhadap nilai itu tentu pengaruh ya karna menurut saya siswa itu lebih bisa untuk menemukan knowladge nya sendiri dan saya membantu untuk mengarahkan.
24.	Apakah masih menggunakan KKM Miss? dan Berapa KKM nya?	Ya masih menggunakan ya karna kurikulum 13 masih ada KKM, kecuali kalo menggunakan kurikulum merdeka itu sudah tidak menggunakan. Untuk KKM nya itu Alhamdulillah 62.

25.	Untuk indikator kedua mengenai Media, Evaluasi Pembelajaran dan management kelas, pertanyaannya E-learning apa saja yang digunakan daalam proses pembelajaran bahasa inggris	**Oke, E learningnya ada Microsoft teams 365 untuk clasroom management ketika online kita proses pembelajarannya lewat situ, kemudian Youtube sometimes saya membuat vidio sendiri kadang juga mencari referensi vidio lain, setelah Youtube kemudian aaa ada game education Wordwall, Quizizz untuk ini ya permainan game edukasi kemudian ada book creator ini ya untuk saya membuat teks instruksi seperti modul ajar yang gampang lah, kemudian Padlet untuk kayak merefleksikan diri sama instagram ini untuk mengkomunikasikan produk apa yang sudah dihasilkan siswa.**
26.	Kemudian apakah ada kebijakan dari sekolah untuk mewajibkan penggunaan E- learning tersebut?	Ya tentu saja yang wajib nomor satu itu Microsoft Teams dan sekolah juga ini ya mengarahkan guru gurunya untuk lebih melek IT bisa menggunakan teknologi dalam pembelajarannya.
27.	Ijin kepertanyaan selanjutnya Miss, bagaimana pendapat Miss tentang pembelajaran degan menggunakan media e-learning? Membantu atau tidak?	**Oke emm media pembelajaran menerangkan siswa atau dalam pembelajaran menggunakan E-learning tentu saja itu sangat membantu guru dan siswa dalam discover knowladge dan juga sangat memfasilitasi siswa. Kemudian juga**

		inovativ dan interaktif ya tentu saja nggak hanya bukak buku ini halaman ini, nanti kan siswa jdi bosen ya. Jadi kalo pakek game terus ada vidio jadi ada diskusi dan lain lain itu kan menarik ya.
28.	Lalu bagaimana penyampaian materi menggunakan media tersebut?	**Oke tadi sudah saya singgung di pertanyaan pertama, jadi Microsoft Teams itu sebagai Classroom Management jadi saya share materi share info disitu, karna pembelajaran sudah tidak online sometimes saya kalo emm mepet gitu ya waktunya saya minta murid menuliskan jawaban di situ,tapi karna sudah offline ya jadi komunikasinya lebih banyak secara langsung. Kemudian Youtube ya untuk membantu siswa menemukan insight atau mengetahui background knowladge apa yang harus kita ketahui. Kemudian Wordwall dan Quizizz untuk melatih ketangkasan siswa dalam menjawab pertanyaan, tapi pertanyaanya itu dengan dicover dengan sarana yang menarik. Kemudian Padlet sebaagai media untuk merefleksikan siswa.**
29.	Sebagai sarana exercise juga ya Miss?	Ya sarana exercise juga. dan selanjutnya itu ada **book creatore dimana itu emm.. modul ajar saya**

		yang saya buat disitu sudah ada teksnya sudah ada instruksinya kemudian juga ada latihannya, kadang juga saya menambahkan suara saya dalam penjelasan di slide buku tersebut. Terus ada padlet untuk merefleksikan aaa.. pembelajaran apa yang sudah mereka pelajari, apa yang mereka ketahui, apa kesulitannya dan lain lain. emm untuk ini juga emm.. selanjutnya Instagram untuk mengupload prodak apa yang dihasilkan siswa melalui diskusi group gitu.
30.	Selanjutnya apa alasan Miss memilih menggunakan media tersebut?	Ada Microsoft Office 365, Youtube, Quizziz, Wordwall dan Padlet dalam pembelajaran Writing ya, oke.. Alasanya apa ya emm.. menurut saya dari beberapa media ini itu bisa mengcover apa yang hrus saya sampaikan tentunya dengan 5M tadi ya itu sangat mencukupi. Karna kira bisa mengamati pakek Youtube kita bisa mengambil informasi lewat Youtube juga kemudian timbul pertanyaan setelah merangsang dengan media media tersebut. Kemudian juga ada latihannya eneblingnya melalui diskusi melalui

		games dan juga ada refleksinya semua sudah tercover disitu.
31.	Berarti fungsi dari aplikasi aplikasi tersebut sudah dijalankn dengan baik ya Miss	Ya
32.	Untuk fitur yang sering digunakan itu apa saja Miss?	Fiturnya maksudnya gimana?
33.	Maksudnya misal di Microsoft Teams itu kan ada fitur vidio conference nya, ada fitur chatnya ada telfon nah itu yang sering digunakan apa saja Miss?	di Microsoft Teams itu yang sering digunakn emm chatnya, Untuk vidio conference jarang ya karna sudah mulai offline. Terus kalo Youtube yang paling sering digunakan fitur vidio, kemudian Quizizz Wordwall fiturnya aaa… intinya menggunakan game saya membuat dulu kemudian disitu ada cara melihat skornya itu bisa saya manfaatkan untuk penilaian juga terus Padlet itu paling juga ini ya sudah tau bentukannya kan yang paling sering digunakan ya add itu untuk menambahkan manambahkan subjeknya siapa terus apa yang mau di upload gitu.
34.	Lalu permasalahan apa yang dihadapi siswa dalam menggunakan media E-learning di kelas Writing?	Oke karna ini permasalahan siswa agak kompleks ya karna ini menyangkut kognitif siswa juga itu aaa berpengaruh tidak semuanya memiliki kemampuan yang sama. Kemudian selain kemampuan itu ada juga yang sebenernya bisa, tapi motivasinya

