

**THE ANALYSIS OF USING ONLINE LEARNING MEDIA TO TEACH
ENGLISH LESSON AT THE SECOND GRADE STUDENTS OF**

MA AL MANSHUR POPONGAN

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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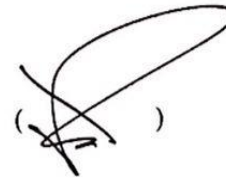
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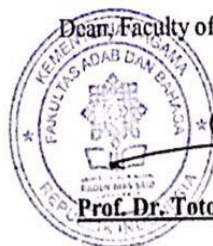
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mrs. Sri Wasiyati and Mr. Mushowibuddin who always pray for me
2. My big family, wa bil khusus my beloved brothers and sister, Muhammad Fuad Nashori, Muhammad Nurdin Rifai, Muhammad Adi Syarifuddin, Novia Harum Solikhah.
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MOTTO

العلم بالتعلم، والبركة بالخدمة، والمنفعة بالطاعة

“Ilmu itu didapat dengan belajar dibawah bimbingan guru, dan keberkahan ilmu itu akan diperoleh dengan berkhidmat kepada guru, sedang manfa'atnya ilmu akan diperoleh dengan jalan ta'at kepada guru”.

“Knowledge is obtained by studying under the guidance of the teacher, and the blessing of knowledge will be obtained by serving the teacher, while the benefits of knowledge will be obtained by obeying the teacher”.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "THE ANALYSIS OF USING ONLINE LEARNING MEDIA TO TEACH ENGLISH LESSON AT THE SECOND GRADE STUDENTS OF MA AL MANSUR POPONGAN IN THE ACADEMIC YEAR 2021/2022" is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 7th 2022

Stated by,



Amalia Zaida

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Alhamdulillah, all praises to be Allah, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Analysis of Using Online Learning Media to Teach English Lesson at the Second Grade Students Students of MA Al Manshur Popongan in the Academic Year 2021/2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspirations of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 7th 2022

The Researcher

A handwritten signature in black ink, appearing to read 'Amalia Zaida', with a long horizontal flourish extending to the right.

Amalia Zaida

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ABSTRACT

Amalia Zaida. 2022. *The Analysis of Using Online Learning Media to Teach English Lesson at the Second Grade Students of MA Al Manshur Popongan in the Academic Year 2021/2022*. Thesis. English Education Study Program, Cultures and Languages Faculty.

This research is about the analysis of using online learning media to teach English lesson at the second grade students of MA Al Manshur Popongan. The objectives of this research are (1) To describe the platforms of online learning in teaching English lesson applied by the teacher to the XI students of MA Al Manshur Popongan, (2) To describe how the teacher applied online learning platform to teach English lesson at XI students of MA Al Manshur Popongan.

The researcher used descriptive qualitative research. The subject of this research was the English teacher of MA Al Manshur Popongan. The techniques of collecting the data were interview and documentation. The researcher used the techniques of analyzing the data through Miles and Huberman theory. They are data reduction, data display, and conclusion drawing/verification. The researcher used triangulation method to ensure the trustworthiness of the data.

It can be concluded that the kinds of online learning platform that teacher used are WhatsApp, YouTube, and Google Meet. The implementation of WhatsApp Group as a media for online learning which also have function as a “classroom” during the pandemic covid. In the “classroom” students and teacher can interact, discuss and carry out learning well. YouTube has become one of the most popular websites that can be used by the teacher as media for teaching pronunciation. In the Google Meet, the teacher explain the materials. Then the teacher gave the exercise to students and they can submit it in the WhatsApp group.

Keywords: Learning English, Online Learning, Learning Platform

CHAPTER I

INTRODUCTION

A. Background of the Study

According to (Maswan, 2017) Teaching is to train someone (student) with the aid of using schooling and train them to benefit a few experiences. From the opinion of a number of those experts, it is able to be concluded that what's referred to as coaching is a manner and a procedure of reciprocal relationship among college students and instructors who are similarly energetic in activities.

Teaching English lesson need appropriate technique in order that the students are active and creative in learning of English lesson. There are some components in teaching and learning process. Those are goals, materials, strategies, media, and evaluation. Therefore it is challenge for teacher to improve the students' ability in English by using good technique, strategies, method and media that can be makes the students interested in teaching and learning process especially in teaching English lesson (Kurniliawati, 2016).

However in the middle of March 2020 the world of education is affected by the pandemic covid 19. The country of Indonesia is experiencing a health emergency with the emergence of the corona virus which is a type of pandemic/global disease outbreak that is very rapidly spreading among humans. The government determined that Indonesia was in condition disaster contracted the covid-19 virus (Batubara, 2021). Even in Indonesia the government made a

decision in the form of new policies in implementation learning. The usual learner

face-to-face learning in class with teacher or lecturer, but during a pandemic learning activities carried out in home online or called the system study online at home. As The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

In this pandemic situation, teaching and learning in school done by online, as well as learning English. According to Permendikbud No. 4 year 2020 (Makarim, 2020), the implementation of education policy in the period of emergency spread coronavirus disease (COVID-19) recommends to carry out the learning process from home or distance learning. In a pandemic situation, distance learning must be implemented because it can allow students to communicate and interact with teachers using various facilities such as the internet, hand phone, webcams, and others (Rihani, 2020). This statement in line with (USDLA, 2020) the delivery of education to students, who are not physically present, with the help of satellite, video, audio, graphic, computer and multimedia technologies is defined as distance learning.

Before this situation, teachers are faced many problems to give material. In this time, students should understand even through learning online. Especially in teaching English lesson, which is difficult learning in Indonesia. To make students get the idea in learning English easily, the teacher should be creative and innovative (Roi Boy Jon, 2021). Then, learning activities during a pandemic through a personal computer (PC), laptops and gadgets to connected it to the internet network connection. Through this media, educators can do the same learning at the same time using groups on social media, including: telegram, Instagram, WhatsApp, Google Meet, Google Classroom, Zoom, and more. Accordingly, educators and participants students can do learning together at the same time albeit in different places (Zohra Lassoued, 2020).

Even though the learning activities are online, educators still hope produce learning outcomes quality. So aside from that, people of students at home are expected to cooperate with the school to keep it assisting children with effort become a role model in mentoring learning, both as an educator, mentor, counsellor, and as a learning partner children, especially assistance to children who are still aged early or at the elementary school level considering it has not been evenly introduced technology in the use of learning media. Then, educators at the basic education level and medium are required to continue to innovate in order learners are not saturated, without eliminating learning achievement points (Fauziah, 2022).

The prevalent convenience of the World Wide Web and the comfort of using the apparatuses to browse the resources on the Web have made the online

learning machinery enormously popular and the means of choice for distance education and professional exercise. Online learning refers to the way people interconnect and learn electronically which has only just emerged as a key foundation of competitive gain in the confirmation ethos. The teacher should have a media as tool in order to help the students develop their creativity in arrangement of a paragraph easily. Effective online learning can take students on attainment of educational goals determined because it is considered effective in managing the situation, especially in conditions of the pandemic covid 19. Experts argued that learning effective is a composed combination includes human, material, facilities, equipment and procedures directed to change the behavior of students towards a positive and better fit the potential and differences that participants have students to achieve learning goals which has been determined (Supardi, 2013).

Other opinions suggest that effective learning is learning that provides chance to study alone or do the widest possible activity to the participants students to learn. Provision opportunities for self-study and activity as widely as possible is expected to help learners in understanding the concept which is being studied (Hamalik, 2004).

Several studies have shown that technology delivers many positive influences on language learning such as reading using video (Gheytsi, 2015). Internet has integrated as a tool to complement language learning activities (Martins, 2015) . One of the technology media that is often used today is an

application on a mobile phone. The results showed that students who interact a lot with applications on mobile phones can better understanding the content of the reading text (Gheytasi, 2015). Another study testing students' quiet reading strategies at most universities in Sweden. The data is taken from students' reading blog activity.

In Özdemir & Aydın's (2011) research, blogs as online media can be used for the learning process through a based approach process. So that students can improve their abilities both include content, organization, discourse markers, vocabulary, and construction sentences. However, it is necessary to understand that the use of blogs has no positive influence on construction sentence. Smith admits that the last few years have become the trend of schools using blogs to promote schools. Schools think in a way as to attract students to use technology. This statement was also reinforced by Yanuar states that the blog is freely accessible as long as the user have a computer and internet connection. This means that technology can reachable by anyone (Yunus, 2012).

However, in Indonesia not all teachers and students are familiar with the online learning system so this has become a new thing that requires adaptation (Sudewi, 2021). The biggest challenges of English teachers face in the online learning are providing students with opportunities and how to engage them in order to write because one of the difficulties in learning English is English task. Students' views of this learning system would also vary (Songbatumis, 2017).

Based on pre research, the researcher does the observation and interviews with English teacher at grade XI students of MA Al-Manshur Popongan. MA Al Manshur Popongan has a strategic position and is easily accessible on the edge of the main route Jl. Raya Solo-Jogja is located at Tegalgondo, Wonosari, Klaten Central Java. Precisely from the main line Jl. Raya Solo-Jogja enter the West towards Jl. Janti 100 meters, Madrasah Aliyah Al Manshur is still located in the Al Manshur Popongan Islamic Boarding School environment and is also adjacent to Mts Al Manshur which is an institution under the auspices of the Al Manshur foundation. The establishment of MA Al Manshur Popongan initially in Prambanan was the relocation of MAN Fillial Popongan which was in Popongan Kab. Klaten moved/relocation from Prambanan Kab. Klaten which in Prambanan in the 1997/1998 academic year lasted from approximately 3 months, the filial status was upgraded to full private status. MA Al Manshur Popongan has a vision and mission. The vision is to create a generation of Muslim cadres who are able to develop their abilities and creativity in the life of society and the state by adhering to the Islamic teaching of Ahlu Sunnah wal Jama'ah. The first mission is to actively participate in the field of education to educate the nation's life and to form an Islamic young generation based on faith in piety and technology. The second is to develop the potential of Islamic Boarding Schools as educational institutions.

According to (Efriana, 2021) the pandemic covid 19 teaching English process through online learning has not been utilized optimally. Problems occur in terms of planning, implementing and evaluating of the education system. In

terms of planning, it is necessary to plan learning integrated with online learning, such as learning materials, main activities, determining evaluation and assessment. The teacher used Google Meet, WhatsApp, dan YouTube. The implementation of this media of online learning could be one solution for teacher the supporting in English lesson class. The limited time in conventional class cannot fully support the learning process of English lesson maximally since learning English lesson process is complex, the students need time to developing ideas, combining words into a sentences and focus to the grammatical aspects.

Previous study was research conducted by (Cakrawati, 2017) , with the title: “Students’ Perception on the Use of Online Learning Platform in ELF Classroom”. The result indicated that majority of participants considered the use of Edmodo and Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

Previous study was conducted by Aprilia Prabawati (2021), with the title “The Student’s Perception of The Online Learning Media Used by Teacher to Learning English”. This research aimed to find out: The kinds of online learning media used by the teacher to learning English; The students’ perception of the online media used by the teacher in learning English. This used qualitative

research; the instrument was an interview. The interview was distributed to the students that consisted of 20 students of the eleventh grade students at SMA Negeri 9 Gowa. The findings of the research showed the kinds of the online learning media used by teacher when learning English were google classroom, YouTube, Google Form, and WhatsApp.

The researcher believes that this study will be beneficial for the reason stated about. As a result, the researcher wants to conduct a study entitled “**THE ANALYSIS OF USING ONLINE LEARNING MEDIA TO TEACH ENGLISH LESSON AT THE SECOND GRADE STUDENTS OF MA AL-MANSHUR POPONGAN**”.

B. Identification of the Problem

Based on the research background, there are several problems found as follows:

1. Learning English lesson is difficult for the students in Indonesia.
2. During pandemic Covid-19 learning activities carried out in home by online system called online learning. Then, learning activities through a personal computer (PC), laptops and gadgets connected to its internet network connection. In fact, many students don't have laptops, facts costs are too high, internet access is insufficient and internet quotas are insufficient.
3. Problems occur in terms of planning, implementing and evaluating of the education system. In terms of planning, it is necessary to plan learning integrated with online learning, such as learning materials, main activities, determining evaluating and assessment.

