

**Students' Perception on E-Learning Media In Teaching Learning
English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In
Academic Year 2021/2022**

THESIS

**Submitted as A Partial Requirements for the Degree of Undergraduate
Degree in English Education**



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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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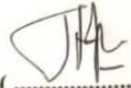
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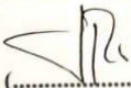
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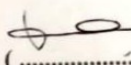
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DEDICATION

This thesis dedicated to :

1. My beloved Parents, Mr. Mujito and Mrs. Sri Asih
2. My young brother Ananda Firdaus Wahyu Mujito
3. My bestfriends especially Latifah, Clarissa, and Annindia
4. My classmate of PBI-B 2018
5. All my friend who I can not mention everyone that always color my life become very bright
6. All of lectures, and Office Staff Of English Language Education Study Program UIN Raden Mas Said Surakarta, Thanks for giving the service and time during the study May God bless them all.

MOTTO

Measure your achievements by the obstacles you have to overcome to reach your goals, don't measure your achievements by the results alone

-Booker T. Washington-

PRONOUNCEMENT

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I hereby sincerely state that thesis titled "Student's Perception on E-learning Media In Teaching Learning English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in the 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.

Sukuharjo, 25 October 2022

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11. My young brother Ananda Firdaus Wahyu Mujito
12. My bestfriends especially Latifah, Clarissa, and Annindia
13. My classmate of PBI-B 2018
14. All my friend who I can not mention everyone that always color my life
become very bright

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

Wassalamu'alaikum Wr. Wb

Sukoharjo, 25 October 2022

The Researcher



Febryna Salsabilla W.M

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ABSTRACT

Febryna Salsabilla Wahyu Mujito. 2018. "Student's Perception on E-learning Media In Teaching Learning English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In Academic Year 2021/2022." Thesis. English Education Department, Culture and Language Faculty. Raden Mas Said State Islamic University Surakarta.

Advisor : Dr. Rochmat Budi Santoso, S.Pd, M.Pd

Key words : Perception, E-learning Media, and Tenth grade students

This study aims to explain the use of E-learning media in learning English at tenth grade SMK Muhammadiyah 4 Surakarta in academic year 2021/2022 and to describe students' perceptions of the use of e-learning media in learning English in the tenth grade of SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022.

This research design of this study has been conducted by using qualitative descriptive. The research subjects were students of class X TKKR and KI SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022. Data were collected through questionnaires, observations, and interviews. To analyze the data, qualitative descriptive analysis was used to present the research results in the form of descriptive explanations. To prove the data trustworthiness, this research used triangulation source of data method to get an appropriate data.

Results of this research is presented descriptively in order to reveal the students' perception. It was found that (1) students use various E-learning media in learning English such as Microsoft Teams, Google Forms, Youtube, and Quizizz. (2) students have a good perception of the use of e-learning media used by English teachers. They enjoy learning English using e-learning media and it is effective in helping students understand English material, increasing students' motivation and interest in learning.

CHAPTER I

INTRODUCTION

A. Background of Study

Media is a tool for the teaching and learning process or introduction to knowledge which has the aim of training or stimulating thoughts, feelings, attention, and skill to encourage the occurrence of a teaching and learning process. It can also help educators to teach more effectively teachers' knowledge of the media used can increase their ability to present the material or topics. This simultaneously increases the possibility that learning objectives can be achieved. Media is a communication tool that refers to information between a source and a recipient through video, computers, and other printed materials. Learning media provides messages with instructional purposes. Media has the purpose of facilitating communication and many teachers use various types of audio and visual aids to assist during the teaching and learning process. Many teachers use media to deliver material and require an internet network (Heinich, Molenda, Russell, & Smaldino, 2001).

When researcher get internship assignments from campus and interviewed 3 tenth graders, the biggest problem for students in the online learning process is the difficulty in understanding the material, lack of interest in student learning in English lessons, and the third problem is about internet fees. In addition, students also need motivation related to

online learning so that they can capture the material conveyed by the teacher (Maqbulin, 2021). Motivation can help students overcome learning difficulties, such as poor internet connectivity and concerns about online learning (Muslimin & Harintama, 2020).

English teacher in SMK Muhammadiyah 4 Surakarta use several types of mobile applications to teach English. In the tenth grade, English teachers use Microsoft Teams, youtube, google forms, and quizziz to improve students' abilities. English teachers choose Microsoft Teams because this application can help students to learn and is accompanied by complete features such as we can meet online, can comment directly, and there are emoticons to describe the atmosphere. In addition, based on observations made in the tenth grade, it is known that some students are less active in the classroom. The first activity that is usually done in the teaching process is that the teacher posts learning materials the day or night before the learning hours begin. Students can study first and if they have difficulty regarding the learning material, they can ask the teacher in the morning during English lesson hours. After studying the material, the teacher will assess students' understanding of what has been conveyed through the comments column in the Microsoft Teams application.

Through the questions given by the teacher, it can be seen which students are active in learning. The tenth grade English teacher said that by using E-learning media students could be interested in participating in a series of learning processes. This type of media is designed to resemble

learning with modern features that are relevant to the characteristics and this application can be judged to make students more enthusiastic about learning English. The learning process takes place in the system and learning media occupies a very important place in the learning component. According to (Luckyyardi & Rahman, 2021) Using the Software Learning management systems can be more effective in increasing student understanding. Because the deeper the use and utilization of e-learning, the higher the quality of its users. The use of e-learning will also indirectly improve learning outcomes. Without the media, communication will not occur and the learning process as a communication process cannot take place optimally. From the description above, it is concluded that the media can be a channel for messages and everything that can stimulate the thoughts, feelings, and desires of students to stimulate the creation of the learning process.

The researcher did preliminary research in SMK Muhammadiyah 4 Surakarta, the researcher interviewed the students of SMK Muhammadiyah 4 Surakarta especially tenth grade students. The researcher asked the students about their learning English by using E-learning media, they had different points of view. Some factors are found actually, each of the students has a different perception of using E-learning media in process of learning English. Students' perceptions of changes in the learning process system using E-learning that has been implemented

by the Indonesian government provide a positive and negative response in ongoing learning activities.

Students who have a positive perception of their E-learning media argue that learning English using e-learning media is flexible, the material provided by the teacher can be accessed anywhere and anytime. For students who have a negative perception of learning using e-learning media, such as limited internet access, understanding of the material presented, and lack of media mastery.

The researcher conducted interviews with three tenth graders related to e-learning media, the three students said the same thing regarding their interest in learning English. They do not like learning English because they think that English is difficult to learn so they are less active in class. This makes the teacher keep upgrading the strategies applied in the classroom. Starting from the chosen background theme to the way the material is delivered in the classroom using practice.