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		cukup rendah ya kena kenak distraction yang lainnya jadi tidak fokus belajar. Kemudian ada juga yang nggak bawa Hp atau gak punya kuota itu juga menjadi masalah.
35.	Lalu apakah setiap hasil tulisan siswa dikoreksi juga Miss?	Ya, dikoreksi guru biasanya ini saya liat liat dulu kemudian saya kalau model di kertas gini saya beri coretan di kertas atau emm kalau berbasis online kesalahannya saya tulis via online.
36.	Kemudian bagaimana feedback yang Miss berikan kepada siswa untuk setiap pembelajaran?	Eee.. feedbacknya selain koreksi, apresiasi karna luar biasa ya murid murid saya itu luar biasa rajin rajinnya dengan penugasan yang menurut saya padat namun berisi itu banyak siswa yang sangat rajin mengerjakan membuat saya semangat.
37.	Kemudian apakah semua siswa menerapkan semua proses dari Writing tersebut Miss?	Oke, ada yang melewati proses proses tersebut ya tentunya karena emm sudah saya minta untuk mengirimkan. Kalau Planing tentu saja semua menjalankan Planing nya, Drafting sudah saya minta untuk mengirimkan list tapi ada yang tidak mengirimkan lisnya. Emm terus Revising nya juga mereka langsung jadi gitu aja gitu lo. Tapi ada juga yang melalui tahap tahap proses tersebut dengan urut.
38.	Apakah ada perbedaan nilai yang significan dari adanya	Kalau nilai itu kan gimana ya saya tidak terlalu fokus pada nilai, tapi prosesnya

	pembelajaran online yang diterapkan Miss?	itu saya lihat memang tulisannya semakin lama semakin bagus. Nilainya ya tentu saja kalau rajin mengumpulkan itu pasti saya beri nilai yang lebih dari KKM.
39.	Lalu setelah menggunakan platform E-learning tersebut apakah nilai siswa juga mengalami peningkatan Miss?	**Ya mengalami peningkatan, karna ya lebih jelas lebih terarah dan menjurus ke emm.. meaning full learning 21st gitu.**
40.	Ketika proses pembelajaran apakah siswa diminta untuk membentuk kelompok belajar?	**Iya membuat kelompok belajar hampir di setiap kelas bahasa inggris. Banyak yang pada penyampaian materinya saya sampaikannya gimana caranya mereka diskusi, gimana caranya mereka mendapat insight dari obrolan dengan sesama temannya.**
41.	Untuk pengumpulan tugasnya bagaimana Miss, Apakah kelompok atau individu?	Ya ada bagian yang kelompok ada bagian yang individu. Seperti kalau ada pretest, kemudian tes tertulis itu lebih banyak individu. Kalau yang kelompok itu kayak yang diskusi apa sih yang kamu ketahui dari vidio itu, dari materi itu, dari teks itu lebih ke diskusi. Pengumpulan tugasnya juga tentu saja kalau berdasarkan prodak itu satu kelompok satu.
42.	Kemudian untuk indikator akses teknologi, perangkat yang digunakan berupa Smartphone	**Emm, ada Microsoft Teams, ada Youtube, Wordwall, Quizizz, Padlet kadang juga menggunakan**

	dan jaringan internet. Yang pertama itu apakah semua platform pembelajaran yang digunakan selama pembelajaran dapat diinstal melalui smartphone?	**Instagram semuanya bisa, tapi emm untuk beberapa aplikasi ya emm bisa yaa semua aplikasi ya maaf. Semua aplikasi itu bisa tanpa di download juga tapi kalau mempunyai ruang hanphone yang cukup kenapa tidak mendownload kan emm lebih efektif dan efisien.**
43.	Kemudian apabila platform yag digunakan mengalami gangguan atau error apakah siswa dapat mengatasinya sendiri?	**Kalau ada gangguan yang mereka tidak bisa atasi tentu saja saya yang harus membantu ya dan itu bisa clear semua.**
44.	Kan biasanya penggunaan Microsoft Teams itu kadang juga mengalami error, apakah darinsekolah ada IT nya tersendiri?	**Iy ada tim IT yang meng handle Microsoft Teams itu. Misal kadang nggak bisa log in itu nanti langsung ke IT nya.**
45.	Lalu jika sedang dilaksanakan PTM secara terbatas bagaimana sikap guru jika ada siswa yang tidak membawa computer atau smartphone untuk mengakses pembelajaran yang diberikan melalui E-learning?	Ya tergantung agenda kelasnya itu apa kalau mengharuskan mereka memegang sendiri sendiri ya saya pinjami. Kalau emm aktifitas di kelasnya itu diskusi ya saya minta untuk mereka berbagi.
46.	Untuk pertanyaan selanjutnya, apakah siswa dan guru dapat mengakses jaringan internet di rumah? Dan jika antara siswa ataupun guru tidak dapat mengakses internet langkah apa	Alhamdulillah internet itu bukan hal yang susah ya sekarang, mereka mempunyai internet kuota atau wifi masing masing. Tapi ya kadang kala mungkin kalau kuota itu ada batasnya ya kalau kuota itu habis ya agak lama

	yang diambil untuk tetap melaksanakan pembelajaran tersebut?	untuk merespon. Kalau sudah beli dan sudah lancar ya lancar lancar aja komunikasinya.
47.	Berarti tetap ada konfirmasi ya Miss kalau ada siswa yang tiba tiba kuotanya habis atau apa itu bisa menyusul juga?	Iya bisa menyusul juga.
48.	Saya kira cukup sekian interview yang saya tanyakan, Terimakaih banyak sebelumnya Miss Dilla telah meluangkan waktunya. Wassalamualaikum Warahmatullahi Wabarakatuh	Sama-sama mbak, Walaikumusalam Warahmatullahi Wabarakatuh.

Appendix 4: Transcript of Students Interview

<div align="center">

DATA INTERVIEW

STUDENT 1

</div>

Informant : Bulan Permata Ibunda

Day/ Date : Wednesday, 20 July 2022

Time : 16.49- 18.34 WIB

No	Researcher Questions	Informant Answer
1.	Assalamualaikum Wr.Wb, Perkenalkan nama saya Army Putri Budiyani dari UIN Raden Mas Said Surakarta jurusan pendidikan bahasa inggris, yang sedang melakukan penelitian di SMk Muhammadiyah 4 Surakarta Untuk memenuhi tugas akhir skripsi saya. Apakah adek ada waktu untuk interview sebentar ?	Waalaikumusalam Wr.Wb, oh iyaa tentu boleh kaka silahkan.
2.	Dengan dek siapa ini ?	Perkenalkan saya Bulan Permata kak.
3.	Nice to meet you den Bulan, dari kelas Farmasi berapa dek ?	Saya kelas farmasi 1 kak, nice to meet you too kak.
4.	Okey jadi untuk pertanyaan pertama, perencanaan sebelum melakukan pembelajaran itu biasanya ngapain dulu dek ?	Abis Miss Dilla share materi gitu, biasanya saya baca baca dulu ka saya resapi dulu walau nggaak semua, Miss Dilla lebih sering share materi berupa Pdf ketimbang video ka. Agar besok waktu pembahasan tidak bingung.