4. There are several platforms that used by English teacher to teach English lesson such as: Google Meet, Zoom, WhatsApp, Messenger, Google Classroom, etc. Those platforms required the teacher to adapt with the condition.

C. Limitation of the Problem

In order to get a through analysis while considering time effectiveness, the writer limits the scope and sets the problem of the study. The study is limited to the media of online learning to teach English lesson to the XI IPA and XI IPS students of MA Al-Manshur Popongan in Academic Year 2021/2022.

D. Formulation of the Problem

Based on the problems that has been mentioned above, the problem is formulated as follows:

1. What kinds of online platform applied by the teacher to teach English lesson to the XI students of MA AL Manshur Popongan in the Academic Year 2021/2022?
2. How does the teacher apply online learning platforms at XI students of MA Al Mansur Popongan in the Academic Year 2021/2022?

E. Objective of the Study

Concerning with the problems statements, this study has some objectives described as follow:

1. To describe the platforms of online learning in teaching English lesson applied by the teacher to the XI students of MA Al-Manshur Popongan in the Academic Year of 2021/2022.

2. To describe how the teacher applied online learning platform to teach English lesson at XI students of MA Al-Manshur Popongan in the Academic Year of 2021/2022.

F. Benefit of the Study

The result from this research is expected to be beneficial:

1. For students

Online learning learning can be used as a learning media for learning English during the Covid-19 pandemic. Students can use online learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

2. For teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English through online learning. Teachers can use online learning as an alternative media for teaching English without having to face to face directly in the classroom.

3. For future researcher

It is hoped that the findings in this research can be one of informations related to the use of online learning for learning English.

G. The Definition of Key Terms

1. Online Learning

Online learning is as instruction on digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning (Wiley and Sons, 2011). Nowadays, technology has been

widely used in instruction. The technology applications are audio, video recording, camera, projector, and other software programs can be used to support instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting. Teacher needs a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support in the form of learning platform.

2. English Lesson

Lesson is a period of time in which a student taught about a subject or how to do something (Cambridge Dictionary). Gebhard (1996) claims that English is regarded as a foreign language when English is studied by people who live in places where English is not the first language of the people who live in that country. So, English lesson is a period of time where the students learn about English as a foreign language.

3. Media of Teaching Learning

Media means communication and source of information or anything that carries information between a source and a receiver that has a purpose to facilitate communication and learning. Gerlach & Ely stated that the media when understood are human, material, or events that establish conditions that make students able to obtain knowledge, skills or attitudes. In this case, the teacher, book, text, and school environments are the media. Learning media is a messenger technology that can be used for learning purposes. What is mean here is the person or teacher, materials, tools, or

events that can create conditions which enable students to receive knowledge, skills, and attitude changes. The learning media is an inseparable part of teaching and learning process in order to achieve educational goals in general and the learning objectives of schools in particular. Learning media in the teaching and learning process tend to be interpreted as graphic, photographic, or electronic tools for capturing, processing and rearranging visual or verbal information.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Definition of Teaching and Learning

Brown (2007) states that teaching means guiding and facilitating learning, enabling the learner the learner to learn to set the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning is constructed by teaching style, approaches, methods and classroom techniques which influence the teaching-learning process very much. Meanwhile, (Brown, 2007) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components as follow:

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some from some of practice, perhaps reinforced practice.

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process. In relation to learning, he states that teaching is the process of guiding and facilitating learning. Teaching also enable the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning would determine his or her understanding of what teaching is. Teachers' understanding of how students learn would determine the teacher's philosophy of education, teaching style, approaches, methods, and classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning (Brown, 2007).

2. English Lesson

There are some definitions of language. Language is a systemic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gestures, or marks, having under understood meaning (Webster's Thirds New International Dictionary of English Language (1961) in (Brown, 2007). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic

2. Language is a set of arbitrary symbols
3. Those symbols are primary vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possible not limited to human.
8. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process. In relation to learning, he states that teaching is the process of guiding and facilitating learning (Brown, 2007) . Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching can not be separated from learning.

The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers understanding of how students learn will determine of teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of

teaching is interpreted in line with the concept of learning. Richards (1985) says that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one. In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001) . Brown (1941) suggest the teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which enhance the teaching and learning process. In some cases, many teachers do not think their objectives in relation to the situation in which they are teaching and to get the goals of the students in their classes. They teach without thinking about the appropriate materials, methods, and techniques. In consequence, their students do not find particularly exciting lesson.

3. Online Learning

a. Definition of Online Learning

E-Learning is as instruction on digital service (such as desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning (Wiley, 2011) . Nowadays, technology has been widely used in

instruction. The technology applications are audio, video recording, camera, projector, and other software programs can be used to support instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting. Teacher needs a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support in the form of learning platform.

E-Learning (Electronic Learning) is the fusing term to designate the arenas of online learning, Web-based learning, and technology tutoring. (Huang, 2003) defined e-learning based on the summaries of its characteristics. In the first place, they propose a multimedia environment. Secondly, they incorporate several kinds of information. Thirdly online learning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, e-learning support networks for accessing information. And fifth, online learning allows for the systems to be implemented freely on various kinds of computer operating systems. Also according to Wentling et al (2000) the term online learning refers to the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. To them, the online learning depends on computers and networks, but it is likely it would progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones. In their literature review on definitions for online learning, Liu and Wang (2003) found that the features of online

learning process are chiefly centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow by way of network courses, and lastly flexibility of learning as computer-generated environment for learning is created to overcome issues of distance and time (Huang, 2003).

Online learning is one of form of facilitated learning model and supported by the use of information and communication technology. Online learning can be defined as a form of information technology applied in education in the form of cyber space. The term of E-learning is more appropriate intended as an attempt to create a transformation of the learning process in school or college into the technology bridged digital form the internet (Munir, 2009). Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission (2000) describes, online learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. The following are also different definitions of e-learning. According to Maltz et al (2005), the term 'e-learning' is applied in different perspectives, including distributed learning, online-distance learning, as hybrid learning.

Online learning, according to OECD (2005), is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education,

and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. In their literature review on definitions for e-learning, (Huang, 2003) found that the features of e-learning process are chiefly centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow by way of network courses, and lastly flexibility of learning as computer-generated environment for learning is created to overcome issues of distance and time (Huang, 2003). Gotschall (2000) argues that the concept of e-learning is proposed based on distance learning, thus a transmission of lectures to distant locations by way of video presentations. (Huang, 2003) however claims that the progression of communications technologies, particularly the internet, did transform distance learning into e-learning.

The use of online learning has been used as one of an attractive learning methodology for students. With this learning method, the students are placed on a series learning where they are actively seek and obtain information and the subject matter in it is very broad various media formats including text, images, videos, or movies to use online learning as a medium. In used and gratification theory explained that the audience has power (active) in determining media utilization the mass including the media on the internet according to your needs and satisfaction them for the necessary information (Hanif, 2019).

The theory explains learning media which teachers can use to facilitate lessons that are suitable for learning from home, such as synchronous and asynchronous. The selection of application media in English learning from home is based on considerations of teachers and students. The use of media in learning serves a variety of purposes. By utilize of media in the classroom makes learning more easily for students to understand course objectives and to take an interest in the work being developed (Scholz, 2013) . The media's primary purpose is to serve for tool to teach with an impact on the climate, conditions, and learning environment that the teacher arranges and creates (Arsyad, 2017). For a more detailed explanation of the function of learning media according to Arsyad (2017) are the following:

- 1) Learning media can help to clarify how messages and information are presented, thereby facilitating and improving learning processes and outcomes.
- 2) Learning media can focus children's attention, resulting in increased learning motivation, increased interaction between students and their surroundings, and the ability for students to learn independently based on their abilities.
- 3) Learning media can overcome the limitations of the senses, space, and time.
- 4) Learning media can provide students with the same experience about events in their environment, and allow direct interaction with teachers, the community, and the environment.

The researcher applied theory based on the theory above from Azhar Arsyad from his book entitled "*Media Pembelajaran*". The theory explains that there are four functions of learning media and the researcher uses it to answer questions about how students learn in English learning from home using online media.

b. Types of Online Learning

During the covid-19 pandemic, teachers and students cannot meet in person in class, so teachers need online learning to help teachers and students in the teaching and learning process. According to (Algahtani, 2011) there are some types of online learning that can be used by the teacher:

1) Synchronous online learning

a) Set time (phone/internet classroom sessions)

Synchronous online learning is real-time learning. In synchronous learning, the learners and the teachers are online and interact at the same time from different locations. They deliver and receive the learning resources via mobile phone, video conference, Internet or chat. In this type of learning the participants can share their ideas during the session and interact with each other and they get detailed queries and solutions. Synchronous online learning is gaining popularity because of improved technology and Internet bandwidth capabilities (Murni Fadhilah, 2021).

2) Learning from the sources of virtual classroom

Audio and video conferencing chat webinars application sharing messaging instantly to leverage effective instructional methods, tips to drive motivation and learner engagement in the virtual classroom, and other tips check this online learning course on maximizing impact in the virtual classroom.

a. Asynchronous online learning

Learner directed, self-paced learning

Asynchronous online learning is pause-and-resume kind of learning. In this type of online learning the learner and the teacher cannot be online at the same time. Asynchronous online learning may use technologies such as e-mail, blogs, discussions forums, eBook's CDs, DVDs. Learners may learn at any time, download documents, and chat with teachers & also with co-learners. In fact, many learners prefer asynchronous instead of synchronous learning because learners can take online courses to learn at their preferable time by not effecting their daily commitments (Murni Fadhilah, 2021).

b. Advantages and Disadvantages of Online Learning

Some of the advantages that the adoption of online learning in education, obtained from review of literature includes the following:

- (1) It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.
- (2) Online learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- (3) It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, online learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. Online learning motivates students to interact with other, as well as exchange and respect different point of views. E-Learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that E-Learning makes available extra prospects for interactivity between students and teachers during content delivery.
- (4) Online learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.

- (5) Online learning always takes into consideration the individual learner differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
- (6) Online learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.
- (7) The use of E-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Abaidoo, 2000).

The disadvantages of online learning that have been given by studies include the following:

1. Online learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.
2. With respect to clarifications, offer of explanations, as well as interpretations, the online learning method might be less effective than the traditional method of learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.

3. When it comes to improvement in communication skills of learners, online learning as a method might have a negative effect for the learners. Though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others.
4. Since tests for assessments in online learning are possibly done with the use of proxy, it would be difficult, if not impossible to control or regulate bad activities like cheating.
5. Online learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.
6. Online learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.
7. Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through online learning. The researcher have argued that online Learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.

8. Online learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages.

c. Media of Online Learning

1. Definition of Online Media

The word of media is derived from the Latin term "*Medius*", which means "middle, intermediary, or introduction". In Arabic, the media is an intermediary or delivery of message. In teaching and learning process, the meaning of media tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information (Arsyad, 2017).

Online media or new media is a communication medium that uses internet devices. Online media is a new media by conveying information that is different from conventional media, online media requires a computer-based device and an internet connection to find and receive information. The internet with its unlimited character makes internet users free to use media. The use of the term online media is often interpreted as a news site or journalistic practice in writing published via the internet. From the explanation above, it can be concluded that online media can also be used as a medium for communicating with audiences.

2. Kinds of Online Media

Various online media which indeed include those requirements stated earlier can be used in English language teaching which covers listening, speaking, reading, and writing comprehension. There are several based on Ohm's classification. In Ohm's media classification, media are divided into three kinds, they are audio, visual, and audiovisual media Chan in (Rahmad, 2021).

a. Audio

Audio media is related to the sense of hearing. The message conveyed through audio media is in the form of auditive symbols, both verbal and non-verbal (Sadiman, 2002) . Audio media in the world of learning is interpreted as learning material that can be presented in an auditive form that can stimulate students' thoughts, feelings, attention, and abilities so that the learning process occurs (Riyana, 2012). Based on the development of learning, audio media is considered as an economical teaching material, fun, and easily prepared and set by teachers and students. Learning material can be sorted presentation, and is fixed, definite, and can also be used for instructional media to learn independently (Anderson, 1987).

b. Visual

Visual media are definitely dealing with the sense of sight. They can be generally divided into two categories, whether they

contain verbal or nonverbal messages. Verbal messages can be seen in meaningful words that form certain writing. This might be the most common visual media that exist in English language teaching. They exist in the form of course books, newspapers, etc. Whereas nonverbal messages can be seen in pictures, charts, graphs, posters, and cartoons.