Related to the internet network, during the learning process almost all students experience problems when accessing the internet. This can hinder learning and waste time. In schools, there are facilities and infrastructure that support students related to teaching and learning such as wifi. To overcome these problems they use the school's wifi so that learning continues. In addition, the teacher provides a personal hotspot for students who have network problems.

The researcher chose SMK Muhammadiyah 4 Surakarta because the school is one of the private schools in Surakarta that excels in achievement. With the evidence, in the field of design throughout Surakarta. Even so, the school was not able to beat the favorite SMK in the city of Surakarta and many factors influence this success.

Based on the problems above, the researcher is interested in describing in more detail related to students' perceptions of the use of e-learning media in learning English. In addition, teacher need to know their students' perceptions of the use of e-learning media and its problems. Thus, the researcher wrote the research title " Students' Perception on E-Learning Media Used By Teacher In Teaching English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In Academic Year 2021/2022".

B. Identification of the Problems

Based on the background of the problem above, there are problems related to this research. The problem at the school that yhe author take regarding the e-learning media used by teacher in teaching learning english subject in class X TKKR and KI SMK Muhammadiyah 4 Surakarta. These problems are identified as follows:

1. Lack of interest and motivation of students in learning English because they think that English is difficult.
2. Lack of hours of learning English.
3. Some students are still less active in learning.
4. External problems such as the internet network.

5. Inaccurate collection of assignments given by the teacher.

C. Limitation of the Problems

In this research, the researcher will focus on how is the students' perception on E-learning media in teaching learning English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022.

D. Formulation of the Problems

Based on the mentioned background of the study above, the problems are formulated :

1. How is the use on E-learning media in teaching learning English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022?
2. How is the students' perception on E-learning media in teaching learning English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022?

E. The Objectives of the Study

Based on the problem statement above, the researcher arranged the objective of the research. The purpose of this research is:

1. To find out how is the use on E-learning media in teaching learning English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022.
2. To find out the students' perception on media E-learning media in teaching learning English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022.

F. The benefits of the Study

The result of the research is expected to be used theoretically and practically:

1. Theoretical Benefit

The researcher hopes that the result of this research will enrich the theory of E-learning media used by a teacher in teaching English.

2. Practical benefit

a. For the Students

It is hoped that the results of this study can help students in understanding English learning.

b. For the Teachers

English teachers can have more knowledge using the E-learning media and motivation for teachers to develop creative ideas in teaching English.

c. For the other Researcher

This kind of learning can also be a starting point for the development of teaching methods used in schools and the result of this research will help in finding references for further research.

G. Definitions of the Key Terms

1. Perception

Student perceptions of E-learning media during the pandemic have various positive and negative perspectives. Some students feel comfortable using media E-learning and some students are less

comfortable regarding the E-learning media used because they get various problems such as difficult signals, and assignments are always there. In addition, they choose offline or face-to-face learning compared to online learning (Sulasmiasi, Prastiwi, & Rahmawati, 2021).

2. E-learning Media

One of the most commonly used aids, the media is the most used resource for foreign language teachers and has been used for centuries to help students practice foreign languages effectively. The learning environment can be understood as an environment used for learning processes and objectives. Basically, the learning process is the same as communication. Learning aids can be understood as communication tools used in the communication process, and learning aids play an important role as a means of delivering learning messages. Therefore, the use of media in the teaching and learning process can facilitate teachers. In addition, the use of media in the learning process can easily stimulate students' interest and interest in understanding the topic (Hikmah, 2019)

CHAPTER II

LITERATURE REVIEW

This study was designed to explain students' use of E-learning media and students' perceptions of the media used by English teachers when teaching English. This chapter includes several sections, namely regarding E-learning media which consists of definitions, kinds of media, advantages, and disadvantages of E-learning media. In addition, this chapter discusses perception which consist of definitions, kinds of perception, perception processes, perception factors, conceptual framework and the last is the previous study.

A. Theoretical Review

1. E-Learning Media

a. Definition of E-Learning Media

Learning systems with e-learning have only been popular since the beginning of the pandemic. The system was implemented as a means to suppress the rate of virus transmission. Over time, this system has become increasingly important among teachers and students. According to (Jethro, Grace, & Thomas, 2012) E-Learning is the use of internet technology to increase knowledge and productivity. E-learning technology enables learners to control the content, learning flow, learning speed, timing, and frequency of media use to manage access to e-learning materials, agree on technical standardization, and estimate expert skill methods from these resources. E-Learning offers educators many research opportunities along with the ongoing challenge of documenting scholarships. Innovations in E-

learning technology are driving a revolution in education that enables personalized learning (adaptive learning), enhances student interaction with others, and changes the role of teachers. Integrating e-learning into education could shift to the application of adult learning theory, with educators no longer functioning as content distributors but more actively participating as learning facilitators and competency evaluators.

According to (Prasojo, 2011) E-Learning is a popular term for online learning via the Internet and intranets. This E-learning technology, combined with internet technology, requires the presentation of school materials and questions in media and communication tools to exchange information between participants and teachers. According to (Mohammadi, Ghorbani, & Hamidi, 2011) E-learning generally refers to the intentional use of information and communication network technologies for teaching and learning. Thus, e-learning as well as the use of electronic systems such as the internet, computers, and multimedia CDs to reduce costs and fees can be determined.

According to (Aidah, 2019) E-Learning is distance learning using computer technology and computer networks (internet). E-Learning allows students to learn to use computers. E-Learning is a new way to teach and learn. The rapid development of information technology and computers has a positive impact on people's daily lives. Technological developments have led to the emergence of various public services that use information and communication technology. E-Learning is an educational system that

uses electronic applications to support the teaching and learning process using the internet or computer networks.

According to (Aziz, Nik Hashim, Raja Omar, & Yusof, 2019) E-Learning is well known to both teachers and students because it is a different kind of computer and electronic communication environment that is a communication tool for E-Learning allows students to take online classes from anywhere, wherever they are. According to (Sakkir, Dollah, & Ahmad, 2020) Zoom, WhatsApp, and LMS are the educational tools of choice often used by educators.