5.	Tapi biasanya kalo shr berupa vidio gitu kamu nontonnya sbelum waktu pembelajaran dek ?	iya kadang gitu, kadang hari sblm pembelajaran.
6.	Untuk proses pembelajaran writing itu biasanya menggunakan E learning apa saja dek ?	Ms teams, Padlet, One drive, quizizz,Wordwall, kalau di YouTube itu video edukasi tentang seorang pharmacist kak. Maksudnya kegiatan seorang pharmacist. Oh iya terus juga kmrn suruh buat Waktu Kerja disuruh buat di canva dan final di post di story ig.
7.	Apakah kamu tertarik dengan penggunaan E-learning pembelajaran online tersebut ?	**Yaaa… sangat tertarik , seru juga.**
8.	Nah apakah melalui E-learning tersebut membantumu dalam proses belajar dan menguasai materi ?	**Banyak membantu kak.**
9.	Berarti lebih memudahkan kamu untuk memahami dan menguasai materi ya. Contohnya seperti pada materi apa dek ?	**Pada materi Recount text, cerita tentang kancil dan danau toba. Sama materi di daily routine activity ka.**
10.	Permasalahan apa yang sering dihadapi dalam menggunakan aplikasi-aplikasi online tersebut dek ?	Terkadang kendala sinyal kak, atau apk lemot.
11.	Sering error ngga dek aplikasinya	Jarang kak, nggak mesti.
12.	Lalu jika ada beberapa kendala seperti koneksi internet yang terganggu atau mungkin platform pembelajaran yang	**Minta tetring temen atau miss dilla kalau misal ga ada kouta sama sinyal, kalau error**

	tiba tiba error langkah apa yang biasanya dilakukan ?	**mungkin bisa saya daya ulang dan refresh.**
13.	Kalo misal Microsoft Teams itu sering error juga ngga dek ?	Kalau pas pembelajaran kemarn Alhamdulillah enggak kak tapi waktu UAS kmrn smpt error, dibuka loading nya lama banget smp saya uninstall trus download lagi. Tapi tenang ada IT buat bantu2 kalau ada kendala di apk atau sinyak gitu kak.
14.	Oh begitu ya, menurut dek bulan lebih mudah memahami materi pembelajaran secara online atau ketika PTM terbatas ?	Kalau sekarang offline kak ,kalau dulu mungkin online enak.
15.	Oh jadi begitu, saya kira cukup untuk pertanyaannya. Terimakasih untuk waktunya ya dek. Semangat untuk selalu belajar dan menjadi yang terbaik. Wassalamualaikum Wr.Wb	Iya kak siappp, sama2 terimakasih kembali, Waalaikumussalam wr.wb

DATA INTERVIEW

STUDENT 2

Informant : Afifah Nur Hidayah

Day/ Date : Friday, 22 July 2022

Time : 12.00-12.38 WIB

No	Researcher Questions	Informant Answer
1.	Assalamualaikum Wr.Wb, Perkenalkan nama saya Army Putri Budiyani dari UIN Raden Mas Said Surakarta jurusan pendidikan bahasa inggris, yang sedang melakukan penelitian di SMK Muhammadiyah 4 Surakarta guna melengkapi tugas akhir skripsi saya. Apakah adek ada waktu untuk melakukan interview sebentar ?	Waalaikumsalam, ada kak
2.	Baik, dengan dek siapa ini ?	Afifah dari X Farmasi kak.
3.	Oke dek afifah, Nice to meet you... dari kelas X Farmasi berapa dek ?	X Farmasi 1 kak
4.	Oke langsung saja ya, jadi untuk pertanyaan pertama mengenai perencanaan sebelum melakukan pembelajaran itu biasanya kamu mempersiapkan apa dulu dek ?	Membaca Materi pembelajaran untuk tambahan pengetahuan kak.
5.	Bisa di ceritakan dek bagaimana persiapannya ?	**Jadi kan yang pertama sebelum pembelajaran Miss dilla sudah share materi di Ms Teams, terus saya baca baca materi itu kadang kalo ada vidionya saya tonton dulu**

		untuk tambahan pengetahuan sebelum kelas dimulai.
6.	Biasanya kalo share berupa vidio gitu kamu nontonnya sbelum waktu pembelajaran atau waktu di kelas dek ?	**Sebelum dan waktu pembelajaran dikelas kak jadi di tonton lagi.**
7.	Selama proses pembelajaran itu biasanya menggunakan E-learning apa saja dek ?	Youtube, Ms teams, Quiziz, Wordwall, Padlet, sama buat yang materi daily activity ada tamabahn pakek instagram kak buat post story hasil pekerjaannya.
8.	Apakah kamu tertarik dengan penggunaan E-learning dalam proses pembelajaran tersebut ?	**Tertarik karena mudah dipahami dan dipelajari.**
9.	Jadi nggak bosen juga ya dek dalam belajar.	**Ya kak, Tidak bosen karena belajar jadi lebih mudah.**
10.	Nah apakah melalui E-learning tersebut membantumu dalam proses belajar dan menguasai materi ?	**Sangat membantu**
11.	Contohnya seperti pada materi apa dek?	Daily activity
12.	Apa yang bisa kamu pelajari dari materi tersebut dek ?	Bisa memper banyak kosa kata kak dari latihan soal lewat Quizizz dan mudah dalam belajar verb.
13.	Permasalahan apa yang sering dihadapi dalam menggunakan aplikasi-aplikasi online tersebut dek ?	Jika menggunakan Ms. Teams terkadang tidak lancar karena kadang error Ms. Teams nya dan jaringan internet tidak lancar, tapi dengan menggunakan Ms.