Visual media that suitable for online learning that is:

1) Google Classroom

Google Classroom is a free web service develop by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students' need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work. (Okmawati, 2020).

The strengths and weaknesses of this media to improve the quality the quality of the online learning process in the future. The identification of strengths and weaknesses of this learning

media can provide such specific information on both the negative and positive sides of online learning methods that can be managed using a correct solution. Each positivity and negativity have a different side that must be known to find the best choice to adapt to the situation (Ni Luh Putu Sumartini, 2021).

2) Edmodo

Edmodo is one of the platforms that supports the teaching and learning process. Edmodo is a free and secure online learning platform provider designed by Jeff O'Hara and Nick Borg in 2018 and people can easily connect to this platform by surfing the web www.new.edmodo.com (Manowong, 2016).

The advantages of this online media are: students and teachers interaction, asking question openly, having background information prior to class, self-management of space and time. Meanwhile for disadvantages include: limited access to internet connection, complicated website, taking time for adjusting to a new tool, incompatibility of mobile app and website, lack of notifications from mobile app, limited storage for uploading videos.

3) Schoology

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment, and content on a secure and safe learning management platform. Students can post their writing task in Schoology group that created by the teacher. Then, the teacher can evaluate the students' writing and give some suggestion or comment. (Agustin Apriliani, 2019).

The advantages of this online media are: cheap and easy to get, efficient and fast updates, can be long distance, full features, can submit from anywhere, easy task control, etc. Meanwhile the disadvantages of this online learning media include: internet dependent, non-android cellphones can not use this, plagiarism can happen, can cooperate who enters the class and who not (Haryanto, 2018).

4) Google Form

Google Form is one of application produced by Google. This application is also a web-based service to make a form of entry data. It usually used for taking a survey, collecting data or making a present list. Based on its feature, as a form generator, Google Form can be modified as software to conduct online test or assessment. (Yunita, 2019).

Some advantages of Google Form are: easy to use, free, create as much as you want, create all form of questions, take a

few minutes to create surveys, collaboration available, sections and logic branching, get an e-mail notification for responses. While the disadvantages of Google Form are: need an internet connection, must have a google account, lack of integrations, no payment gateway/integration (Kayode-Sanni, 2022).

5) Quizizz

Quizizz is an application that is suitable for use as a learning application that supports the 4.0 learning revolution because of it is easy to use and fast assessment process. By utilizing this application, students have easy access to interactive and fun learning resources (Suo Yan, 2018).

Quizizz may be accessed through website and utilized by college students at domestic. Not like educational apps, in educational games, Quizizz has many interesting features including songs, and avatars, besides that, Quizizz provides training in the form of competitions between each other and encourages learning, so that the improvement in educational outcomes becomes visible (Purba, 2019).

c. Audio Visual

Audio visual media are expected can be the media that are able to deliver a message (from the teacher) which will be receive and process well by the students. But at the pandemic era, audio visual media was conditioned by online learning and the learning

media was changed to learning via Zoom, Google Meet, WhatsApp, and YouTube.

1) Zoom

Zoom is a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capabilities. This helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is a leader in a modern enterprise video communications, with an easy and reliable cloud platform for video and audio conferencing, collaborations, chat, and webinars across mobile, desktop, telephone and room system, (Guzacheva, 2020) . In other hand, zoom cloud meetings is an application that can support communication needs with many people without having direct contact. This application is for video conferencing. The application can be installed with devices such as PCs with webcams, laptops with webcams, and also Android smartphones, (Afandi, 2019).

Zoom Cloud Meetings is an application that provides conference service or also known as remote meetings that connects video meeting, online meetings, chat and mobile collaboration. In other words, the Zoom Cloud Meetings

application is an online meeting media with the concept of Screen Sharing (Pitriana, 2020).

There are many advantages by using Zoom application online-based English language learning, as follow:

- a) There is an moderating facility where teachers and students can communicate easily through regular internet facilities or whenever the communication activity is not without being limited by distance, place, and time.
- b) Teachers and students can use structured and scheduled teaching materials through the internet.
- c) Both teachers and students can have discussion through the internet that can be followed by a large number of participants.

Not only do the zoom application have advantages but it also has various disadvantages, as follow:

- a) Lack of interactions between teachers and students, or even between students themselves, can slow down the formation of values in the teaching learning process.
- b) Tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
- c) Students who do not have high learning motivation tend to fail (Fitriyani, 2020).

2) Google Meet

An online meeting is easy to set up whether you're an individual getting together with a couple of friends or a small businessperson conducting workshop online. You're allowed to have up to 100 participants and can be in the meeting for as long as 60 minutes.

Google meet comes with a ton of free features you can use to make your meetings even better. First of all, you can hold as many meetings as you want, as often as you want. Participants just need to sign into their Google account to join in. Other features include:

- (1) **Live captioning:** Live captioning are fully automated and allow anyone to follow along in real-time. All you need to do is click on the three dots located on the Google Meet screen to find the option.
- (2) **Device agnostic:** Simply put, Google Meet works on any device, including desktops, laptops, tablet and phones. It will work with both Android and iPhone. You can even join a meeting using Google Nest Hub Max. if you have a conference room setup, there's Google Meet hardware available for that, too.
- (3) **Screen Sharing:** you can share your whole screen, a single chrome tab or a single application window with meeting participants. This lets you share and collaborate with ease.

- (4) Message during the meeting: You can instant message any meeting participants during the meeting. This makes it possible to share links, files and more with other participants.
- (5) Preview screen: When you're going into a meeting, you can use the preview screen to make adjustments to your camera and mic. You can also see who has already joined the meeting.
- (6) Adjust layouts and screen settings: The default layout for Google Meet shows the most active meeting participants, but you can adjust things any way you want. Just click on the three dots on the Meet screen to access this feature.
- (7) Host controls: The meeting host is free to mute, remove or pin participants. However, due to privacy concerns only a participants can unmute themselves.
- (8) Full integration: Google Meet also integrates with Microsoft 365 apps such as Outlook, which means you can access meetings directly from your calendar, even if it's not the Google calendar.

Some advantages of Google Meet are easy to use, interesting display, white board is available, and you are free to write, free of charge, video display in high definition (HD), video encryption, share screen features and available for 100 or 250 audience (Sawitri, 2020).

3) WhatsApp

According to (Nurmalia, 2020) WhatsApp is one of the most popular messaging application which can be accessed by using a mobile phone and Personal Computer (PC). Nowadays, most of people prefer to use this application to communicate with others. WhatsApp also gives beneficial features such as text, call, send video, links, audio, document, location, and pictures. This application provided easier and faster communications between teachers and students for academic purpose.

Features of WhatsApp

According to (Rahmawati, 2021) WhatsApp has several features, including the following:

1. Message

On the WhatsApp features can send e text message/chat. User can send message to their family or friends for free. WhatsApp use internet connection and do not spend pulses on cellphones.

2. Photos and videos

WhatsApp has feature to take photo/video and capture moments to make WhatsApp stories about user contacts. In addition, this application make it easy to send photos or videos easily and quickly to friends.

3. Video call/WhatsApp

This application provides the convenience of face-to-face, telephone features. The user are free to talk with their friend and family, even if they are in another country. WhatsApp only use internet data, so the users do not have to worry about expensive call charges.

4. Document

The users can share the document easily. They can send Word, Pdf, spreadsheet, power point, images jpg. WhatsApp can send document up to 100 MB in size will make it easier for them to share what they need.

5. Chat Group

The users can connect with group by via chat. They can communication in group. Users can share messages, photos, videos of up to 256 at once. WhatsApp users can also give the name groups, mute, or customize notifications, and more.

6. Voice note message

The users can use this feature to say what's in their mind and telling to friends by voice record icon in a chat room WhatsApp. The users can greet his friends and telling a long stories.

7. WhatsApp web for desktop

WhatsApp can make conversation run with WhatsApp on the web and on the desktop. Users can smoothly sync all chat to their desktop, so they can chat on whatever device is convenient for them. They can download application or visit web.whatsapp.com to get started.

On the use of this application, there are some advantages and disadvantages. The advantages of WhatsApp as follows: 1) WhatsApp groups, educators and students can ask questions or discuss more casually without having to focus on educators such as learning in the classroom which often causes students to feel guilty and ashamed. 2) With WhatsApp media, educators can be creative in providing additional material and assignments to students. 3) Students can easily resubmit Job performances, either in the form of direct comments (chat groups), pictures, videos or other soft files related to learning, 4) With WhatsApp media, the learning method becomes environmentally friendly because it no longer uses hardcopy (the use of paper to print or write student work achievements). 5) With WhatsApp media, you can be one of the educators' solutions to deliver additional material as learning material outside the classroom, (Pustikayasa, 2019) in Ratnasari, (2020:132).

Disadvantages of using WhatsApp as follows:

- a. Limitations face to face in real time via the WhatsApp application.
- b. Not all students can follow the learning process according to the specified time.
- c. WhatsApp application is not capable of 13 sending large files. Moreover, the existence of different locations will have different effects on signal strength.
- d. The number of chats that enter the WhatsApp Group will result in the cell phone's memory being full, so that the internet connection becomes slow.
- e. Chat that accumulates will be difficult to access because you have to scroll up to be able to follow the course of the discussion, (Yensi, 2020) in (Lestari, 2021).

4) YouTube

YouTube is a video sharing service that allows users to watch video posted by other users and upload videos of their own. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on 30 other websites, though the files are hosted on the YouTube server.

According to (Sukani, 2012) YouTube has advantages as a learning media such as: (1) Potential, able to provide edit

value to education , (2) Practical, can be used easily and can be followed by all groups, (3) Informative, can provide information the development of education, culture, technology, and others, (4) Interactive, facilitates discussion and ever reviewing a learning video, (5) Shareable, has facilities to share links across social networks, (6) Economical, accessible for free.

3. Kinds of Media

a. Synchronous

- 1) Zoom Meeting
- 2) Google Meet

b. Asynchronous

- 1) YouTube
- 2) Google Classroom
- 3) Podcast
- 4) Edmodo
- 5) Schoology
- 6) WhatsApp
- 7) Google Form
- 8) Quizziz

Based on preliminary research, the online media that used in MA Al-Manshur were: WhatsApp, Google Meet, and YouTube. There are many features in those media such as: In audio, there are voice note, voice call. In visual, there are WhatsApp message, pictures, google forms, live

chats. In audio-visual, there are video call, video recording, video conferences.

B. Previous Study

There are some studies that have been conducted to investigate online learning in a teaching learning process. Here, the researcher reviews some studies related to this research.

1. The study done by Henny Mardiah in (2020) entitled “The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic”. This study aims to investigate the use of the E-learning as the current phenomenon in teaching English in the time of COVID-19 pandemic. This research was conducted with a descriptive qualitative research. The result of the study suggests that E-learning system is considered as the one and only relevant teaching-learning method in the time of pandemic. Teachers and students just accessed the internet from homes and they would be connected to the E-learning application that has been approved by the institutions or the lecturers. However, challenges in applying E-learning were also undeniable, for instances: the unavailability of internet access/WIFI, learners feel unmotivated, poor levels of student engagement. The lack of actual social and psychological interactions between teachers and students in E-learning system seemed to minimize affective domains. The interactive teacher-student talk is not as effective as in normal classroom. Supports from institutions (colleges or universities) and government are needed for the success of E-learning, particularly in the time of COVID-19 pandemic.