According to (Fitria, 2020) E-Learning is a response to wider access to better education and information opportunities in many countries such as Indonesia, which is densely populated, resource-limited, and geographically distant. E-Learning systems and applications are also widely used as Learning Management Systems (LMS). LMS is a software system or software that virtualizes the general teaching and learning process. There are many examples of E-learning systems in LMS, including Google Classroom, Moodle, Edmodo, Schoology, Ed Link, and video. The view of the English teacher regarding the application of the online learning system shows that the positive aspects are negative and must be able to teach English and optimize the teaching and learning process. Online media refers to new media that convey information differently from existing media such as print media, and electronic media. Online media requires a computer and internet connection to find and

receive information. The internet has unlimited nature, allowing internet users to freely use the media. The term "internet media" is often used to mean news published from websites or journalism practices over the Internet. However, according to Ashadi Siregar, online media can be interpreted as a general term for forms of communication and multimedia media (computers and the internet). They have news portals, websites (websites), online radio, online TV, online press, and online mail with relevant characteristics depending on the functionality available to the user or consumer. In this general sense, online media can also be interpreted as a means of online communication, and it can be concluded from the description above that online media can also be used as a means of proper communication.

E-learning media, which are considered interactive media, can also function as a medium to provide news and other information. The presence of the Internet in society is now used as a channel to transmit information with a much more passive reach and capacity. Sufficient knowledge and easy access have made people more familiar with the Internet, and some people are now starting to consume everyday information through the Internet. According to the results of the 2015-2016 Indonesian Internet Usage Survey by the UI Communication Research Center (PUSKAKOM) and the Indonesian Internet Service Providers Association (APJII), The study also found that internet use for information consumption is quite high, second only to social media.

The conclusion from the above explanation is that learning systems using E-learning are increasingly popular, and various companies are starting to seriously develop their E-learning learning applications. As part of the education system, it is natural that schools and teachers begin to learn about technology and are required to master the sophistication of technology. Online learning at a time like this is the most alternative that is much sought to help make sense of learning, the lessons taught in schools that are not yet fully understood by students. So we need an application that can help students understand the subject matter. Existing applications can be found on the Internet by entering the appropriate keywords. With the help of E-learning applications, students can gain a better understanding of subjects so as not to miss lessons at school. By being introduced to learning media, they are expected to be able to train the activeness and creativity of students.

b. The Kind of Media

There are several media that teachers can use in learning so that students can easily catch the material being delivered. According to (Uno & Lamatenggo, 2014) Media is a communication tool that is used to carry information from other sources to the recipient. In the delivery of learning there are several media used by the teacher to make it easier for students to understand it :

1. Audio

Audio media is media related to hearing. When they enter the realm of audio education, they act as a tool to stimulate students' hearing. However, audio media can not only stimulate hearing, but also auditory understanding. The teacher wants audio media so that students can hear all the material given to them. According to (Uno & Lamatenggo, 2014) This audio media focuses more on pronunciation so students can listen to the word, repeating the pronunciation so students can compare the pronunciation that has been issued with the pronunciation they have heard through the cassette.

2. Visual

Visual media is a learning medium to learn all the practical tools that can be enjoyed through the eyes. Visual media plays a very important role in the learning process so that it can be more easily remembered and understood. Visuals can also increase student enthusiasm and make connections between lesson content and real life. To be effective, images must be placed in a useful context and students must be able to interact with the images to ensure the appearance of the information system. Therefore, visual material can be interpreted as a learning tool that can only be seen to facilitate understanding and improve memory of the material. Visual aids are suitable for E-learning such as Quizizz and

Google Form. Like other visual media, this platform is used to help teachers convey class information used by English teachers.

1. Quizizz Application

a. Definition

Quizizz is a puzzle game that has multiple choice options, descriptions, and one way for teachers to assess students. According to (Amalia, 2020) Quizizz is an online assessment tool that has features that are free to download and use. This application can be regarded as a formative assessment tool, which can be carried out by applicable curriculum. According to (Rahayu & Purnawarman, 2019) Quizizz is an online tool that helps students check their knowledge and learning progress in learning English. In Quizizz, the order of questions for each student is shuffled out of order and the teacher can also assign assignments to students for extra practice. Each question must be multiple choice with two or four possible answers. According to (Zhao, 2019) Quizizz is a game-based educational application that brings multiplayer activities into the classroom, making classroom practice interactive and fun. Quizzes also allow students to compete with each other and motivate them to study. Students take quizzes simultaneously in class and see their real-time ranking on the leaderboard. When the quiz is over, teachers can monitor the process and download reports to assess student performance. Using

this app in accounting class can help spark student interest and increase student engagement.

According to (Rahmawati, 2021) Quizizz has gamified features such as avatars, themes, memes, and music that can increase the fun of learning. Even when students are in distance learning, they can simultaneously play the quiz from a computer, laptop, smartphone, or tablet by entering the code and seeing its exact placement on the leaderboard. According to (Dziedic, Gudkow, & Wisniewski, 2020) Quiz e-learning platforms can be used in schools, universities, companies, institutions, and training. Educational games in single or multiplayer formats can be used to complement or enhance traditional pedagogical processes, but should not completely replace them.

The conclusion from the above definition is that quizizz can be used by teachers to conduct interactive lessons and quizzes with students. The teacher can make several answer choices including the correct one and a background image can be added to the question. In addition, the teacher can also make questions and give time or a challenge to students during the work. The teacher can set the time for the desired score and limit.



Picture 2.1 quizizz home view

b. The Feature of the Quizizz Application

According (Zuhriyah & Pratolo, 2020) revealed that the features of quizizz in learning English are as follows:

First, the Quizizz app can be set up in two game modes, for fun or as a task, depending on the purpose of the assessment. If a Quizizz game is good for class review, do it right where it ends automatically when all students finish. They have to finish the game in one go, and can't continue because it shows the result directly on the dashboard while it's running. Likewise, Quizizz works as homework, and if the task is ideal for homework, then the job gets done. Teachers can set deadlines of up to two weeks, and students can move on to half of their assignments later. Data from live matches and homework will appear in the Reports Tab. Second, when finished, the quiz feature displays the correct answer for each question. Third, at the end of the assignment, a comment appears showing all the questions. In addition, the teacher can stop the timer and choose to display the leaderboard. Medvedovska says Quizizz is fun because evaluators can add music and pictures. After the student selects an answer, the item will appear. After completing the task, the report can be accessed and analyzed to see the overall results in excel format.