		Teams pembelajaran jadi tidak sulit.
14.	Lalu jika ada beberapa kendala seperti koneksi internet yang terganggu atau mungkin platform pembelajaran yang tiba tiba error langkah apa yang biasanya dilakukan ?	**Meminta tetring kepada guru atau teman, jika platformnya tiba tiba error bisa konfirmasi ke guru kak buat minta tolong.**
15.	Kalo misal di Microsoft Teams itu sering error langkah apa yang biasanya kamu lakukan dek ?	Meminta bantuan kepada guru, dan dari sekolah ada pihak IT yang membantu juga kak, jadi bisa di benarkan.
16.	Oh jadi begitu ya dek, Menurut dek afifah lebih mudah memahami materi pembelajaran secara online atau ketika PTM terbatas ?	Ketika PTM kak karena lebih bisa mudah memahami materi.
17.	Kalo online susah ya dek memahami materinya ?	Susah kak, karena terkadang terkendala jaringan internet tidak lancar.
18.	oh jadi begitu, saya kira cukup untuk pertanyaannya. Terimakasih untuk waktunya ya dek. Semangat untuk selalu belajar dan menjadi yang terbaik. Wassalamualaikum Wr.Wb	Sama sama kak, Waalaikumsalam Wr.Wb

Appendix 5: The result of Drafting and Editing Students

Appendix 6: The result of students Final Version

Appendix 7: Students Assesment

Widy Hanif
Rizky

1. 9pm: When she come in
   - They do a little huddle for
2. 10 Pm= Its time. oral batch prints.
3. 10.30 pm: Its time to Verified medication orders.
4. 10.30 - 03.00am: they usually have a little pull so they can check email, continue to verified medication orders. and help check any medications that need to be refilled in the machine.
5. 03.00 am ~ Its time. they pull medications that go in the automated dispensing cabinets.
6. 04.35 am: Its time they come back, they may have a drug level.
7. 05.00am: Its time the frequently. start getting

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1. 9 pm = Start shift
2. 10 pm : Oral Batch
3. 10.30 pm : Verifying medication orders
4. 10.30 - 03.00 am : Verify medication orders
5. 3 am :
6. 4.35 : drug level
7. 5 am : is when we frequently strat getting our OR orders
8. 6 am : is when our other morning pharmacist in all of our clinical pharmacist
9. 7.15 am : morning huddle
10. Between 7.30-08.00 am : When I wrap up

Salfina Neyla.

Saisa x Martha

1. 9 p.m → do a little huddle
2. 10 p.m → oral batch prints
3. 10.30 p.m → verifying medication orders
4. 10.30 - 03.00 a.m → check email, continue to verify medications orders, and help check any medications
5. 03.00 a.m → call art file and pull medications that go in the automated dispensing cabinets
6. 4.35 a.m → have a drug level
5. 5 a.m → Start getting our OR orders for the morning when we have casses.
6. 6 a.m → the chemotherapy Pharmacist

· nouns.	· Verb
physician : dokter	talk : bicara
order : pesanan	need : membutuhkan
compound : susunan	refill : isi ulang
syringe : jarum suntik	prepare : menyiapkan
chemotherapy : kemoterapi	double checking : mengecek ulang.

* 10 at 9 pm she come in hospital pharmacist
* 10 O'clock she oral batch print
* 10.30 O'clock she is verifying medication order, she does double check
* and about midnight till 3 am she has a bit of a pull she could check email, continue to verify medication orders, and help check any medications that need to be refilled in the machine.
* At 3 am she put medicine in aumatic medicine cabinet.

---

1) Ammara (3)
Kelompok : 2) Bulan (4)

Noun :
1. a) Pharmacist : Apoteker
   b) Physician : Dokter
   c) Order : pemesanan
   d) Chemotherapy : kemoterapi
   e) Compound : Susunan

Verb :
a) do a little huddle : ngrumpi
b) talk : bicara
c) Refill : mengisi ulang
d) Double checking : mengecek ulang
e) Draw up : mengambil / menyusun

* a) Pharmacist . a person whose job is to prepare medicines and sell or give them to the public in a shop or in a hospital.
b) Physician . especially one who is a specialist in general medicines and not surgery.
c) Order . the way in which people or things are placed or arranged in relation to each other.
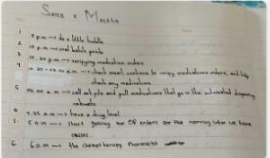
Appendix 8: Assignment collection via Microsoft Teams
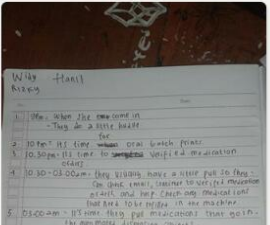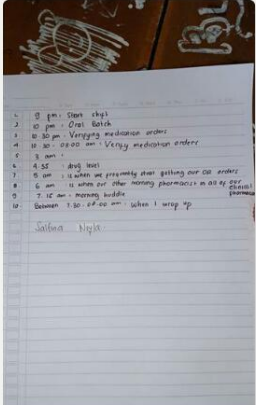
Appendix 9: Students Reflection in Padlet Application at the first meeting

padlet   padlet.com/rahmadillakurniasari1/a8btphmcmrlc1qyl

DAILY ROUTINE ACTIVITIES

Daily routine activities for pharmacy students, give your reflection please

RAHMADILA KURNIASARI   APR 13, 2022 03:38PM

RAHMADILA KURNIASARI   APR 13, 2022 03:58PM

Do collaborative works help you to gain more insight? explain

yes   — ANONYMOUS

yes, because when we collaborate we all start discussing. So, we can find out something we don't know   — ANONYMOUS

Yes, because collaborative work can make us understand the material more deeply through discussion.   — SALSABILA PUTRI ZAHRA

yes that's true, because with collaboration we can find an opinion from various thoughts, solve a problem, and discuss many things   — FATIN NAZZALA

Yes, it really helps me, because with the collaboration, difficult tasks can become easy (bulan).   — ANONYMOUS

1. Yes,because collaboration will help improve skills and identify which areas need help from people with different skills.   — AFIFAH NUR HIDAYAH

True, because working together will make it easier to understand a difficulty or problem.   — AISY ALIFAH

RAHMADILA KURNIASARI   APR 13, 2022 03:56PM

Can writing help you in comprehending the text?