2. The study done by Kinga Olzewska in (2020) entitled “The Effectiveness of Online Learning in the Era of the SARS-Cov-2 Pandemic on The Example of Students of Polish Universities”. This paper aims to present the opinions of Polish university students on the effectiveness of online learning during the SARS-CoV-2 pandemic and forced distance learning. The author conducted an online survey among students of different universities. The questions related to students' attitudes towards online learning and the preparation of universities and academic teachers, considering that all educational material must be covered using online platforms. The author also examined the relationship between the level of education (1st, 2nd, and 3rd-degree studies) and the preferences and problems of students related to online learning. Summing up, it can be stated that on a national scale remote learning fulfills its task as an alternative to traditional learning. Although students most often prefer to study at the university than at home, they do not report any serious problems with learning the material and participating in classes, although such cases do occur. It is worth taking particular care of new students, who have the greatest problems with adapting to the new mode of teaching, as they find themselves in a doubly new situation-the transition from school to academic learning and then from academic learning to online learning. Particular attention should also be paid to improving the technological preparation of universities for distance learning, as there are signals of problems in this area. The research also confirmed the hypotheses that the students feel safer when they can take classes online and that the universities

managed to successfully transfer classes to the online environment. It also disproved the hypotheses that students prefer online learning and that their academic performance remained unchanged after the implementation of online learning. This shows that while it is possible to transfer the whole teaching and learning process to the online environment, it is only accepted because it is a necessary precaution during a global pandemic. Under normal circumstances, students prefer traditional learning and their performance is usually better while studying in a classroom environment. Therefore, it can be concluded that while the students appreciate the benefits of online learning, they are neither prepared nor would ing to fully switch to that form of learning.

3. The study done by Adelia Mei Fatmawati in (2021) entitled “WhatsApp Groups as the Learning Media to Teach English at the 9th Grade of SMA Bakti Ponorogo”. This study focused on to find out the ways to implement and the problems faced by the students and the teachers in implementing WhatsApp Groups as learning media at the 9th grade of SMA Bakti Ponorogo during this pandemic covid-19. This research was conducted using descriptive qualitative research design, used two class as the subject. The researcher applied interview, observation, and documentation to get the data. The result of the research concludes that there are three steps to implement WhatsApp groups as a learning media includes pre-teaching, whilst-teaching and post-teaching. The researcher also found some problems faced during

implementing WhatsApp groups as a learning media during this pandemic covid.

4. The study done by Dwi Suputra in (2022) entitled “Teaching English through Online Learning (A Literature Review)”. The study aims to investigate the teaching strategy to be implemented on teaching English through online learning. The design of the present study is a literature review design. Related studies about strategies on teaching English through online learning were analyzed on order to be described in present study. The findings of this present study show that teaching through videoconferencing, instant messaging, and game could be useful strategies on teaching English through online learning. Videoconferencing is found appropriated for enhancing oral interaction. Instant messaging is found appropriate for enhancing written interaction. Game is found appropriate for creating enjoyable learning atmosphere. There is high recommendation for teachers to use the strategy based on learning goal and situation. Teachers could utilize various ICT applications or platforms which support the implementation on the strategies.

Based on several research result which is summarized from Prawiyogi’s research, et al (Prawiyogi, 2020) that online learning system has several advantages, among others: (1) the relevance of the teaching material to era, (2) the distribution of education to all corners of the country with power the capacity is unlimited because it is not classrooms required, (3) unlimited by time, (4) learners to choose the topic of teaching materials as needed, (5), online learning system can be implemented interactivel so as to attract the

attention of learners, and (6) length of study depends on the abilities of each student.

Table 1 Differences & Similarities of Previous Studies

No.	Previous Research	Differences	Similarity
1.	Henny Mardiah (2020) "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic"	1) The data sources of her research only use document and interview. Meanwhile, the data sources of this research are document, interview and observation. 2) This research conducted with high school teacher, but the previous research conducted on lecture.	1. The topic of the research discussed about online learning in pandemic. 2. These research was conducted with a descriptive qualitative research.
2.	Adelia Mei Fatmawati (2021) "WhatsApp Groups as the Learning	1) This research only focused on WhatsApp	1) The data sources of this research are observation,

	Media to Teach English at the 9 th Grade of SMA Bakti Ponorogo”.	platform. 2) The subjects of this research are the teacher and students,	interview and documentation. 2) This research was conducted using descriptive qualitative research design
3.	Kinga Olzewska (2020) “The Effectiveness of Online Learning in the ERA of SARS-CoV-2 Pandemic on the Example of Students of Polish University”	1. Olzewska using quantitative research design, not qualitative design. 2. The researcher analyse the using of online learning media. Meanwhile, his research measured the effectiveness of online learning.	1. The topic of online learning are the equation in this research. 2. The use of various online platform as the media of online learning.
4.	Dwi Suputra (2021) “Teaching English Through Online Learning (A Literature Review)”.	3. The design of this research is literature review design, not descriptive qualitative.	1. The subject of this research are teaching English in online learning. 2. Explore the online

		4. Focused on the teacher strategy to use online platforms in teaching English.	platforms.
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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design which deals with types of the study, place and time of the study, subject of the study, research instruments, data collecting techniques, and data analysis techniques.

A. Research Design

In this research the researcher used the descriptive qualitative method that described phenomenon from the data analysis out of which a researcher's conclusion will be drawn. Bogdan and Taylor in Moleong (Moleong, 2010) qualitative research is a research which fields the descriptive data in the form of written or oral words from observing people and behavior. In the other word, it is type of research which does not include any calculation or enumeration. The use of descriptive research is based on its meaning, which is to describe the teaching and learning in a course factually and accurately. There are many procedures in employing qualitative descriptive method. The researcher collects the data, then classifies them, and finally draws conclusion the data.

Fauziati (2009) states that qualitative research often involves "data collecting procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statically method". Bogdan and Taylor in (Moleong, 2010) these statement contains of purpose that describe qualitative research is research that put forwards the data collecting or the problem reality

based on the things explored by respondents and the data collected are words and picture, not number.

Based on the definitions above, it can be described that qualitative method in this research, the researcher observes the activities of the subjects in the process of teaching learning process and support the data by interview the subject and documents used in teaching English lesson. The data are described by the researcher in form of words.

B. The Research Setting

In this part, the researcher described about the research location and time or schedule of the research. The descriptions are as follow:

1. Place

The place of the research was in MA Al Manshur Popongan in academic year 2021/2022. The school is located on Tegalgondo, Wonosari, Klaten.

2. Time

This study was conducted from January-October 2022. The time is used for doing observation, writing the proposal, revising proposal, conducting the research, then analyzing the data. The researcher will analyze and process the data honestly and carefully to get the best result. The research schedule will be explained in the table below:

Table 2 Research Setting

No	Activities	January	February	March	April	May	June	July	August	September	October	December
1.	Pre-Research	√										
2.	Designing Proposal		√	√	√	√	√					
3.	Seminar Proposal							√				
4.	Do the Research								√			
5.	Analyzing the Data									√		
6.	Consultation and Guidance										√	
7.	Munaqosyah											√

C. The Subject of the Research

The subject of the study was English teacher of the eleventh grade of MA Al-Manshur Popongan. Her name is Mrs. Endang Wiji Lestari, S.Pd,. The researcher chooses the teacher because she is the only teacher that teaches English lesson for eleventh grade of MA Al-Manshur Popongan. The researcher took two

classes XI IPA and XI IPS. The teacher states that the students of these classes are easy in understanding material, have good motivation in teaching learning.

D. The Technique of Collecting Data

Marshall, Rossman in (Sugiyono, 2015) stated that the fundamental methods relied on by qualitative researchers for gathering information are participation in setting, direct observation and in dept interviewing.

In order to get problems or clarify initial topic, a researcher should conduct the data. However, a researcher should use some techniques to get the data. According are two techniques to collect the data in qualitative research as a base field research, which are:

1. Observation

Observation is needed by the researcher to observe teacher's performance in teaching and learning process. Observation is a notion of the description about the phenomenon or the real condition systematically observed. Moleong (2010) stated that observation is used to describe the natural setting, activities, people and meaning of what is observed from the perspective of the participants. The observation is carried out on the instructional process and several activities ocuring outside the classroom related to the teaching learning supervision, the students understanding to the material taught, and the media used.

The observation in technique collecting data of this research is used to answer the problems statement about the media applied by the teachers in teaching English lesson at the eleventh grade students of MA Al-Manshur

Popongan in Academic Year 2021/2022. The researcher also identified activities that happen during teaching learning process in the class. Such the condition during teaching learning process, activeness of the students, and other things will be the data of this research.

2. Interview

Interview is done by two people, each of them plays role an interviewer that gives questions and another is as person who is given the questions then she/he answers it. According to (Sutopo, 2014) “Interview in descriptive qualitative research is generally done by giving the open-ended questions which purposed to gain the deep information and it is done by using unstructured formally things in order to get the views of subject observed about many things that bring advantages for gaining the detailed information”.

In this step, the researcher interviewed the English teacher of eleventh grade of MA Al- Manshur Popongan . The question is related to the media that the teacher used and the strengths and weakness every media in teaching English lesson. The researcher interviews the English teacher of XI IPA and XI IPS class of MA Al-Manshur Popongan.

To collect the data, the researcher uses procedure as follows:

- a. The researcher prepared the concept of questions that would be asked to the teacher.
- b. The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.
- c. The researcher writes interview transcript based on the results of interview.

Table 3 Interview Blueprint

Research Problem	Aspects	Indicators	Questions
1. What kinds of online learning platform applied by the teacher to teach English lesson to the XI students of MA Al Manshur Popongan?	Use of E-learning to teach English according to Henny Mardiah (2020)	However, schools (teacher) and universities (lecturer) are obliged to teach and monitor the learning process using online/digital platforms or what is widely known as online learning or E-learning.	1. What kinds of online learning media for teaching English lesson do you use to teach in the class? 2. What platforms support you to teach English lesson? 3. Why do you use those media of online learning for teaching English lesson?
2. How does the teacher apply online learning platforms at XI students of MA Al Manshur Popongan?	E-learning is as instruction on digital service that is intended to support learning	The technology applications are audio, video recording, camera, projector, and other	1. How is learning process during the pandemic covid 19? 2. How do you implement

	(Wiley, 2011)	software programs can be used to support instructional activities.	this online learning media to teach English lesson in this class? 3. What are the problems faced by the teacher while used the media of online learning?
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From the table of interview question above, it can be seen that those are questions for interviewing the teacher. Those interview questions are used to support the result of observation and also to get more information about the media of online learning for teaching English lesson which is applied by the teacher.

3. Documents

Moleong (2010) states that the written documents are source of research which often have important role in qualitative research. Thus, the documents used in the research because it has many advantages. The

document is stable, rich and supported. It functions as evidence for testing and it has natural characteristic. So that it is appropriate to qualitative research. Documents used in this research were syllabus, lesson plan, and etc. The document such lesson plan answers the problem of the research about the techniques used by the teacher in teaching English lesson.

E. The Data Resources

Moleong (2010) stated that the main sources of qualitative research are words and actions, and other things are as the additional data such as documents, and others. The sources are such as lesson plan, syllabus, teaching method, materials, and test of the material.

The data were taken from observation and interview the English teacher of XI IPA and XI IPS of MA Al-Manshur Popongan . The data of this research were field notes and interview script. The researcher collected the data from three kinds of sources as follows:

1. Events

The event is in the form of instructional process that happens in the classes and other activities which was related to the research. The events in this research were the whole process of teaching English lesson in XI IPA and XI IPS class, and the media applied by the teacher in teaching English.

2. Informants

Informant in descriptive qualitative research is often called as respondents. They are people who give information for the research. The

informant of this research was the English teacher of XI IPA and XI IPS class; Mrs. Endang Wiji Lestari, S.Pd,. The English teacher was the main informant of this research. Another the research data found from the teaching learning process of English lesson through observation and interview.

3. Documents

The document of this research is taken from printed materials related to the teaching process at the XI IPA and XI IPS class of MA Al-Manshur Popongan . The document data in this research included lesson plan, syllabus, and interview script with English teacher.

F. Research Instrument

The researcher is the most important instrument in qualitative research. Therefore, the researcher as an instrument should be “validated” to what level qualitative researcher is able to conduct research. As a human instrument, qualitative research is used to determine the research’s focus, select participants’ sources of data, collect information, access quality of data, conduct analysis of data, interpret information, and draw summary of the results (Sugiyono, 2013). In this study, the researcher instrument that uses is interview and documentation. The researcher in this study analyze how teacher apply the online learning media in English lesson learning from home during pandemic era and their challenges.

G. The Techniques of Analysis Data

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, by way of organizing data into categories, defined in units, synthesize, organize into a pattern,

choose what is important and that will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2015). The data analysis technique of descriptive qualitative research uses interactive cycle model including data reduction, the data display and conclusion drawing/verification Miles and Huberman in (Sugiyono, 2015). Based on the theory above, there are three steps in analyzing the data. They are:

1. Data reduction

Data reduction is a process of selecting, focusing, paying attention on simplification, transformation that comes from written record into the subject. It is used for collecting the data from observation, interview, and documentation. In data reduction, the researcher makes transcript of recorded data, chose data which needed to answer the research problem and throw out data which is not needed.