Based on the explanation above, it can be concluded that there are several features to attract students' attention when the teacher conducts an

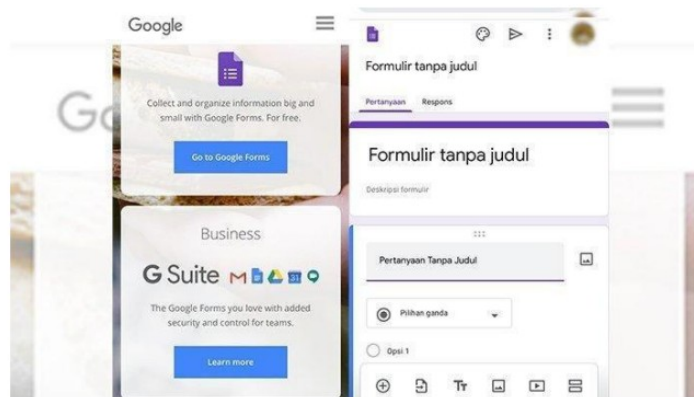
assessment, including the option to activate background tools when reading material and working on questions, attractive and colorful letter layout designs, correct feedback or correct answers. wrong. There is a box or column that shows the ranking of students based on the scores achieved. In addition to these main functions, teachers can activate several additional functions to increase student fun and interest, such as rewards or responses for those who have answered correctly in a row with the teacher adding emoticons.

2. Google Forms

a. Definition

According to (Sivakumar, 2019) Google Forms is a web-based application for creating forms to collect data. Students and teachers can use Google Forms to create surveys, quizzes, or event registration forms. This form is web-based and can be shared with respondents by sending a link, sending an email, or embedding it in a web page or blog post. Data collected using forms is usually stored in a spreadsheet. While there are other online survey apps, Google Forms is a great free option. According to (Sari, Iswahyudi, Rejeki, & Sutanto, 2020) The impact of using Google Forms is that it offers students many benefits in terms of time and energy efficiency, student-friendly features, lower costs, detailed results, and useful features. The main implication is that using Google Forms as an evaluation tool can ease the burden on teachers. However, some

limitations emerged during implementation. In addition, the types of tests used in this study were the short answer, paragraph, multiple choice, and file upload, where language skills were assessed for listening, reading, and writing skills.



Picture 2.2 google forms home view

b. Benefit of Google Forms

Technology makes it easy for users to save media such as links, paper, time, and effort. Of course, it is also important that the data entered or stored will be secured. According to (Nguyen, Stehr, Eisenreich, & An, 2018) Since the use of online applications from google is free and easy to use, teachers use Google Forms as a tool to improve the classroom environment, learning, and assessment in every classroom :

1. Using Google Forms to Benefit Classroom Environment : Google Forms can be used in a variety of ways to enhance a useful classroom environment, such as surveying students outside of class to understand

how they are as individuals, engaging them in class by gathering instant responses, and collecting self-reflection after a class.

2. Using Google Forms to Benefit Learning: To facilitate learning, use Google Forms to measure students' prior knowledge, identify students, and engage them in discussions, quizzes in Google Forms can be graded automatically, summaries of all answers can be viewed directly under the Feedback tab in Google Forms, and teachers can easily find the most missed questions and decide which concepts to review for their students.

3. Using Google Forms to Benefit Assessment: Google Forms can provide direct feedback to students and teachers. The quiz settings in Google Forms have the option to publish scores immediately after each submission and allow students to view their total score and the questions they answered correctly or incorrectly. This immediate feedback allows them to immediately begin to question their understanding and seek help. In turn, the teacher can assess students' understanding of the material, especially in class, and after the concept is introduced, students can be assessed formatively at the beginning of the next class as a follow-up activity. Student responses give teachers ideas on which concepts need to be revisited or how to adapt future lessons to student needs.

From the explanation above, it can be concluded that Google Forms is an application provided by Google for survey work. Google Forms service is free and easy to use, all teachers need is a Google account

and can generate Google Forms automatically. The main function of Google Forms is to make it easy for everyone who wants to get data from respondents/students online. No need to provide paper or printed documents, just identify the type of data to be entered, make it an online form on Google, and share the linked results with respondents or students to start entering data. Input data from respondents or students will be stored properly and securely in their Google Drive space, and the data can be downloaded. In addition, this google forms function is to assess students' ability to understand learning in class, especially formative assessment, so that teachers can easily find out students' abilities.

3. Audio-visual

According to (Abdulhak & Darmawan , 2013) Audiovisual is a medium that focuses on the sense of sight and hearing. There is training if the use of both sensors is well received and achieves a high level of effectiveness. Audio-visual media include sound films, taps, slides, television broadcasts, and video recordings. The purpose of this audio-visual media is to present concrete educational experiences to students. This can be said to be more precise and efficient. Audiovisual media is expected to be a medium that is able to convey messages from teachers that are received and processed properly by students. However, all learning activities are turned into learning through Microsoft Teams. This is one of the teacher's alternatives to the material provided.

1) Microsoft Teams

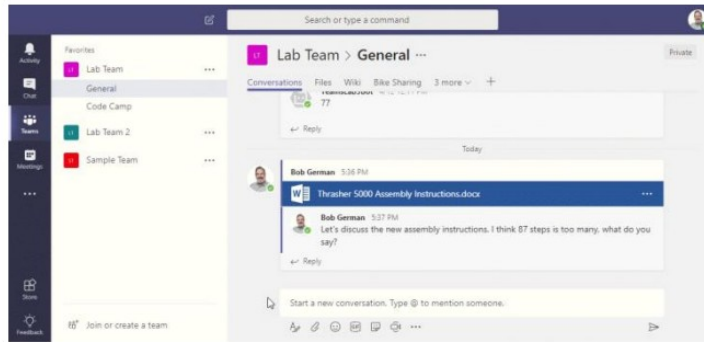
a. Definition

According to (Wea & Kuki, 2020) Microsoft Teams is a communications platform that integrates with Microsoft Office 365. This type of application provides functionality for meetings, video conferencing, file storage, and provides easy access for the user. Users can create virtual classrooms and manage classes like real classrooms, where students from these virtual classes can interact with other students and teachers. This interaction can take place through online class meetings, discussions, publications, reviews, and online assessments. Microsoft Teams also ensures the security of app user data. Features and conveniences offered by Microsoft Teams make this application very suitable for use as a medium of learning and online learning. Learning using the Microsoft Teams app will continue to be used during the pandemic. Students can immediately feel the online learning process like the learning process in general. Therefore, students are interested in self-study and more fields. The Microsoft Teams app is a useful experience. However, to use this application effectively and efficiently, several things need to be considered, especially in teaching methods that need to be more interactive and diverse.

According to (Buchal & Songore, 2019) Microsoft Teams is a powerful collaborative learning platform powered by Ashby's resilience assessment for Scaffolding. Students feel comfortable giving and receiving

constructive feedback and are reluctant to express their opinions to the course instructor. The ending of this project is great and a project that uses Ashby's method will be very effective to develop these features. They found Microsoft Teams easier to learn and use and more useful than other collaboration tools such as google classroom, WhatsApp groups, and google forms that they had used before in learning. According to (Rojabi, 2020) Optimal support for student learning environments through the Microsoft Teams app. Online learning supports student-teacher interaction as well as student-student interaction. According to (Yen & Nhi, 2021) said that Part of the Office 365 ecosystem, MS Teams is a collaboration application. It has an amazing feature that displays the latest collaborative content from group work so that users can always keep up with the progress of group activities. Microsoft announced the team at a conference in New York and launched the service globally on March 14, 2017.