Of course, when we write a text, we can immediately understand the writing of the word that contains the greeting in the text.   — ANONYMOUS

Yes, because when I write, I can extract the most important and relevant information from what is described.   — SALSABILA PUTRI ZAHRA

I think it is very helpful in understanding a story or other story,   — FATIN NAZZALA

I think it's very possible , and most of the assignments in the form of handwriting, turned out to be very easy for me to understand the material ,such as short stories, or in the form of information in English (bulan).   — ANONYMOUS

2. Yes,because by writing, it becomes easier for us to understand the material   — AFIFAH NUR HIDAYAH

Yes, because writing is not only thinking about writing but also spelling words and increasing vocabulary in English   — AISY ALIFAH

RAHMADILA KURNIASARI   APR 13, 2022 03:52PM

What do you think about learning English for Pharmacy using technological tools?

may be a bit difficult, but we can know pharmaceutical technology technology in English. — ANONYMOUS

I think it's fun but sometimes it's a bit difficult.
— SALSABILA PUTRI ZAHRA

quite fun and challenged me, but sometimes a little difficult to understand — FATIN NAZZALA

It may be a bit difficult, but sometimes it's fun
— AFIFAH NUR HIDAYAH

Maybe that's good, because in this day and age technology is included in everyday life and maybe it can also help with work
— AISY ALIFAH

RAHMADILA KURNIASARI APR 13, 2022 03:52PM

Do you think this English materials are relevant to your study, why?

relevant, because we are pharmacists in the future   — ANONYMOUS

Relevant, because most books and sources of knowledge about pharmacy are written in English. — SALSABILA PUTRI ZAHRA

yes it is very relevant, many medical or pharmacy languages are in English, let's just say that I am preparing myself for the future
— FATIN NAZZALA

very relevant, a pharmacist really needs to understand English, at we least understand the vocabulary first (bulan). — ANONYMOUS

Relevant, because a pharmacist also learns English
— AFIFAH NUR HIDAYAH

Because this chapter (this lesson) discusses a pharmacist's job and daily activities as a pharmacist — AISY ALIFAH

RAHMADILA KURNIASARI APR 13, 2022 03:42PM

How do you feel learning English for Pharmacy?

very pleasant — ANONYMOUS

I feel very happy and enjoy it but if I'm in a bad mood I get a little lazy. — SALSABILA PUTRI ZAHRA

very fun, I got to know various things in the pharmaceutical world, new knowledge for me, this makes me even more excited and challenged to try — FATIN NAZZALA

I am very passionate about learning English, but sometimes boredom and laziness surround me (bulan). — ANONYMOUS

very pleasant — AFIFAH NUR HIDAYAH

I am happy and hope to learn more, because English is used as the national language and can be used anywhere and to find references about pharmacists from abroad (books, blogs, news, videos and other media) — AISY ALIFAH

******

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Appendix 10: Students Reflection in Padlet Application at the third meeting

padlet

KWL REFLECTION

TULISKAN REFLEKSI BELAJAR DAILY ROUTINE DISINI MENGGUNAKAN BAHASA INDONESIA

RAHMADILA KURNIASARI   MAY 18, 2022 03:17PM

Apa yang kamu pelajari pada materi Daily Routine ini?

Widy Arif Gunawan

Saya memelajari cara menulis list dengan benar dan saya memelajari beberapa hal dalam materi kali ini

Salsabila Putri Zahra

• membuat do to list
• simple present tense

Maztha Abella Rizkya

Di materi daily routine hari ini yang saya pelajari dari materi hari ini saya bisa membuat list daily dan lebih paham lagi tentang present tense

Nadia Prima

mengerti tentang list aktivitas dengan benar, dan paham present test

Rizky

Saya mempelajari tentang apa yg dilakukan dalam kegiatan sehari hari seorang farmasi menggunakan bahasa inggris, dan present test

PUTRI DHITA. N

saya faham tentang present tense dan mengerti tentang list daily

Apa yang ingin kamu pelajari pada materi Daily Routine?

Widy Arif Gunawan

saya tertarik untuk mendalami "present tense" pada materi kali ini

Apa yang sudah kamu pelajari pada materi Daily Routine?

Widy Arif Gunawan

saya sudah memelajari "present tense" dalam materi daily routine ini

Widy Arif Gunawan

saya sudah memelajari "present tense" dalam materi daily routine ini

Salsabila Putri Zahra

Saya sudah mempelajari simple present tense pada bentuk kalimat positive, negative, dan tanya

Maztha Abella Rizkya

saya sudah mempelajari kalimat positif, negatif, dan tanya pada present tense

Nadia Prima

present test, dan list aktivitas dengan benar

******

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Appendix 11: Report Quizizz

	Overview	Participant Data	Time Data	Quiz Details

Rank	First Name	Last Name	Attempt #	Accuracy	Score	Correct	Incorrect	Unattempted	Total Time Taken	Started At
1	XF1_Afifah		9	88 %	8540	8	1	0	01:01	12 May 2022,11:0
2	Xf1	aisy	9	100 %	7560	9	0	0	07:19	12 May 2022,11:0
3	Bulan	permata XF	9	88 %	7070	8	1	0	03:54	12 May 2022,08:1
4	Army		9	88 %	6960	8	1	0	02:22	12 May 2022,11:2
5	XF1_Fathimah	Az Zahra	9	77 %	6640	7	1	1	02:01	12 May 2022,11:0
6	Violisyahbana		9	66 %	6630	6	3	0	00:55	12 May 2022,10:3
7	Falah		9	77 %	6520	7	2	0	04:22	12 May 2022,11:0
8	XF_Lutfiyah		9	77 %	6380	7	2	0	01:49	12 May 2022,11:0
9	Lidya	Suci Rahma	9	77 %	6340	7	2	0	01:59	12 May 2022,11:0
10	Fatin	Nazzala XF	9	88 %	6270	8	1	0	04:12	12 May 2022,09:0
11	Afifah_XF		9	77 %	6220	7	2	0	02:44	13 May 2022,12:0
12	XF_Ammara		9	88 %	5540	8	1	0	08:02	12 May 2022,11:0
13	XFarmasi_Eva	Dinda	9	77 %	5190	7	2	0	06:09	12 May 2022,11:0
14	XF	dheden dessesa	9	66 %	4300	6	3	0	06:13	12 May 2022,10:0
15	neylaputrii		1	11 %	940	1	0	8	00:08	12 May 2022,10:3
16	Zayyana	Moon06	0	0 %	0	0	0	0	00:00	12 May 2022,08:2