2. Data display

In data display, the researcher analysis the result from observation, interview, and document. Then the data will be organized and arranged in a pattern, so the data will be understood easily.

3. Data conclusion/verification.

The third step of data analysis in qualitative research is conclusion drawing or verification. After the analysis is done, the researcher draws conclusion from the result of the research which answers the formulation of the problems that has been determined in previous chapter. It is used to describe all of the data.

H. The Trustworthiness

The aim of trustworthiness in qualitative research is to support arguments that the inquiry's findings are "worth paying attention to" (Lincoln and Guba, 1985). In analyzing the data, the researcher also needed to analyse the validity of data source to get valid data. To show the trustworthiness of the data, the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which using the things outside the data in order to examine the data and to be compared of the data (Moleong, 2010).

The triangulation used was the triangulation of source. In academic research, the concept of triangulation is broadly defined as the combination of methodologies in the study of same phenomenon (Denzim: 1974, in Mary: 2011). Triangulation has been adapted to qualitative research and to case study research where the most common form is methodological triangulation. Trustworthiness of data is needed to check the validity of data. The meanings emerge from the data have to be tested for their plausibility, their studies, their conformability, that is validity as Miles and Huberman in (Sugiyono, 2015). Validation is important as research itself.

Denzim in (Moleong, 2010) divides triangulation into four kinds, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of informant found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two categories, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.
3. Triangulation by using investigator is that the researcher will recheck the credibility if his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this research, the researcher used triangulation by resources. It means that the researcher gathers various data source to attempt data validity, consisting of information which could answer the research problems from some informants, conditions, activities seen from the observation, and content analysis on purpose full document. The researcher compared the data found from interviews. After observing the process of the teaching process, the researcher did crosschecking by comparing them to the data of interviews, and the documents.

CHAPTER IV

FINDINGS AND DISCUSSION

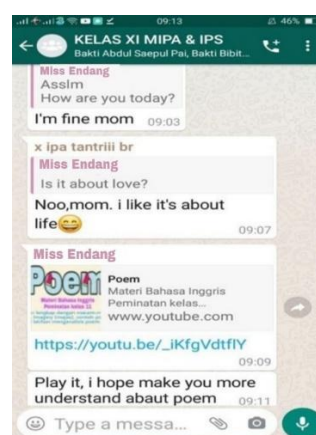
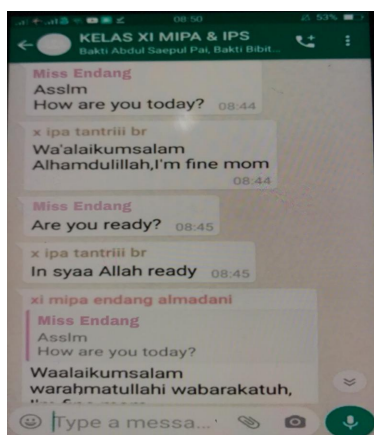
This chapter presents two parts to the report: findings and discussion. The researcher collected the data through interviews and observation. The researcher did the interview with the English teacher of MA Al Manshur in the academic year 2021/2022.

In conducting this research, researcher conducted research online due to conditions that made it impossible to come directly to the research location. Observations were made by joining the WhatsApp Group which was used for the teaching and learning process.

A. Research Findings

1. Kinds of online learning platform applied by the teacher to teach English lesson at the second grade students of MA Al Manshur Popongan in the academic year 2021/2022.

a. WhatsApp group as the learning media to teach English lesson



Data for this one research goal was gathered through interviews which were conducted by interviewing an English teacher through video calls on WhatsApp. This transcription was done for documentation to back up the data from the interview. The interview's outcome was included in the narrative text, followed by supporting data from interview result as shown below:

AZ: (“What kinds of online learning media for teaching English lesson do you use to teach in the class?”) (“Apa macam-macam media pembelajaran online yang Ibu gunakan di kelas untuk mengajar Bahasa Inggris?”)

Based on the data, the learning media used after the covid pandemic was different before the covid-19 pandemic, as said Mrs. E.

In addition, the following is interview data from the teacher:

Mrs. EWL: “Untuk media di sini memakai WhatsApp, Google Meet, YouTube. media WhatsApp digunakan dalam bentuk group untuk berinteraksi, kemudian YouTube hanya berupa link video tentang penjelasan materi, dan PPT berisi tentang catatan materi.”

“Reading nya itu membaca materi dari PPT yangdibagikan sama Miss Endang, Writing nya dari tugas-tugas, speaking dari kita merespon perintah karena di video YouTube nya itu kalau misal dilihat nanti ada perintah untuk menirukan ucapan, terus listeningnya dari mendengarkan video YouTube. Untuk Google Meet dipakai untuk

menjelaskan materi, tapi jarang untuk penggunaan google meet nya mbak, soalnya kendala sinyal dan kuota juga”

AZ: (“What are platforms that support you to teach English lesson?”) (“media apa yang Ibu gunakan untuk mendukung mengajar pelajaran bahasa Inggris?”)

There are many medias that provide a lot of features to support the learning process. Especially in English lesson, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001).

Based on interview with the English teacher, there are several platforms that support the teacher to teach English lesson in online learning process such as: laptop, gadget/smartphone, and learning textbook.

Mrs. EWL: “Ada beberapa media yang saya gunakan mbak untuk pembelajaran online ini. Yaitu diantaranya: laptop, gadget/smartphone, dan buku pelajaran.”

AZ: (“Why do you use those media of online learning for teaching English lesson?”) (“Mengapa anda menggunakan media pembelajaran online ini untuk mengajar Bahasa Inggris?”)

Mrs. EWL: “karena WhatsApp Group ini bisa untuk menjadi media belajar-pembelajaran yang berfungsi sebagai “classroom” ya. Nah di

sini saya bisa share tugas, link Youtube, materi dan apapun itu di dalam grup kelas ini”.

b. YouTube as the learning media to teach English

Based on the interview with the English teacher, she explains that when using video In the classroom, there are some techniques that can be used by the teacher for YouTube video implementation.

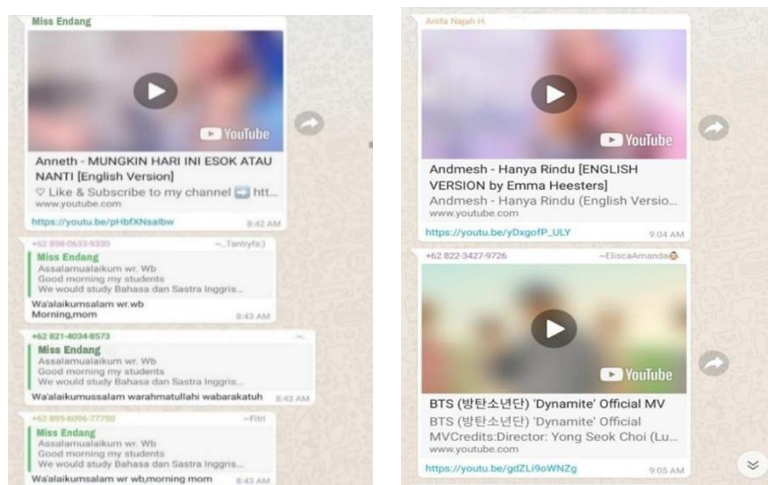
In addition, the following are interview data from the teacher:

AZ: (“What media that support you to teaching?”)(“Media apa saja yang mendukung berjalannya pembelajaran online ini?”)

Mrs. EWL: (“Untuk media yang dibutuhkan dalam pembelajaran melalui YouTube ini, kami memerlukan smartphones tentunya, atau laptop, dan juga kuota yang mencukupi ya mbak”)

AZ: (“Why do you use those online media of online learning for teaching English lesson?”)(“Mengapa anda memilih media online ini untuk pembelajaran Bahasa Inggris?”)

Mrs. EWL: “saya memilih menggunakan media online ini karena ini untuk lebih memudahkan para siswa”. (interview on Wednesday, January 12 2022 at 09.00 a.m)



c. Google Meet as the learning media to teach English lesson

The researcher started the research with observation. Based on the pre-observation done before the research process on January, 1st 2022 in the online classroom the teacher told the syllabus that they would have during this semester.

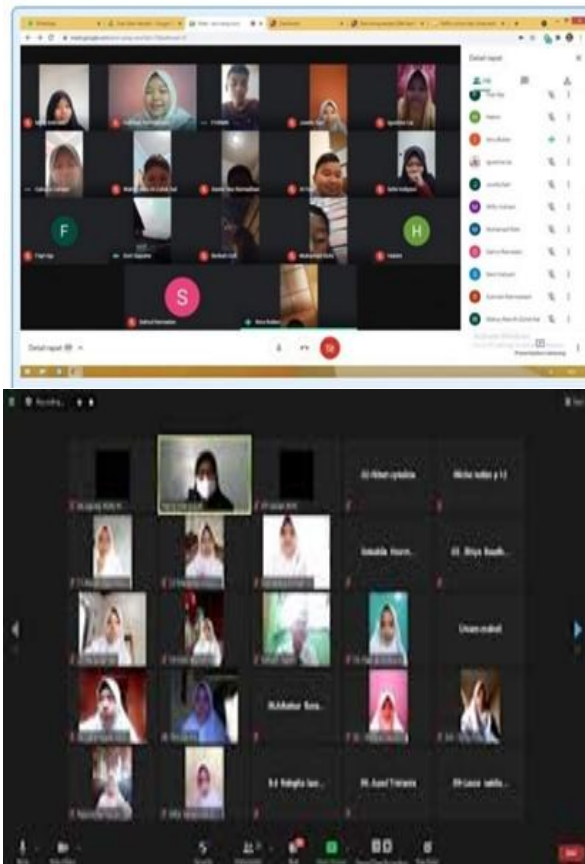
In addition, the following are interview data from the teacher:

AZ: (“What media that support you to teaching?”) (“Media apa saja yang mendukung anda dalam pembelajaran online ini?”)

Mrs. EWL: “untuk media nya sama seperti aplikasi yang lain mbak, yang pastinya membutuhkan smasrtpone atau laptop, dan juga kuota yang mencukupi”

AZ: (“Why do you use those online media of online learning for teaching English lesson?”)(“Mengapa anda memilih media online ini untuk pembelajaran Bahasa Inggris?”)

Mrs. EWL: “ya karena Google Meet berbeda dengan aplikasi lainnya. GMeet ini dapat diakses dengan melalui laptop atau smartphone. Dengan google meet ini kami bisa berinteraksi langsung dengan siswa meskipun secara online dan dapat mengetahui langsung bagaimana respon siswa terhadap materi yang sudah saya berikan, saya dapat melihat dari mimik wajah mereka apakah mereka memahami materinya atau tidak, dan untuk pronounciation nya sangat membantu sekali menggunakan aplikasi ini karna saya dapat melihat secara langsung bagaimana gerak bibir mereka saat speaking English.”



2. The teacher implementation to apply online learning platform to teach English lesson at the second grade students of MA Al Manshur Popongan in the Academic year 2021/2022.

The researcher obtained the data to investigate the teacher apply online learning platform to teach English lesson through observation and interview.

a. WhatsApp Group

The teaching and learning process were carried out on Monday, January 03rd 2022. There were one teacher and 43 students of class XI who joining in online learning. The researcher joined WhatsApp group of the class because the class was held in WhatsApp group. The teaching learning process were started at 07.30 a.m. and finished at 09.30 a.m., the material taught about *cause & effect*.

1) Opening

The English teacher opened the class by greeting through voice note feature in WhatsApp, the students answered the teacher's greeting. And then the teacher asked the students to reading du'a before started the lesson. After praying, she's checked the students' attendance. After that, she asked the students about the last material, it was about *personal letter*. She asked the students to question and answered through voice note in the teaching and learning process.

Then, she asked the students to explain again or to conclude the last material before continued to the next lesson. The students were enjoyed to do it. After that, the teacher appreciated them by thanking in WhatsApp group, like saying *“oke dear, thankyou for your attention and I hope you all understand about the material last meeting, and we can continued to the next material”*. After the phenomena, she explained their learning goals and started to the next topic.