It can be concluded that users can perform various activities efficiently, video meetings, store digital files, share documents, or do various things with colleagues in real time. Microsoft Teams is available as a free user version, but with limited functionality. Microsoft Teams protects data with advanced security features. Microsoft Teams can run on Windows, Android, iOS, and website platforms. The selection of Microsoft Teams in the teaching and learning process is considered to be able to help teachers and facilitate the delivery of material. They can use this application anywhere and anytime without certain limitations.



Picture 2.3 microsoft team home view

b. The Feature of Microsoft Team Application

Microsoft Teams is very popular among collaboration software which we often call groupware. Judging from the popularity of course, it can be divided into several factors, one of which is in terms of functionality. Microsoft Teams comes with a variety of features to help users work more efficiently. According (Yen & Nhi, 2021) Microsoft Teams now has more than 120 million users as an easy-to-use app. Microsoft Teams combines great features that make it one of the most effective online learning tools for teachers as well as educational institutions. The features of Microsoft Teams are as follows:

- Online Channels : Teams are organized into work channels, each containing a workboard with training documents between team members.
- Chat Channels : All team members can view and add other discussion boards in public channels.

- Chat feature : The main feature in most business applications that allows users to chat between groups and individuals, and communicate easily between students and teachers or students and students.
- Save files in SharePoint : Every team that uses MS Teams has a site in SharePoint Online where documents are saved by default. All files that are shared in a chat are automatically saved to a personal folder on the SharePoint site.
- Online video calling and screen sharing : Users can make video calls with fast and reliable transfer speed. In addition, teachers can quickly share school screens and simplify classroom learning activities.

From the explanation above, it can be concluded that the presence of these features can make it easier for all Microsoft Teams users without any major obstacles. The Microsoft Team has come up with various features that are ready to help all users' work to be more effective and easy to access anywhere. The features prepared by Microsoft Teams are also very easy to understand for teenagers to parents. In addition, teachers can also provide responses via emojis found in the Microsoft Teams application.

c. The Advantages and Disadvantages of Microsoft Team Application

Many Microsoft Teams users are aware of the benefits, and it was very easy to use at the time, had direct guidance from Microsoft, it would be easier for us to ask questions. According to (Schneider, 2020) There are

several weaknesses and strengths of the Microsoft Teams application as follows:

- Advantages :
 - A central space that provides various collaboration tools, unlimited backups, and upgraded resources.
 - Accessibility provides non-location based interactive focus areas that allow interaction.
 - Flexibility, no space required, available 24 hours a day, 7 days a week.
 - Discussions can be held outside the session schedule or continued after the session is over.
 - Screen sharing can replace the need to prepare a presentation during a session and appear more natural and natural as a stimulus for conversation. Ability to write in the chat field during
 - Discussions help with pronunciation problems or links that are not immediately clear. Live text can also help students understand.

- Disadvantages :
 - Setting up a fully accessible online resource can take some time.
 - Not all live broadcasts are suitable for different time zones.
 - Working in small groups with English learners may be easier in an informal setting. This is because it is easier for individual learners to encourage conversation and interaction with more confident learners to

avoid participating in the session. Using the Microsoft team command means students have to take turns.

It can be concluded that the services developed by Microsoft are specifically offered to enable us to work in teams more easily, share videos and interface services. It, there are various advantages and disadvantages of Microsoft Teams that similar applications do not have. Each application or platform has its own advantages and disadvantages.

From the explanation above, it can be concluded that modern media comes in various formats, including print media (books, magazines, newspapers), television, films, video games, music, cell phones, various types of software, and the Internet. Each media type also includes content such as the device or object used to present the content. These media were chosen by the teacher to make it easier for them in the teaching and learning process.

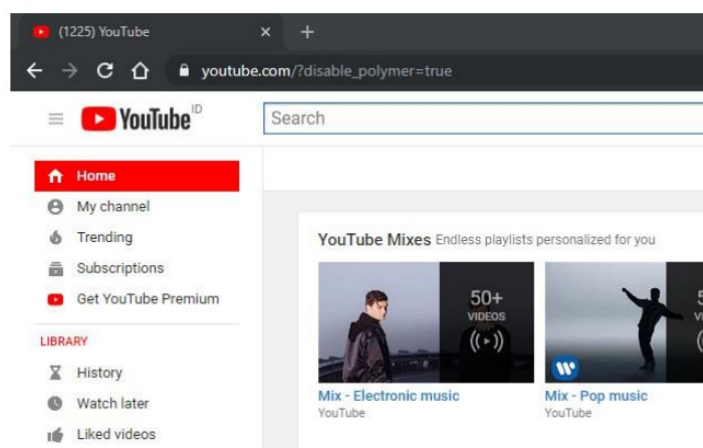
2. Youtube

a. Definition

YouTube is a video-sharing service that allows users to watch videos posted by other users and upload their own videos. Videos that have been uploaded to YouTube appear on the website and may also be published on other sites. According to (Chenail, 2008) YouTube is a video hosting service that displays user-generated content, in other words, it is a

website where registered users (i.e. anyone who creates an account on YouTube) can upload Files containing videos and non-registered users can view the videos. According to (Hamid, Mulyana, & Regina, 2018) The group of YouTube users is so flexible that age is no longer a barrier. There are no zero boundaries between the older generation and the younger generation. YouTube is free for people of all ages and social classes.

Based on the above understanding YouTube is a website that allows users to record, view and share videos publicly. YouTube is the best place to share videos from around the world and this video content comes in the form of learning, music, animation and more. Youtube can be a source of learning, arouse interest, support learning styles and learning media that meet the needs of the digital generation. Youtube also offers learning experiences with new technologies that will help students after graduation. Youtube will also be a large library of free videos that encourage students to become independent learners.



Picture 2.4 youtube home view

b. Benefit of Youtube

According to (Cahyana, 2020) People like to watch videos as entertainment in their daily lives, but videos can be a medium for learning to teach English as a foreign language. When people watch videos, especially in English, they subconsciously study their ears to fully hear and process language. Students who watch the video can understand the meaning of the dialogue in the video. According to (Almurashi, 2016) Using YouTube in teaching English plays an important role in helping students understand English lessons. It can improve student performance and improve their English course. In other words, YouTube has had an impact on students' understanding of English, and he also said that YouTube can be a good material to integrate English lessons, and also help to understand. According to (Nasution A. K., 2019) The nature of this video features images and audio, which can help students practice pronunciation, enrich their vocabulary, and make it easier for students to find sentence-making ideas while speaking. Students get information faster and face lessons more confidently because they depend not only on their speaking skills but also on their understanding. In addition, watching videos subconsciously helps students learn grammar automatically. In YouTube-based videos, students receive excellent feedback from mostly native English speakers.