Quizizz

Appendix 12: Student Post-test results

Cap waktu	Total skor	Nama Lengkap	Nama Lengkap [Skor]	Nama Lengkap [Masukan]	Kelas	Kelas [Skor]	Kelas [Masukan]	What
2022/05/19 10:26:04 AM GMT+7	60.00 / 100	Neyla putri amaliasari	-- / 0		X F	-- / 0		A cup
2022/05/19 10:27:09 AM GMT+7	40.00 / 100	Salfina Etisia Syaharani	-- / 0		X F	-- / 0		A cup
2022/05/19 10:27:47 AM GMT+7	80.00 / 100	VIOLISYAHBANA SANCHIA MANDA	-- / 0		X F	-- / 0		A cup
2022/05/19 10:28:17 AM GMT+7	80.00 / 100	Maztha abella rizkya	-- / 0		X F	-- / 0		A cup
2022/05/19 10:29:21 AM GMT+7	80.00 / 100	WIDY ARIF GUNAWAN	-- / 0		X F	-- / 0		A cup
2022/05/19 10:29:53 AM GMT+7	80.00 / 100	neyla putri	-- / 0		X F	-- / 0		A cup
2022/05/19 10:30:01 AM GMT+7	70.00 / 100	Muhammad Hanif Suryo Wicaksono	-- / 0		X F	-- / 0		A cup
2022/05/19 10:30:09 AM GMT+7	70.00 / 100	MUHAMMAD RIZKY NUR ROHMAN	-- / 0		X F	-- / 0		A cup
2022/05/19 10:31:08 AM GMT+7	90.00 / 100	Salsabila Putri Zahra	-- / 0		X F	-- / 0		A cup
2022/05/19 10:31:43 AM GMT+7	70.00 / 100	PUTRI DHITA NURJANNAH	-- / 0		X F	-- / 0		A cup
2022/05/19 10:35:30 AM GMT+7	60.00 / 100	Nadia Prima Marganingsih	-- / 0		X F	-- / 0		A cup
2022/05/19 10:35:43 AM GMT+7	60.00 / 100	Salwa Bunga Indriana	-- / 0		X F	-- / 0		A cup
2022/05/19 11:21:30 AM GMT+7	60.00 / 100	Bulan Permata Ibunda	-- / 0		X F	-- / 0		A cup
2022/05/19 11:21:34 AM GMT+7	90.00 / 100	AISY ALIFAH IMARWAN PUTRI	-- / 0		X F	-- / 0		A cup
2022/05/19 11:22:15 AM GMT+7	70.00 / 100	Afifah Nur Hidayah	-- / 0		X F	-- / 0		A cup
2022/05/19 11:23:26 AM GMT+7	70.00 / 100	Ammara Fayyaza Syahida Putri Arsanto	-- / 0		X F	-- / 0		A cup
2022/05/19 11:23:39 AM GMT+7	60.00 / 100	Falah felda nugraha	-- / 0		X F	-- / 0		A cup
2022/05/19 11:23:45 AM GMT+7	80.00 / 100	Bulan Permata Ibunda	-- / 0		X F	-- / 0		A cup
2022/05/19 11:23:50 AM GMT+7	90.00 / 100	Lutfiyah Lu'luammantsur	-- / 0		X F	-- / 0		A cup
2022/05/19 11:24:02 AM GMT+7	50.00 / 100	Lidia Suci Rahma	-- / 0		X F	-- / 0		A cup
2022/05/19 11:24:03 AM GMT+7	90.00 / 100	Khairunnisa Fatin Nazzala	-- / 0		X F	-- / 0		A cup
2022/05/19 11:25:02 AM GMT+7	30.00 / 100	Dheden Dessesa Yukuri	-- / 0		X F	-- / 0		A cup
2022/05/19 11:25:03 AM GMT+7	70.00 / 100	Fathimah Az Zahra	-- / 0		X F	-- / 0		A cup
2022/05/19 11:25:25 AM GMT+7	100.00 / 100	BULAN PERMATA IBUNDA	-- / 0		X F	-- / 0		A cup
2022/05/19 11:26:11 AM GMT+7	50.00 / 100	EVA DINDA ARINI	-- / 0		X F	-- / 0		A cup
2022/05/20 8:24:18 AM GMT+7	10.00 / 100	Ferlina sari	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:26:00 AM GMT+7	20.00 / 100	Ulima Ayu H	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:27:11 AM GMT+7	80.00 / 100	Eka Nuryanti	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:27:29 AM GMT+7	70.00 / 100	NABILA HALIM PERDANA	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:27:33 AM GMT+7	50.00 / 100	Isna nur fitria rohmah	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:27:38 AM GMT+7	40.00 / 100	Salsabilla Khoiru nisa	-- / 0		X TKKR	-- / 0		A cup
2022/05/20 8:52:38 AM GMT+7	40.00 / 100	PUJO ASMORO	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:53:04 AM GMT+7	40.00 / 100	BAGAS AGUS SUPRIYANTO	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:53:15 AM GMT+7	60.00 / 100	Desvita Isni Maharani putri	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:53:23 AM GMT+7	20.00 / 100	FEBRYN JOEVANKA ADITAMA	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:53:38 AM GMT+7	80.00 / 100	ANNISA' ALFASANNAH RIZQIA ZAHRA	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:53:55 AM GMT+7	30.00 / 100	WAYAN GRISNA SETYO NUGROHO	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:54:45 AM GMT+7	70.00 / 100	KANZUL HARUM ARAZY	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:56:18 AM GMT+7	20.00 / 100	KAFILLAH FIBRI INDRA JAYA	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:56:37 AM GMT+7	70.00 / 100	KANNA AGUSTINE	-- / 0		X KI	-- / 0		A cup
2022/05/20 8:58:39 AM GMT+7	50.00 / 100	FAUZI JIDAN ALBANA	-- / 0		X KI	-- / 0		A cup
2022/05/20 9:01:29 AM GMT+7	10.00 / 100	KAFILLAH FIBRI INDRA JAYA	-- / 0		X KI	-- / 0		A cup
2022/05/20 9:04:15 AM GMT+7	30.00 / 100	WAYAN GRISNA SETYO NUGROHO	-- / 0		X KI	-- / 0		A cup
2022/05/20 9:04:17 AM GMT+7	10.00 / 100	KAFILLAH FIBRI INDRA JAYA	-- / 0		X KI	-- / 0		A cup
2022/05/20 9:07:57 AM GMT+7	40.00 / 100	Bilqis ilmi nasiah	-- / 0		X TKKR	-- / 0		A cup
2022/05/25 8:53:54 AM GMT+7	90.00 / 100	b	-- / 0		X F	-- / 0		A cup
2022/05/25 9:10:05 AM GMT+7	60.00 / 100	l	-- / 0		X F	-- / 0		A cup
2022/05/25 9:11:00 AM GMT+7	70.00 / 100	b	-- / 0		X KI;X F	-- / 0		A cup