2) Main activity

After all the students were already and focused to the next topic, the teacher gave them one topic about *“cause and effect”*. The teacher gave the file that contain about material that will be discussed. The teacher gave the explanation about the material about the differences between cause and effect also give the example about it. The material provided by the teacher can be in the form of power points, word documents, YouTube video links related to the material presented, photos of material taken from certain books, etc. After the teacher provides the material to students via WhatsApp Group, students are given time and are expected to read and listen to the material. The teacher gave a time about 10 minutes to understand the material. After this is enough, the teacher invites students to ask questions about the material if anything is not understood by voice note, also the

teacher give the questions, and some students try to answered. It amused me that there were some students who uttered wrong sentences grammatically, Mrs. E. gave some corrections. After that, the teacher gave a video about *cause and effect*, it seems to be an action of taking students attention. The teacher asked them to identify the purpose, the structures, and the language features, and they were asked to answer the question orally through voice note.

3) Closing

After they have made discussion, the teacher made corrections and reviewed about the topic of today. She's asked students' feeling and made a conclusion about the topic today. Then, she closed the class by saying *Hamdalah* together, and asked the students to study at their own homes.

This observation is supported by interviews as follows:

AZ: (*“How is the learning process during the covid pandemic 19?”*) (*“Bagaimana proses pembelajaran selama masa covid 19?”*)

Mrs. EWL: *“Proses pembelajaran dimasa pandemi covid-19 menggunakan sinkronus dan asinkronus. Sikronus menggunakan youtube dan asinkronus menggunakan google classroom dan whatsapp grup”.*

AZ: (“How do you implement this online learning media to teach English lesson in this class?”) “Bagaimana cara anda mengimplementasikan aplikasi WhatsApp untuk berinteraksi dengan siswa dan siswi?”

Mrs. EWL: “Untuk WhatsApp selama masa pandemic covid 19, aplikasi ini digunakan sebagai kelas untuk siswa dan guru. WhatsApp menjadi media untuk komunikasi, berdiskusi, mengirim link youtube, link materi pembelajaran dan tugas, untuk menjelaskan materi, memberi tugas mid semester, ujian akhir semester, memberi informasi, dan lain-lain”.

AZ: (“What are the problems faced by the teacher while used the media of online learning?”) (“Masalah-masalah apa yang dihadapi guru selama menggunakan media online ini?”)

Mrs. EWL: “Untuk problemnya menggunakan aplikasi ini ya kira-kira siswa itu kurang aktif dalam merespon pembelajaran yang saya share lewat whatsapp ini, mereka kadang hanya memilih untuk membaca saja bahkan mungkin cumin diliat aja ya mbak, Ketika saya meminta mereka merespon materi yang saya share, 60% hanya membaca saja. Itu membuat mereka seperti menyepelkan materi nya.”

b. YouTube

The teaching learning process were carried out on Thursday, January 06th 2022. There were one teacher and 43 students of class

XI who joining in online learning. The researcher joined WhatsApp group of the class because the class was held in WhatsApp group. The teaching learning process were started at 07.30 a.m. and finished at 09.30 p.m., the material taught about *Song*.

1) Opening

Mrs. Endang opened the lesson by greetings through voice note. So the students answered the teachers' greetings. Then, she checked the students' attendance. After that, she asked the students about the last material, it was about *cause&effect*. She asked the students to question and answer through voice note in teaching learning process. Then, she asked the students to review about the last material before continued to the next material. The students very welcomed to do it. They are tried to answered the question by voice note. After some students had done it, the teacher appreciated them by gave some emoticon in WhatsApp group. After the phenomena, she started to the next topic.

2) Main activity

After that, Mrs. E. gave the material about *Song*. The teacher send several link from YouTube, the song is *Andmesh-Hanya Rindu(English version)* and *Anneth-Mungkin Hari Ini Esok atau Nanti(Englis version)*, then ask the students to watch and listen it. Mrs. E. asked the students to complete the

blank space in the lyric of that song than try to comprehend that by answering some exercise of questions from the teacher. Then the teacher give the clarification by having discussion with the students. The purpose of the discussion was gave the student deep understanding about the material. Before the teacher close or finish the class, the teacher ask the students to find a song by themselves then write their understanding of song's meaning for the homework.

3) Closing

After they have understand the material, the teacher made corrections and reviewed the topic today. After all the activities was finished, then Mrs. E. closed the meeting. She closed the meeting with saying *hamdalah* and said “*Thankyou for today, see you on the next meeting, and Wassalaimu’alaikum Wr. Wb.*”

So the students reply the greetings.

This observation is supported by interviews as follows:

AZ: (“How is the learning process during the covid pandemic 19?”) (“Bagaimana proses pembelajaran selama masa covid 19?”)

Mrs. EWL: “Proses pembelajaran dimasa pandemi covid-19 menggunakan sinkronus dan asinkronus. Sinkronus menggunakan youtube dan asinkronus menggunakan google classroom dan whatsapp grup”.

AZ: (“How do you implement this online learning media to teach English lesson in this class?”) (“Bagaimana cara anda mengimplementasikan media online learning untuk mengajar Bahasa Inggris di kelas?”)

Mrs. EWL: “saat menggunakan aplikasi ini kelas, ada beberapa teknik yang saya gunakan untuk pengaplikasian video youtube. Yang pertama, tahap persiapan. Pada tahap ini, saya memerintahkan para siswa untuk menyiapkan beberapa alat untuk melihat video youtube seperti link youtube video untuk siswa, dan meminta mereka untuk mempersiapkan HP yang akan membantu para siswa untuk mendapatkan pelajaran dari video youtube yang sudah saya share. Yang kedua, tahap implementasi. Selama pemutaran video youtube, saya meminta para siswa untuk menyebutkan beberapa vocabulary dengan pronunciation yang benar menurut video yang telah mereka lihat. Yang ketiga, tahap pengulangan. Pada tahap ini, saya memutar ulang poin tersulit dari video dan meminta siswa untuk mengulang sendiri-sendiri. Yang keempat, tahap kesimpulan. Untuk mengimplementasikan

Teknik ini, saya menginstruksikan untuk menonton video teman mereka dan memberi komen ataupun apresiasi. Lalu barulah mereka memperoleh kesimpulan dari proses pembelajaran ini”

AZ: (“What are the problems faced by the teacher in the class while used this media of online learning?”) (“Apa masalah yang dihadapi guru di kelas selama menggunakan aplikasi online?”)

Mrs. EWL: “di masa pandemi ini, problem nya ya itu tidak bisa bertatap muka langsung dengan para siswa, kewalahan untuk melakukan pembelajaran dengan baik. karna pelajaran bahasa Inggris kan untuk menjelaskan harus detail ya mbak, apalagi untuk pronunciation yang harus benar-benar memperhatikan gerak mulut, jadi ya susah kalau hanya lewat video atau voice note saja. Apalagi untuk siswa yang rumahnya di pelosok jauh dari kota tentunya terkendala masalah sinyal juga.”

c. Google Meet

The teaching and learning process were carried out on Monday, January 10th 2022 on the Google Meet. There were one teacher and 43 students of class XI who joining in online learning. So, the researcher continued the observation on the web. Before that, the researcher already joined the Google Meet Group XI Students of MA Al-Manshur. The teaching learning process were

started at 08.10 a.m. and finished at 09.30 a.m., the material taught about *asking and giving for opinion*.

1) Opening

For the first step, the teacher shared Google Meet link in WhatsApp group. So the students can log in the Google Meet. After all students and Mrs. E. had been log in on Google Meet, the teacher started to asked the students to reading Asmaul Husna together. After reading Asmaul Husna, the teacher asked the students to reading du'a before started the lesson. Then she's checked the students' attendance. After that, she asked the students about the last material, it was about *song*, and she's can continued to the next topic about *asking and giving opinion*.

2) Main activity

After that, the teacher gave material with the title "*asking and giving for opinion*". She's shared PPT that contain about the topic. The students are asked by the teacher to identify the purpose, the structures, the language features and the differences between asking and giving opinion. And then, the teacher explain about *asking and giving opinion* and said to the students, "*in daily life, we must have an opinion on something we see, we hear, and we feel. Either opinion supports or contradicts one another. Opinion is a text or a dialogue that*

contains ideas about somethings. Usually, opinions different from one another or contradictory, depending on which point of view that we take. When we give or express our opinion, it is very important to support the opinion itself. Verbs that are usually used in opinions are agree, believe, reckon, doubt, assume, don't agree, and thinking." After that she's explained about the sentences of asking and giving opinion, agreeing with an opinion, and disagreeing with an opinion. Then the teacher asked the students to wrote what are she's said and learn it. After that they were asked to answer the questions from the teacher. The teacher designates who will answer the question. After some students answered the questions, Mrs. E. gave some corrections. And then the teacher asked two students to practice about the topic and after they finished, the teacher give applause to them. Before Mrs. E. finished the class, she's gave the conclusion about the topic today and gave an assignment to the students, they asked to do the assignment well so Mrs. E. can concluded that they are understand the material.

3) Closing

After the teacher gave an assignment to students, the teacher made corrections and reviewed about the topic today, asked the students feeling and made conclusion about the topic today.

After all the activities was finished, then the English teacher closed the meeting. The teacher closed the meeting with saying *Hamdalah* together and read the du'a after study, and then she said, "*Alhamdulillah thankyou for the meeting today, have a nice day, see you on the next meeting and Wassalamu'alaikum warahmatullahi wabarakatuh..*"

This observation is supported by interviews as follows:

AZ: ("How is the learning process during the covid pandemic 19?") ("Bagaimana proses pembelajaran selama masa covid 19?")

Mrs. EWL: "Proses pembelajaran dimasa pandemi covid-19 menggunakan sinkronus dan asinkronus. Sikronus menggunakan youtube dan asinkronus menggunakan google classroom dan whatsapp grup".

AZ: ("How do you implement this online learning media to teach English lesson in this class?") ("Bagaimana cara anda mengimplementasikan media online learning untuk mengajar Bahasa Inggris di kelas?")

Mrs. EWL: "untuk pertemuan pertama, saya share materi tentang 'introduction myself' melalui WhatsApp group. Saya meminta para siswa untuk membaca terlebih dahulu materinya. Setelah itu para siswa diminta untuk membuat tugas mengenai materinya. Lalu pada pertemuan melalui google meet, saya

meminta mereka mempraktikkan tugas 'introduction myself' tersebut, dengan begitu saya dapat melihat dan dapat mengamati speaking mereka, pronunciation, dan sejauh mana mereka memahami materi yang sudah saya share."

AZ: ("What are the problems faced by the teacher in the class while used this media of online learning?") ("Apa masalah yang dihadapi guru di kelas selama menggunakan aplikasi online?")

Mrs. EWL: "untuk masalahnya ya seperti minimnya paket data kuota karna menggunakan aplikasi ini pasti butuh kuota yang lebih banyak ya mbak. Terus juga sinyal yang buruk. Itu aja sih mbak".

B. Discussion

The researcher wants to discuss the information of the analysis of data and discuss the finding to back up the findings in this section. There are two problems proposed in this research. The first discussion is about what kinds of online learning media to teach English lesson, the second is how teacher apply online learning media online learning platforms.

1. Kinds of online learning platform applied by the teacher to teach English lesson at the second grade students of MA Al Manshur Popongan in the academic year 2021/2022.

According to the findings of the study, the researcher discovered that in English class, the teacher applied various kinds of online media in learning from home. Online learning media is defined as cyber media, online learning, digital media, internet media, or new media such as websites, blogs, and applications that are accessible via the internet (Romli, 2018). The media referred to the function of learning media in the theory of Azhar Arsyad (2017), including: (1) Learning media can help to clarify how messages and information are presented, thereby facilitating and improving learning processes and outcomes, (2) Learning media can focus children's attention, resulting in increased learning motivation, increased interaction between students and their surroundings, and the ability for students to learn independently based on their abilities, (3) Learning media can overcome the limitations of the senses, space, and time, and (4) Learning media can provide students with the same experience about events in their environment, and allow direct interaction with the teacher, the community, and the environment.

2. The teacher implementation to apply online learning platform to teach English lesson at the second grade students of MA Al Manshur Popongan.

After discussing the research findings of how teacher apply online learning media to teach English lesson, now the researcher explained the findings on the implementing of online media to teach English.