C. Advantages and disadvantages of E-Learning Media.

E-learning is considered a new advancement in the world of education, which can be learned independently without spatial time and limitations. According to (Riyanto, 2011) Some of the advantages of learning based on E-learning for the process of teaching and learning activities are as follows:

1. Personal experience in learning.

The decision to learn independently in teaching and learning leads students to go ahead, choose their equipment for education and learning, and collect materials according to their needs.

2. Reduce costs.

E-learning providers can reduce or eliminate travel costs for training, eliminate the cost of setting up classes and reduce the time students spend in school.

3. Easy to reach.

Users can easily use E-learning applications anywhere as long as they are connected to the internet. E-learning can be achieved by users and students regardless of distance, location, or time.

4. Responsible ability.

All participants (students, developers, and owners) are responsible for their respective obligations in the teaching and learning process, because leveling, testing, evaluation, and validation are all automatic.

In addition to the advantages of learning using E-learning, there are also disadvantages, which are as follows:

1. Lack of interaction between teachers and students, or between students themselves. This lack of interaction can slow down the development of values in the education and learning process.
2. To shift the role of teachers who originally learned conventional learning skills.
3. Internet facilities are not available at all locations possible this is related to power, phone or computer availability issues.
4. Lack of people who know the internet.
5. Lack of mastery of computer languages.

2. Perception

a. Definition of Perception

According to (Wozniak, 2011) Perception is the interpretation of information in the environment to determine what to mean. According to (Selst, 2014) The process by which people select, organize, and interpret (perceive) sensory information, acting to understand what sensations are represented by the eye. According to (Rahman, 2013) Perception is the process of interpreting a stimulus, as a process, perception always requires an object. The object of perception is very diverse, one of which is oneself. As an object of perception, a person is not a single object, but an object

with its aspects which can be divided into four categories: physical, psychological, socio-cultural, and spiritual aspects. According to (Urdapilleta & Dacremont, 2006) the psychology of sensory perception and evaluation can be defined as the area that aims to interpret how sensation, sight, smell, taste, touch, and hearing respond to objects. Therefore, we systematically collect many techniques and practices. It measures and interprets human perception. However, perceptual psychology is a discipline rather than sensory judgment, and its applications are primarily industrial. The sensory assessment was introduced in the 1950s at the suggestion of food industry experts who wanted a better understanding of how consumers perceive their products. According to (Boeree, 2018) Perception is an active process, meaning that it requires movement that incorporates the information heard. Man must also remember that perception is not something done with the eyes or ears, but something that can be absorbed.

According to (Couto, 2016) This perception focuses on three main areas of research: (1) physiological events, (2) social and cultural perception events, (3) area studies of observational events on human creative products such as the perception of works of art and design.

- Perception as a physiological event

Perception includes all signals from the nervous system that result from physical or chemical stimulation of the senses when light hits the retina, such as sight, smell using smells from the molecular

environment, and hearing, including sound waves. Awareness of the functioning of complex systems does not seem to exist because it occurs outside of consciousness.

- Perception as a social, cultural, communication, and learning event

Perception is shaped not by the passive perception of signals, but by human communication, learning, memory, expectations, and interests that occur in social and cultural contexts.

- Perception of human work

Specific perception can be seen from the way people perceive or interpret artifacts such as buildings, buildings (the scale of their external environment), the internal environment, and objects such as works of art and structures.

b. Kinds of Perception

In general, perceptions can be grouped into several types according to their definition. According to (Malik, 2011) said that there are several kinds of perception, namely Distance, Motion, Total, and Extra Sensory, here is an explanation of the various perceptions:

1. Perception of Distance.

This theory tends to see what individual sensations perceive as "perceptions" associated with two-dimensional images. It was found that visual stimuli also have distance-dependent characteristics. This perception of distance also has the nature of dependence on several factors:

- Binocular cues.

Binocular cues are visual acuity seen by both eyes. People with two-eyed vision have many advantages over one-eyed people. The overall field of view is widened and one can benefit from stereoscopic vision. In stereoscopic vision, the two eyes work together to provide a more accurate sense of depth and distance. When a person sees with one eye, the perception of distance is relatively different because the position of the right eye does not match the position of the left eye.

- Monocular cues.

Monocular cues are visions that emphasize the difference between the size of an object and the position of the object being displayed. Example When a person sees two objects of different sizes, the result is the perception of different distances. Larger objects appear closer than smaller objects, even though they are the same distance.

2. Perception of Motion.

Initially, it was thought that motion was experienced when the image of an object moving through the tissue stimulated the different receptors one after another. This is not a complete explanation, because the eyes are constantly moving so that the shadows don't fade. These eye movements usually do not elicit a sense of object movement but are clues to the perception of movement. In other words, it doesn't matter if our eyes

follow moving or fixed objects in the background. There are two kinds of motion perception, namely as follows:

- Visible Motion.

Motion shadows occur when separate, stationary stimuli are presented one after another. This means observing a moving object because of its background, not the object itself.

- Real Movement.

This movement depends on the relationship between each object in the field of view and the interpretation of that relationship. When movement occurs, the perceptual system needs to determine what is moving and what is not moving.

3. Total Perception.

Total Perception sees something as a whole and something that consists of several elements. This view is supported by psychology. Gestalt says that the whole affects the appreciation of each part, and perception works to pull sensory data into the whole pattern. In this total perception there are three phenomena as follows:

- Perception Organization.

The Law of Simplicity is an example of the assumptions made by the Gestalts regarding the organization of perception, the simplest and most probable interpretation of stimuli. There are phenomena associated with this perceptual composition, such as images, backgrounds, and perceptual clustering.

- Perception Content.

Perceptual experience creates an eternal world of things or objects that can be recognized that a person is facing the same thing. The tendency to perceive easily recognizable objects such as constants of clarity, color, shape, size, and place.

- Perception Illusions.

An illusion is a false judgment, so the situation is different from the situation described by science with the help of measuring instruments. Illusions such as the distorted shadow of a broken stick and the glass "fun house" found in water can come alive physically. All these shadows are caused by the deviation of the stimulus reaching the receptor.