Appendix 13: Interview with English Teacher at SMK Muhammadiyah 4

Surakarta

Appendix 14: Interview Students 1

Assalamualaikum Wr.Wb, Perkenalkan nama saya Army Putri Budiyani dari UIN Raden Mas Said Surakarta jurusan pendidikan bahasa inggris, yang sedang melakukan penelitian di SMK Muhammadiyah 4 Surakarta guna melengkapi tugas akhir skripsi saya. Apakah adek ada waktu untuk melakukan interview sebentar? 12.03

Waalaikumsalam,ada kak 12.04

Baik, dengan dek siapa ini? 12.05

Afifah dari X Farmasi kak 12.05

Oke dek Afifah, Nice to meet you.. dari kelas X Farmasi berapa dek? 12.06

X farmasi 1 kak 12.06

Oke langsung saja ya, jadi untuk pertanyaan pertama mengenai perencanaan sebelum melakuk pembelajaran itu biasanya kamu mempersiapkan apa dulu dek? 12.06

Oke langsung saja ya, jadi untuk pertanyaan pertama mengenai perencanaan sebelum melakukan pembelajaran itu biasanya kamu mempersiapkan apa dulu dek? 12.06

Membaca materi pembelajaran untuk tambahan pengetahuan kak 12.08

bisa di ceritakan dek bagaimana persiapannya? 12.09

Jadi kan yang pertama sebelum pembelajaran miss dilla sudah share materi Ms Teams,terus saya baca baca materi itu kadang kalo ada vidionya saya tonton dulu untuk tambahan pengetahuan sebelum kelas dimulai 12.11

Biasanya kalo share berupa vidio gitu kamu nontonnya sbelum waktu pembelajaran atau waktu di kelas dek? 12.13

Sebelum dan waktu pembelajaran dikelas kak jadi di tonton lagi 12.14

Selama proses pembelajaran itu biasanya menggunakan E learning apa saja dek? 12.15

Youtube,Ms teams,Quiziz,Wordwall,Padlet,sama buat yang materi daily activity ada tambahan pakek instagram kak buat post story hasil pekerjaannya 12.17

Apakah kamu tertarik dengan penggunaan E learning dalam proses pembelajaran tersebut? 12.19

Tertarik karena mudah dipahami dan dipelajari 12.20

Jadi nggak bosen juga ya dek dalam belajar 12.21

Ya kak,tidak bosen karena belajar jadi lebih mudah 12.22

Nah apakah melalui E learning tersebut membantumu dalam proses belajar d menguasai materi? 12.22

Nah apakah melalui E learning tersebut membantumu dalam proses belajar dan menguasai materi? 12.22

Sangat membantu 12.23

Contohnya seperti pada materi apa dek? 12.25

Daily activity 12.26

Apa yang bisa kamu pelajari dari materi tersebut dek? 12.26

Bisa memperbanyak kosa kata kak dari latihan soal lewat quiziz dan mudah dalam belajar verb 12.28

Permasalahan apa yang sering dihadapi dalam menggunakan aplikasi-aplikasi online tersebut dek? 12.29

Jika menggunakan ms teams terkadang tidak lancar karena kadang error ms teamsnya dan jaringannya internet tidak lancar,tapi dengan menggunakan ms teams pembelajaran jadi tidak sulit 12.30

Meminta bantuan kepada guru dan dari sekolah ada pihak it yang membantu juga kak jadi bisa dibenarkan 12.34

Oh jadi begitu ya dek, Menurut dek afifah lebih mudah memahami materi pembelajaran secara online atau ketika PTM terbatas? 12.34

Ketika PTM kak karena lebih bisa mudah memahami materi 12.35

kalo online susah ya dek memahami materinya? 12.36

Susah kak karena terkadang jaringan internet tidak lancar 12.37

oh jadi begitu, saya kira cukup untuk pertanyaannya. Terimakasih untuk waktunya ya dek. Semangat untuk selalu belajar dan menjadi yang terbaik. Wassalamualaikum Wr.Wb 12.37

Sama sama kak,waalaikumsalam wr.wb 12.38

Lalu jika ada beberapa kendala seperti koneksi internet yang terganggu atau mungkin platform pembelajaran yang tiba tiba error langkah apa yang biasanya dilakukan? 12.32

Meminta tetring kepada guru atau teman,jika platformnya tiba tiba error bisa konfirmasi ke guru kak buat minta tolong 12.33

Kalo misal di Microsoft Teams itu sering error langkah apa yang biasanya kamu lakukan dek? 12.33

Meminta bantuan kepada guru dan dari sekolah ada pihak it yang membantu juga kak jadi bisa dibenarkan 12.34

Oh jadi begitu ya dek, Menurut dek afifah lebih mudah memahami materi pembelajaran secara online atau ketika PTM terbatas? 12.34

Ketika PTM kak karena lebih bisa mudah memahami materi 12.35

Appendix 15: Documentation of Research

Appendix 16: Student Scores

AN DASAR DAN MENENGAH		Tahun	2021/2022		MAJELIS PENDIDIKAN DASAR DAN MENENGAH		Tahun	2021/2022	MAJ
MUHAMMADIYAH KOTA SURAKARTA		Kelas	X F		PIMPINAN DAERAH MUHAMMADIYAH KOTA SURAKARTA		Kelas	X F	PIMP
'AH 4 SURAKARTA		Seme	2		SMK MUHAMMADIYAH 4 SURAKARTA		Seme	2	SMK
		Mata	Baha				Mata	Bahasa Inggris	
'ENGETAHUAN		KKM	62		KUMPULAN NILAI PENGETAHUAN		KKM	62	KUM

Nilai tables:

| .10 (Degrees comparison) | | | | Nilai KD 3.11 (asking/giving direction) | | | | | | | | Nilai KD 3.12 (simple routine task) | | | | | | | | Nilai KD 3.13 (asking/offering help) | | | | | | | |