The implementation of online learning in teaching English consists of four phases, they are 1) The teachers' explanation in using online learning; 2) The learning materials provided by the teacher; 3) The students' activity on the use of online learning; 4) The effectiveness of the application. The fourth phases is related to the theory and another research. From the beginning, the teacher explains how to use online learning like WhatsApp, YouTube, and Google Meet. The implementation of WhatsApp Group as a media for online learning which also have function as a "classroom" during the pandemic covid, the teacher can explain the subject matter and give assignments according to their performance. In the "classroom" students and teacher can interact, discuss and carry out learning well. YouTube has become one of the most popular websites that can be used by the teacher as media for teaching pronunciation. In the google meet, the teacher gave the materials so the students can access and read the material before meeting on the Google Meeting. Then the teacher gave the exercise to students and they can submit it in the WhatsApp group.

3. The strengths and weaknesses of the platforms that using by

English teacher.

a. WhatsApp Group

According to interview that conducted by the researcher with English teacher, there are several strengths and weaknesses using WhatsApp Group for English teaching learning. There are some strengths which are found on the use of WhatsApp in online learning such as: it's free too charge, doesn't require a large quota, it was commonly used by all smartphone user so they are not too confused about applying it, easy to download files, WhatsApp is very effective because students can log in anytime and anywhere. While for the weaknesses of using WhatsApp such as: students have no more effort when doing online learning because the teacher can not monitoring directly, some of students doesn't have smartphone yet, if the signal network is bad, it will hinder the process of sending teaching materials, in video conference the meetings is very limited, sometimes the students are not active to respond the materials that shared by the teacher.

b. YouTube

According to interview that conducted by the researcher with English teacher, there are several strengths and weaknesses using YouTube for English teaching learning. There are some strengths which are found on the use of YouTube in online

learning such as: YouTube is fun, enjoyable and suitable to support the learning process outside of the class, using YouTube outside of the classroom allow them to plan monitor and evaluate their learning, can help and support students in regulating their learning especially in the following aspects of learning English such as speaking, listening, grammar, vocabulary and pronunciation. While the weaknesses of YouTube as media teaching online learning are: to able watching videos or even download it need cost expensive internet quota, in accessing YouTube need the stability of internet connection to make the process of learning going successfully.

c. Google Meet

According to interview that conducted by the researcher with English teacher, there are several strengths and weaknesses using Google Meet for English teaching learning. There are some strengths which are found on the use of Google Meet in online learning such as: Google Meet allows to hold virtual meetings with up to 100 people simultaneously, screen sharing is simple to apply in Google Meet, students and teacher and communicate face-to-face. While the weaknesses of using Google Meet such as: it's need a good internet connection, while using this online learning sometimes it stop to working and

forces the users to restart everything which takes a long time, when in the meeting, an external users cannot join the discussion if the meeting host is unavailable on the call when the request is made.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covered two sections, the first section deals with conclusion of the kinds of online learning platforms used by English teacher and the teachers' online learning platform apply to teach English lesson. The second section deals with suggestions.

A. Conclusion

In this section, the researcher will be presented the conclusion of research about a descriptive study about the analysis of using online learning media to teach English lesson at the second grade students of MA Al Manshur Popongan in the academic year 2021/2022. Based on observation and interview with the English teacher, kinds of online learning platforms that used by Mrs. E. were WhatsApp, YouTube, and Google Meet.

From the beginning, the teacher explains how to use online learning like WhatsApp, YouTube, Google Meet. The implementation of WhatsApp Group as a media for online learning which also have function as a "classroom" during the pandemic covid, the teacher can explain the subject matter and give assignments according to their performance. In the "classroom" students and teacher can interact, discuss and carry out learning well. YouTube has become one of the most popular websites that can be used by the teacher as media for teaching pronunciation. In the google meet, the teacher gave the materials so the students

can access and read the material before meeting on the Google Meeting. Then the teacher gave the exercise to students and they can submit it in the WhatsApp.

B. Suggestion

There are some suggestions based on the findings of the above-mentioned research. The researcher hopes that all these suggestions would be beneficial to the teacher, students, future researchers, and the institutions in the general.

The following are the details:

1. The suggestion goes to the teacher of the English course or another course to apply or implementing online learning with more activity to provide the innovation in a way to learn. To make students more active in discussion on the application, to make students always give a response in every post on the application, and to make students use the application like them use social media.
2. For students, learning English is difficult, so students who need to be familiar with this language must start practicing consistently at their homes. They must increase awareness in participating in online learning so that they do not lag behind in lessons with others. In addition, students must also know science and technology according to the times so that they can adapt to environment in the future.
3. The suggestion goes to the head of the faculty or others who had the authority to provide the infrastructure or facilities supported the use of online learning, facilities like internet connection in the classroom or school area, so the

teachers and the students can use the internet connection to apply online learning in the classroom.

4. For future researcher, they can do similar research but they should add instruments like observation to see real situations during online learning with action research. Furthermore, they can expand the scope of their research by conducting more in-depth research and presenting extra existing scholarly developments.

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APPENDICES

Appendix 1 Online Learning





Appendix 2 Interview

1. Kinds of online learning media to teach English lesson

a. WhatsApp Group

Name: Endang Puji Lestari, S.Pd

Time: Wednesday, January 12th 2022 at 09.30 a.m

Me: *“Assalamu’alaikum miss Endang”*

EPJ: *“Wa’alaikumsalam mbak”*

Me: *“maaf mengganggu waktunya miss, sebelumnya perkenalkan saya Amalia Zaida mahasiswi UIN Surakarta yang hendak melakukan penelitian di MA ini”*.

EJP: *“baik mbak”*

Me: *“terimakasih atas waktunya, Miss. Boleh langsung saya mulai interviewnya?”*

EJP: *“ya mbak silahkan”*

Me: *“Apa macam-macam media pembelajaran online yang Miss Endang gunakan di kelas untuk mengajar Bahasa Inggris?”*

EJP: *“Untuk media di sini memakai WhatsApp, Google Meet, YouTube. media WhatsApp digunakan sebagai “classroom” untuk berinteraksi dengan para murid, kemudian YouTube hanya berupa link video tentang penjelasan materi, dan PPT berisi tentang catatan materi. Reading nya itu membaca materi dari PPT yang sudah saya bagikan, Writing nya dari tugas-tugas, speaking dari siswa merespon perintah karena di video YouTube nya itu kalau misal dilihat nanti ada perintah untuk menirukan ucapan, terus listeningnya dari mendengarkan video YouTube. Untuk Google Meet dipakai untuk menjelaskan materi, tapi jarang untuk penggunaan google meet nya mbak, soalnya kendala sinyal dan kuota juga mbak”*

Me: *“selanjutnya media apa yang Ibu gunakan untuk mendukung mengajar pelajaran bahasa Inggris?”*

EJP: *“Ada beberapa media yang saya gunakan mbak untuk pembelajaran online ini. Yaitu diantaranya: laptop, gadget/smartphone, dan buku pelajaran.”*

Me: *“Mengapa Ibu menggunakan media pembelajaran online ini untuk mengajar Bahasa Inggris?”*

EJP: *“karena WhatsApp Group ini bisa untuk menjadi media belajar-pembelajaran yang berfungsi sebagai “classroom” ya. Nah di sini saya bisa share tugas, link Youtube, materi dan apapun itu di dalam grup kelas ini”*

b. YouTube link

Name: Endang Puji Lestari, S.Pd.

Time: Monday, January 17th 2022 at 08.00 a.m

Me: *“Assalamu’alaikum ibu”*

EJP: *“Wa’alaikumsalam mbak”*

Me: *“bisa langsung kita mulai ya bu”*

EJP: *“ya mbak monggo”*

Me: *“Media apa saja yang mendukung berjalannya pembelajaran online ini?”*

EJP: *“Untuk media yang dibutuhkan dalam pembelajaran melalui YouTube ini, kami memerlukan smartphones tentunya, atau laptop, dan juga kuota yang mencukupi ya mbak”*

Me: *“Mengapa Ibu memilih media online ini untuk pembelajaran Bahasa Inggris?”*

EJP: *“saya memilih menggunakan media online ini karena ini untuk lebih memudahkan para siswa”.*

c. Google Meet

Name: Endang Puji Lestari, S.Pd.

Time: Wednesday, 19th November 2022 at 12.30 p.m.

Me: *“Assalamu’alaikum miss Endang, langsung saja nggh miss.”*

EJP: *“Ya mbak silahkan”*

Me: *“Media apa saja yang mendukung ibu dalam pembelajaran online ini?”*

EJP: *“untuk media nya sama seperti aplikasi yang lain mbak, yang pastinya membutuhkan smasrtphone atau laptop, dan juga kuota yang mencukupi”*

Me: *“Mengapa Ibu memilih media online ini untuk pembelajaran Bahasa Inggris?”*

EJP: *“ya karena Google Meet berbeda dengan aplikasi lainnya. GMeet ini dapat diakses dengan melalui laptop atau smartphone. Dengan google meet ini kami bisa berinteraksi langsung dengan siswa meskipun secara online dan dapat mengetahui langsung bagaiman respon siswa terhadap materi yang sudah saya berikan, saya dapat melihat dari mimic wajah mereka apakah mereka memahami materinya atau tidak, dan untuk pronunciation nya sangat membantu sekali menggunakan aplikasi ini karna saya dapat melihat secara langsung bagaimana gerak bibir mereka saat speaking English.”*

Me: *“baik terimakasih atas interview hari ini miss, maaf apabila mengganggu waktunya”*

EJP: *“baik mbak sama-sama”*

2. The teacher implementing to apply online learning platform to teach English lesson at the second grade students of MA Al Manshur Popongan.

a. WhatsApp Group

Name: Endang Puji Lestari, S.Pd.

Time: Wednesday, January 12th 2022 at 09.30 a.m.

Me: *“lalu bagaimana proses pembelajaran semasa covid bu?”*

EJP: *“Proses pembelajaran dimasa pandemi covid-19 menggunakan sinkronus dan asinkronus. Sinkronus menggunakan youtube dan asinkronus menggunakan google classroom dan whatsapp grup”.*

Me: *“bagaimana cara Ibu mengimplementasikan WhatsApp ini untuk pembelajaran online di kelas?”*

EJP: *“Untuk WhatsApp selama masa pandemic covid 19, aplikasi ini digunakan sebagai kelas untuk siswa dan guru. WhatsApp menjadi media untuk komunikasi, berdiskusi, mengirim link youtube, link materi pembelajaran dan tugas, untuk menjelaskan materi, memberi tugas mid semester, ujian akhir semester, memberi informasi, dan lain-lain”*

Me: *“lalu untuk kesulitannya, apa saja kesulitan yang ibu temukan selama menggunakan aplikasi ini?”*

EJP: *“Untuk problemnya menggunakan aplikasi ini ya kira-kira siswa itu kurang aktif dalam merespon pembelajaran yang saya share lewat whatsapp ini, mereka kadang hanya memilih untuk membaca saja bahkan mungkin cumin diliat aja ya mbak, Ketika saya meminta mereka merespon materi yang saya share, 60% hanya membaca saja. Itu membuat mereka seperti menyepelekan materi nya.”*

b. YouTube link

Name: Endang Puji Lestari, S.Pd.

Time: Monday, January 17th 2022 at 08.00 a.m.

Me: *“Bagaimana cara ibu mengimplementasikan aplikasi ini untuk mengajar di kelas?”*

EJP: *“saat menggunakan aplikasi ini kelas, ada beberapa teknik yang saya gunakan untuk pengaplikasian video youtube. Yang pertama, tahap persiapan. Pada tahap ini, saya memerintahkan para siswa untuk menyiapkan beberapa alat untuk melihat video youtube seperti link youtube video untuk siswa, dan meminta mereka untuk mempersiapkan HP yang akan membantu para siswa untuk mendapatkan pelajaran dari video youtube yang sudah saya share. Yang kedua, tahap implementasi. Selama pemutaran video youtube, saya meminta para siswa untuk menyebutkan beberapa vocabulary dengan pronunciation yang benar menurut video yang telah mereka lihat. Yang ketiga, tahap pengulangan. Pada tahap ini, saya memutar ulang poin tersulit dari video dan meminta siswa untuk*

mengulang sendiri-sendiri. Yang keempat, tahap kesimpulan. Untuk mengimplementasikan Teknik ini, saya menginstruksikan untuk menonton video teman mereka dan memberi komen ataupun apresiasi. Lalu barulah mereka memperoleh kesimpulan dari proses pembelajaran ini.”