The explanation above can be concluded that all the senses in humans have a very important role. The eye is considered to be an important role because it is one of the senses of sight that dominates the view of a human person. we as humans often make mistakes in perceiving the physical environment. Conditions can affect us on an object, for example when we are asked to see or observe an object maybe our opinion will be different from the opinion of others because we have different perceptions.

c. Process of Perception

The formation of perception occurs from experience, oneself, and one's environment. According to (Qiong, 2017) the perception process consists of three stages: Selection, Organization, and Interpretation.

1. Selection.

Selection is the first step in the perceptual process to transform environmental stimuli into meaningful experiences. In everyday life, we are bombarded with a variety of information that can directly confront these stimuli: the words we hear, eyewitness accounts of events, the ticking of the clock, to name a few. Because our world is all-embracing, there are at the same time countless stimuli that enter our senses and await processing. However, we cannot know all the available information. Because doing so creates information overload and distraction. We therefore only receive partial information from the environment through selective processes, as Singer (1987, p. 9) points out "We experience things in the world not as they really are but only when the world comes to us through our sensory receptors".

Many researchers pay great attention to this stage of perceptual selection. For example, Bruner (1958, p. 85) asserts that we "benefit" that we do not burden ourselves with too much information that limits our attention to important aspects of strangers or situations. For what we do." In addition, Watts (1966, p. 29) points out that some people equate this

selective analogy with the process of making a map. In their opinion, when one makes a map, one cannot put it all into generalization and deletion, unnecessary or unimportant information is deleted or generalized, and important information is disproportionately displayed on the map becoming impossible to map. Similarly, when we are surrounded by many competing stimuli, we perceive attention to be paid only to stimuli that are familiar or interesting through a selective process. Thus, as Chen and Warden (2007, p. 34) say, “Our perceptual alignments are the origin of misunderstandings in interactions, especially when people come from different cultural backgrounds with diverse perceptual systems”.

2. Organization.

The second step in the perception process is organization. After selecting information from the outside world, we need to find meaningful patterns and organize them in a certain way. This organizing step is achieved by categorizing things or people, so some researchers call it categorization. At this stage of perception, social and physical events or objects that we encounter immediately have shape, color, texture, size, etc. For example, if we ask who a person is, some people can describe him based on the color of other people's skin. Organizations allow us to “structure and harmonize our general knowledge of people and the social world to provide different behavioral patterns and possible variations between types of people and behavioral characteristics and attributes” (Cantor et al., 1982, p. 34). There are two perceptual characteristics at this

stage. First, the process of organizing provides people with a perceptual structure. We always put raw stimuli from the outside world into a structured and meaningful experience. Second, the process shows that human perception is stable. In other words, selecting and classifying incentives stabilizes the selected incentives.

3. Interpretation.

The third stage of perception is interpretation, which refers to the process of giving meaning to selected stimuli. After classifying the selected incentives into structured patterns and stable patterns, we try to understand the patterns by assigning meaning to them. For example, when the police arrive at the crime scene, the victim can be reassured, but the perpetrator can be intimidated. Other methods, such as a public kiss or a warm hug, are a common way of greeting each other in some Western countries with the ability to say "Hello!" while in many other countries it is always considered "sexual" behavior. This difference in interpretation arises because "culture" provides us with a perceptual lens that greatly influences the way we interpret and evaluate what we receive from the outside world" (Samovar et al., 2000, p. 57). People agree on the objective side. What it means for each unique person depends on their past experiences and cultural background.

Different experiences and backgrounds cause people to associate different meanings with the same stimulus, resulting in different

perceptions. In the process of giving meaning, people from the same culture will have similar past experiences and knowledge, so they can attach meaning to the same stimuli in a similar way so that their perceptions are similar. Then, it is easier for communicators to accurately understand the meaning of verbal and non-verbal actions of each other with equal awareness, which facilitates communication. Conversely, when communicators use experience or knowledge gained in their own culture to explain behavior that is unknown in another culture, they assign very different meanings to the same stimulus, giving rise to different perceptions and communication problems.

From the description above, it can be concluded that the perception process consists of selection, interpretation, and ending with the organization which can be positive or negative. The selection stage is the initial door of a perceptual process to proceed to the next stage. What we see is something that is referred to in sensations that affect the human senses. This can bring attention that involves the entire human mind then they choose which one is worth taking the next step. This process occurs because of the limitations of a person who is unable to pay attention to everything that is in the surrounding environment. In the next stage, humans can classify and interpret which is useful for making distinctions that are considered preparations for further processing of information. This last stage is concluding the two stages that have been carried out, meaning that someone will conclude depending on what is seen, motivation, and

each individual. Therefore, someone will take a different result even though the information obtained is the same.

d. Factor of Perception

In general, human perception can be influenced by two factors, namely internal and external factors. According to (Sobur, 2016) There are two types of factors that influence perception, namely as follows:

- Internal factors

- a. Psychological needs.

People's psychological needs influence their perceptions. Psychological needs can make things "visible" (not really there). For example, a thirsty person can see water in many places. Such mirages were common in the desert. When people lose what they need, they see it more often. In the experiment, they showed people who had been hungry for a long time some pictures and asked them to write down what they saw. They generally report the presence of food in their mind.

- b. Background

The background affects the perception of the selected subject. A person with special experience is looking for someone with the same experience. They follow a certain dimension similar to themselves. For example, someone who has studied in an academy becomes closer when someone with the same educational background joins an organization and meets him.

c. Experience

Experience is a factor similar to background. The experience prepares a person to look for people, objects, and symptoms that may be similar to his or her personal experience. A person who has little experience working with certain people can select them based on a certain type of perception. For example, someone who has had a bad experience with someone in a particular mother tongue can quickly recognize someone who belongs to this group in another environment. Perhaps because of this unfavorable perception, they stood out early. The same goes for pleasant experiences. For example, people with years of marketing experience may be attracted to someone if they are aware of their entrepreneurial spirit.

d. Personality

Someone introverted may also be attracted to the same or completely different people. Various personality factors influence perception choices.

e. General attitudes and beliefs

People who have a certain relationship with female employees or those who belong to a certain language group are more likely to notice a lot of the little things that other people don't notice.

f. Accepting yourself.

Self-acceptance is an important factor in perception. Someone who can accept the reality of their life is easier to absorb compared to those who cannot accept reality.

- External factors

Most of this research was conducted on the visual perception of the product. However, these factors can also be used to identify people and situations. The following are external factors that influence perception:

a. Intensity.

In general, stronger stimuli elicit more responses than less intense stimuli. Ads make good use of this element. For example, people are more likely to see brighter light than dim light at night. Ads highlighted in bright light attract more attention. During the strike, the workers shouted slogans to attract the attention of the managers. These slogans run quietly and unlike protests that help understand agitators.

b. Size.