	Tulis		Rata	Reme Nilai	Tugas		Lisan		Tulis		Rata	Reme Nilai	Tugas		Lisan		Tulis		Rata	Reme Nilai	Tugas		Lisan		Tulis		Rata	Reme Nilai	Tu
n																													
2	1	2			1	2	1	2	1	2			1	2	1	2	1	2			1	2	1	2	1	2			1
			1		1		Bobot				1		1		Bobot				1		1		Bobot				1	
			72	72	72						72	72	85						85	85	67						67	67	
			80	80	72						72	72	88						88	88	70						70	70	
			80	80	72						72	72	88						88	88	66						66	66	
			78	78	72						72	72	89						89	89	72						72	72	
			70	70	71						71	71	80						80	80	67						67	67	
			70	70	70						70	70	80						80	80	66						66	66	
			67	67	70						70	70	80						80	80	65						65	65	
			69	69	70						70	70	82						82	82	67						67	67	
			72	72	71						71	71	83						83	83	69						69	69	
			72	72	71						71	71	84						84	84	67						67	67	
			72	72	72						72	72	84						84	84	67						67	67	
			72	72	73						73	73	84						84	84	75						75	75	
			77	77	74						74	74	82						82	82	68						68	68	
			77	77	74						74	74	82						82	82	69						69	69	
			74	74	68						68	68	73						73	73	68						68	68	
			69	69	69						69	69	83						83	83	69						69	69	
			69	69	67						67	67	73						73	73	67						67	67	
			70	70	69						69	69	82						82	82	67						67	67	
			74	74	72						72	72	84						84	84	70						70	70	
			73	73	68						68	68	73						73	73	68						68	68	
			67	67	67						67	67	72						72	72	67						67	67	
			73	73	74						74	74	82						82	82	70						70	70	

		MAJELIS PE						Tahun F		2021/2022
		PIMPINAN I						Kelas		X F
		SMK MUHA						Semest		2
								Mata P€		Bahasa Inggris
		REKAP NIL/						KKM		62

No	Nama Siswa	Nomor Induk	Nilai Harian per KD								PH Bobot 1	PTS Bobot 1	PAT Bobot 1	Rapor	Predikat
			KD 4.17	KD2	KD3	KD4	KD5	KD6	KD7	KD8					
1	Afifah Nur Hidayah	955	73	70	72	74	84	70			74	65	68	69	C
2	Aisy Alifah Imarwan Putri	956	80	77	80	76	89	70			79	76	67	74	C
3	Ammara Fayyaza Syahida Putri Arsanto	957	80	69	80	84	89	66			78	72	71	74	C
4	Bulan Permata Ibunda	958	73	78	72	84	89	72			78	81	76	78	B
5	Dheden Dessesa Yukuri	959	71	69	70	75	84	67			73	62	67	67	C
6	Eva Dinda Arini	960	70	69	70	74	83	66			72	62	69	68	C
7	Falah Felda Nugraha	961	67	67	67	74	83	65			71	65	65	67	C
8	Fathimah Az-Zahra	962	69	69	69	74	84	67			72	62	85	73	C
9	Khairunnisa Fatin Nazzala	963	72	72	72	75	86	69			74	85	71	77	B
10	Lidya Suci Rahma	964	72	69	72	75	86	67			74	71	66	70	C
11	Lutfiyah Lu'luam Mantsur	965	72	69	72	76	86	67			74	96	76	82	B
12	Maztha Abella Rizkya	966	72	77	72	76	86	75			76	74	71	74	C
13	Muhammad Hanif Suryo Wicaksono	967	77	70	77	78	84	68			76	62	66	68	C
14	Muhammad Rizky Nurrohman	968	77	77	77	78	84	69			77	62	67	69	C
15	Nadia Prima Marganingsih	969	73	70	73	72	75	68			72	66	67	68	C
16	Neyla Putri Amaliasari	970	69	71	69	73	84	69			73	54	73	67	C
17	Putri Dhita Nurjannah	971	69	69	69	71	74	67			70	73	68	70	C
18	Salfina Etisia Syaharani	972	70	69	70	73	84	67			72	62	73	69	C
19	Salsabila Putri Zahra	973	74	72	74	76	86	70			75	88	85	83	B
20	Salwa Bunga Indriana	974	73	70	73	72	75	68			72	62	80	71	C
21	Violisyahbana Sanchia Manda	975	67	69	67	71	74	67			69	62	66	66	C
22	Widy Arif Gunawan	976	73	72	73	78	84	70			75	80	73	76	B

Mengetahui
Kepala Sekolah

Surakarta, 9 Juni 2022
Guru Mata Pelajaran

Tofiq Ckoliq, S.Farm, Apt
NIP. -

Rahmadila Kurniasari, S.Pd
NIPM.   0

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TRANSKRIP NILAI AKHIR SEMESTER GENAP

SMK MUHAMMADIYAH 4 SURAKARTA

TAHUN PELAJARAN 2021/2022

Muatan : A

Mata Pelajaran: Bahasa Inggris

Kentuntasan: 62

Kelas : X F

Semester : Genap

No	NIS	Nama Siswa	NILAI PENGETAHUAN	NILAI KETRAMPILAN
1	955	Afifah Nur Hidayah	69	69
2	956	Aisy Alifah Imarwan Putri	73	74
3	957	Ammara Fayyaza Syahida Putri Arsanto	73	74
4	958	Bulan Permata Ibunda	78	78
5	959	Dheden Dessesa Yukuri	67	67
6	960	Eva Dinda Arini	67	68
7	961	Falah Felda Nugraha	66	67
8	962	Fathimah Az-Zahra	72	73
9	963	Khairunnisa Fatin Nazzala	76	77
10	964	Lidya Suci Rahma	70	70
11	965	Lutfiyah Lu'luam Mantsur	81	82
12	966	Maztha Abella Rizkya	73	74
13	967	Muhammad Hanif Suryo Wicaksono	67	68
14	968	Muhammad Rizky Nurrohman	68	69
15	969	Nadia Prima Marganingsih	68	68
16	970	Neyla Putri Amaliasari	66	67
17	971	Putri Dhita Nurjannah	70	70
18	972	Salfina Etisia Syaharani	69	69
19	973	Salsabila Putri Zahra	82	83
20	974	Salwa Bunga Indriana	71	71
21	975	Violisyahbana Sanchia Manda	65	66
22	976	Widy Arif Gunawan	75	76
	Jumlah		1566	1580
	Rerata Kelas		71,18	71,82
	Nilai Tertinggi		82	83
	Nilai Terendah		65	66
	Daya Serap		100%	100%
	Pencapaian Target Kurikulum		100%	100%

Surakarta, 9 Juni 2022

Guru Mata Pelajaran

Rahmadilla Kurniasari, S.Pd

NIPM.

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