Me: *“Lalu apa masalah-masalah yang Ibu hadapi Ketika menggunakan aplikasi ini?”*

EJP: *“di masa pandemi ini, problem nya ya itu tidak bisa bertatap muka langsung dengan para siswa, kewalahan untuk melakukan pembelajaran dengan baik. karna pelajaran bahasa Inggris kan untuk menjelaskan harus detail ya mbak, apalagi untuk pronunciation yang harus benar-benar memperhatikan gerak mulut, jadi ya susah kalau hanya lewat video atau voice note saja. Apalagi untuk siswa yang rumahnya di pelosok jauh dari kota tentunya terkendala masalah sinyal juga.”*

Me: *“baik, terimakasih atas waktunya bu”*

EJP: *“sama-sama mbak, senang bisa membantu”*

c. Google Meet

Name: Endang Puji Lestari, S.Pd.

Time: Wednesday, November 19th 2022 at 12.30 p.m.

Me: *“bagaimana cara ibu mengimplementasikan aplikasi ini untuk pembelajaran di kelas?”*

EJP: “*untuk pertemuan pertama, saya share materi tentang ‘introduction myself’ melalui WhatsApp group. Saya meminta para siswa untuk membaca terlebih dahulu materinya. Setelah itu para siswa diminta untuk membuat tugas mengenai materinya. Lalu pada pertemuan melalui google meet, saya meminta mereka mempraktikkan tugas ‘introduction myself’ tersebut, dengan begitu saya dapat melihat dan dapat mengamati speaking mereka, pronunciation, dan sejauh mana mereka memahami materi yang sudah saya share.*”

Me: “*lalu masalah-masalah apa yang ibu hadapi Ketika menggunakan aplikasi ini?*”

EJP: “*untuk masalahnya ya seperti minimnya paket data kuota karna menggunakan aplikasi ini pasti kan butuh kuota yang lebih banyak ya mbak. Terus juga sinyal yang buruk. Itu aja sih mbak*”

Me: “*baik terimakasih atas wawancara kali ini bu, terimakasih banyak atas waktunya*”.

Appendix 3 Field Note

Date: Monday, January 03th 2022

Time: 08.10 a.m.

Teacher: Mrs. Endang

Class: XI

Sub material : cause&effect

It was interesting for me to do my first-class observation. The teaching and learning process were carried out on 3rd January 2022, the researcher observed was included in the XI Grade (social and science class) by joining to the WhatsApp Group that used by the teacher and the students to teaching-learning. The first observation was at 08.10-09.50 on. This was the first time by observing the teacher opening the class and greeting students in class XI (IPA & IPS) through the WhatsApp Group which was filled with students from class XI IPA and students from class XI IPS as well as subject teachers.

The English teacher opened the class by greeting through voice note feature in WhatsApp, the students answered the teacher's greeting. And then the teacher asked the students to reading du'a before started the lesson. After praying, she's checked the students' attendance. After that, she asked the students about the last material, it was about *personal letter*. She asked the students to question and answered through voice note in the teaching and learning process. Then, she asked the students to explain again or to conclude the last material before continued to the next lesson. The students were enjoyed to do it. After that, the teacher appreciated them by thanking in WhatsApp group, like saying "*oke dear, thanyou for you attention and I hope you all understand about the material last meeting, and we can continued to the next material*". After the phenomena, she explained their learning goals and started to the next topic.

After all the students were already and focused to the next topic, the teacher gave them one topic about “*cause and effect*”. The teacher gave the file that contain about material that will be discussed. The teacher gave the explanation about the material about the differences between cause and effect also give the example about it. The material provided by the teacher can be in the form of power points, word documents, YouTube video links related to the material presented, photos of material taken from certain books, etc. After the teacher provides the material to students via WhatsApp Group, students are given time and are expected to read and listen to the material. The teacher gave a time about 10 minutes to understand the material. After this is enough, the teacher invites students to ask questions about the material if anything is not understood by voice note, also the teacher give the questions, and some students try to answered. It amused me that there were some students who uttered wrong sentences grammatically, Mrs. E. gave some corrections. After that, the teacher gave a video about *cause and effect*, it seems to be an action of taking students attention. The teacher asked them to identify the purpose, the structures, and the language features, and they were asked to answer the question orally through voice note.

After they have made discussion, the teacher made corrections and reviewed about the topic of today. She’s asked students’ feeling and made a conclusion about the topic today. Then, she closed the class by saying *Hamdalah* together, and asked the students to study at their own homes.

Date: Thursday, January 06th 2022

Time: 08.10 a.m.

Teacher: Mrs. Endang

Class: XI

Sub-material: Song

The teacher started the class in WhatsApp group of XI IPS and IPA by saying “Assalamu’alaikum, Good morning students” after the students answered her greetings she send the material or the activity that they will do the day. Then, she checked the students’ attendance. After that, she asked the students about the last material, it was about *cause&effect*. She asked the students to question and answer through voice note in teaching learning process. Then, she asked the students to review about the last material before continued to the next material. The students very welcomed to do it. They are tried to answered the question by voice note. After some students had done it, the teacher appreciated them by gave some emoticon in WhatsApp group. After the phenomena, she started to the next topic.

After that, Mrs. E. gave the material about *Song*. The teacher send several link from YouTube, the song is *Andmesh-Hanya Rindu(English version)* and *Anneth-Mungkin Hari Ini Esok atau Nanti(English version)*, then ask the students to watch and listen it. Mrs. E. asked the students to complete the blank space in the lyric of that song than try to comprehend

that by answering some exercise of questions from the teacher. Then the teacher give the clarification by having discussion with the students. The purpose of the discussion was gave the student deep understanding about the material. Before the teacher close or finish the class, the teacher ask the students to find a song by themselves then write their understanding of song's meaning for the homework.

After they have understand the material, the teacher made corrections and reviewed the topic today. After all the activities was finished, then Mrs. E. closed the meeting. She closed the meeting with saying *hamdalah* and said *"Thankyou for today, see you on the next meeting, and Wassalaimu'alaikum Wr. Wb."*

So the students reply the greetings.

Date: Monday, January 10th 2022

Time: 08.10 a.m.

Teacher: Mrs. Endang

Class: XI

Sub-material: asking and giving for opinion

The next observation occurred at 08.30-09.30 on January 10th , 2022, this observation was the second observation. As found in the first observation, in this second observation the researcher observed how the teacher opened the class by giving greetings and then asked how the students were doing. For the first step, the teacher shared Google Meet

link in WhatsApp group. So the students can log in the Google Meet. After all students and Mrs. E. had been log in on Google Meet, the teacher started to asked the students to reading Asmaul Husna together. After reading Asmaul Husna, the teacher asked the students to reading du'a before started the lesson. Then she's checked the students' attendance. After that, she asked the students about the last material, it was about *song*, and she's can continued to the next topic about *asking and giving opinion*.

After that, the teacher gave material with the title "*asking and giving for opinion*". She's shared PPT that contain about the topic. The students are asked by the teacher to identify the purpose, the structures, the language features and the differences between asking and giving opinion. And then, the teacher explain about *asking and giving opinion* and said to the students, "*in daily life, we must have an opinion on something we see, we hear, and we feel. Either opinion supports or contradicts one another. Opinion is a text or a dialogue that contains ideas about somethings. Usually, opinions different from one another or contradictory, depending on which point of view that we take. When we give or express our opinion, it is very important to support the opinion itself. Verbs that are usually used in opinions are agree, believe, reckon, doubt, assume, don't agree, and thinking.*" After that she's explained about the sentences of asking and giving opinion, agreeing with an opinion, and disagreeing with an opinion. Then the teacher asked the students to wrote what are she's said and learn it. After that they were asked to answer the questions from the teacher. The

teacher designates who will answer the question. After some students answered the questions, Mrs. E. gave some corrections. And then the teacher asked two students to practice about the topic and after they finished, the teacher give applause to them. Before Mrs. E. finished the class, she's gave the conclusion about the topic today and gave an assignment to the students, the asked to do the assignment well so Mrs. E. can concluded that they are understand the material.

After the teacher gave an assignment to students, the teacher made corrections and reviewed about the topic today, asked the students feeling and made conclusion about the topic today. After all the activities was finished, then the English teacher closed the meeting. The teacher closed the meeting with saying *Hamdalah* together and read the du'a after study, and then she said, "*Alhamdulillah thankyou for the meeting today, have a nice day, see you on the next meeting and Wassalamu'alaikum warahmatullahi wabarakatuh..*

Appendix 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MA Al Manshur Popongan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2
 Materi Pokok : SONG
 Alokasi Waktu : 3 x 2 JP

A. Kompetensi Dasar

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja	4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu
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	terkait kehidupan remaja
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B. Tujuan Pembelajaran:

Siswa mampu memahami isi lirik lagu dan mengambil pesan dari lagu tersebut

C. Kegiatan Pembelajaran:

No	Tahap	Deskripsi Kegiatan
1	Pendahuluan (10 Menit)	Guru mengucapkan salam, Melantunkan bacaan Asmaul Husna Doa bersama sebelum memulai mata pelajaran Guru mengaitkan pelajaran saat ini dengan pembelajaran yang lalu Guru menyampaikan manfaat dan tujuan yang akan dicapai pada pertemuan kali ini
2	Inti (60 Menit)	Pertemuan 1 Stimulation/Pemberian Motivasi KEGIATAN LITERASI Peserta didik diberi motivasi terkait materi song dengan cara : Melihat dan mengamati tayangan video sebuah lagu Membaca materi informasi terkait lagu Mendengar pemberian materi Menyimak Penjelasan CRITICAL THINKING (BERPIKIR KRITIK) Mengajukan pertanyaan tentang tujuan lagu, bagian lagu, unsur bahasa dalam lagu KEGIATAN LITERASI Mengamati lirik lagu Membaca sumber lain selain buku teks, internet misalnya Mengumpulkan informasi tentang lagu Mengajukan pertanyaan berkaitan dengan materi terkait lagu COLLABORATION (KERJASAMA) Peserta didik dan guru secara bersama-sama membahas contoh lagu Mengumpulkan informasi tentang lagu Mencatat semua informasi tentang materi lagu Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi lagu Saling tukar informasi tentang materi Pertemuan 2 COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Berdiskusi tentang isi dan bagian lagu Mengolah informasi dari materi Peserta didik memahami isi dan bagian sebuah lagu (hanya rindu

No	Tahap	Deskripsi Kegiatan
		<p>english version).</p> <p>CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik mendiskusikan hasil pemahaman tentang hanya rindu english version.</p> <p>COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan isi “hanya rindu english version”. dan unsur bahasa yang dipake (Simile, paradoks) Menyampaikan hasil diskusi tentang isi, unsur bahasa berdasarkan hasil analisis Mempresentasikan hasil diskusi tentang hanya rindu english version. Mengemukakan pendapat atas lagu hanya rindu english version</p> <p>CREATIVITY (KREATIVITAS) Menyimpulkan tentang point-point penting Menyelesaikan uji kompetensi untuk materi lagu</p>
3	Penutup (10 Menit)	<p>Peserta didik bersama Guru menyimpulkan materi yang telah dibahas pada pertemuan ini dan manfaat apa yang diperoleh setelah mempelajari materi tersebut</p> <p>Peserta didik dengan bimbingan guru melakukan refleksi terhadap pembelajaran pada pertemuan ini</p> <p>Peserta didik di tugaskan untuk mengerjakan Tugas Mandiri</p>

D. Penilaian Pembelajaran

Teknik penilaian :

Penilaian Sikap : Observasi/Pengamatan

Penilaian Pengetahuan : Tes Tertulis dan Lisan

Penilaian Ketrampilan : Unjuk kerja; Presentasi; Laporan penugasan

Bentuk Penilaian :

Observasi : Jurnal guru

Tes Tertulis : Uraian ; Laporan ; Paparan

Unjuk Kerja : Laporan ; Paparan

Instrumen penilaian Sikap, pengetahuan dan ketrampilan (terlampir)

Mengetahui :
Kepala Sekolah,

Nor Wasilah, S.Pd.

Klaten, 13 Juni 2022

Guru Mata Pelajaran,

Endang Wiji Lestari, S.Pd.