In general, larger objects get more attention. Many companies use this element when packaging their products to make them look bigger. Similarly, large ads are shown more often than small ads.

c. Contrast.

In general, things that are different from what we are used to seeing quickly catch our attention. If an ordinary person hears a voice and the voice seems to have changed, it will be noticed. Likewise, one will see workers who are very different from other workers. Many people, consciously or not, do strange things to get attention. Outstanding behavior gets attention because of the principle of discrimination.

d. Movement.

Moving gets more attention than not moving as advertisements are typically shown at night using this principle to create the optical illusion of movement by cleverly adjusting different light sources. This principle is used in short commercial films such as film and television.

e. Repeat.

In general, repetitive things can get someone's attention. Clan installers sometimes use this element. There was no product on the market at the time, but the same ad was shown. These illustrations make people think about the product and interest them more than other products that don't appear often in the media. However, repetition too often can lead to semantic saturation and loss of meaning. Therefore, repetition is noteworthy when used with care.

f. Familiarity.

The famous or familiar get more attention. This is especially true when certain things are not expected in a certain order. For example, in a foreign country where there are very few people in Japan, when one sees people in Japan they are immediately attracted by a familiar facial shape.

g. Something new.

This factor does not seem to be in line with the friendliness factor. However, the new one also attracts attention. If one knows a familiar framework, something new will catch one's attention. For example, workers quickly notice a strange or new sound coming from a machine. This may indicate a problem with the machine. Likewise, when driving a car, the driver immediately recognizes a strange sound from the engine because it recognizes sounds that are usually heard from various parts of the car.

It can be concluded that these factors make the perception of each different and will affect the individual in perceiving an object, a stimulus, even if the object is the same. The perception of one person or group can be very different from the perception of another person or group even though the situation is similar. Differences in perception can be caused by individual differences, personality, attitudes, or motivations. The process of cognitive

formation occurs in a person, but perception is also influenced by experience, learning, and knowledge.

B. Previous Studies

All ideas, techniques, and teaching methods cannot be separated from the previous study of other researchers to support the researcher's mindset and authorship. Several research compilations drawn from some references:

First, from Iga Anggraini (2021) entitled "Students' Perceptions of Online Learning English During The Covid-19 Pandemic". Similarity with previous research lies in collecting data using a questionnaire. The difference from previous studies using descriptive with a quantitative approach and level is high school. In this research, the researcher found that online learning English during the covid-19 pandemic gets a positive perception because it is flexible and effective. Online learning at MAN 1 Kota Jambi is carried out using several application options, namely WhatsApp, Telegram, zoom application, and using Google Classroom Web. Based on the analysis of the data, the conclusion can be drawn that students' perceptions of online learning English during the covid-19 pandemic have a positive perception. This can be seen from the percentage of the data based on some dimensions. Perception related to the dimension of teaching material with a percentage of 84.3 %, perception related to the dimension of atmosphere or

learning environment with a percentage of 77 %, and perception related to the students' interaction with a percentage of 83.7 %. The finding that has been discussed is that students can adapt and adjust to all the dimensions contained in the online learning process.

Second, from Jannaty Mismara (2019) entitled "Students' Perception On Using Social Media For Learning English". The similarity with previous research lies in collecting data using questionnaires, observations, and interviews. The difference from previous research lies in the media used and the grade level. The result is that social media facilitate, motivates, and is helpful for students in English language learning. Furthermore, students motivation toward English language learning improved via Telegram. In addition, students had a positive attitude towards this learning model. In light of the findings of the study, it is recommended that teachers should plan learning classes that use social media as a learning platform.

Third, from Hasnidar (2020) entitled "Students' Perception of Using Online Learning Materials". Similarities this research used a descriptive qualitative research method and collected data using interviews. The difference from previous research lies at the grade level. The result of the students' interviews showed that mostly the students gave a good perception of online learning.

They improved their learning by online learning and got a new experience of the new media applied by lecturers in media online learning. Whereas, some students gave the perception that online learning has obstacles that bad networks, the quality of the mobile phone of the student itself and the capacity of the application used in online learning.

Four, from Marwana Ambo Lele (2019) entitled " The students' perception of the media used by the teacher in teaching english". For similarity of descriptive qualitative research, instruments observation, and interviews. The difference from previous research is the level of the class studied. The result of the students interview that most of the students gave positive perceptions toward the media used by an English teacher in the teaching and learning process, they were being happy, being more active, being more excited/spirit about learning English, and they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas some students who gave negative perceptions toward the media used by an English teacher in the teaching and learning process that they cannot be enthusiastic/spirit to learn English, pronounce the words correctly, find new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.

Last, the researcher found a study that has a similarity in the data collection using questionnaires and interviews. For the difference in the it uses quantitative descriptive and the grade level under study. The study has been conducted by Abdi Priyono Ilyas (2021) from the state Islamic institute of Palopo with his research entitled “The Students Perception About E-learning In Pandemic Of Covid-19 At English Department Of IAIN Palopo”. The result of this research showed students had a positive response to the E-learning process during the pandemic of Covid-19 at English department students in IAIN Palopo. Based on the mean percentage in every aspect, with the details of accessibility aspect of 47,34%, efficacy aspect of 73,46%, and class interaction aspect of 50%. It is indicated that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

Table 2.1 of Previous Study

No.	Name	Title	Year	Similarities	Difference
1.	Iga Anggraini	<i>“Students' Perceptions of Online Learning English During The Covid-19 Pandemic”</i>	2021	The similarity with previous research lies in collecting data using a questionnaire.	The difference from previous studies using descriptive with a quantitative approach and level is high school.
2.	Jannaty Mismara	<i>“Students' Perception On</i>	2019	The similarity with previous	The difference

		<i>Using Social Media For Learning English</i>		research lies in collecting data using questionnaires, observations, and interviews.	from previous research lies in the media used and the grade level.
3.	Hasnidar	<i>“Students' Perception of Using Online Learning Materials”</i>	2020	Similarities this research used a descriptive qualitative research method and collected data using interviews.	The difference from previous research lies at the grade level.
4.	Marwana Ambo Lele	<i>" The students' perception of the media used by the teacher in teaching English"</i>	2019	Similarities of descriptive qualitative research, instruments observation, and interviews.	The difference from previous research is the level of the class studied.
5.	Abdi Priyono Ilyas	<i>“The Students Perception About E-learning In Pandemic Of Covid-19 At English Department Of IAIN Palopo”</i>	2021	Similarity with previous researchers is data collection using questionnaires and interviews.	The difference is that it uses quantitative descriptive and the grade level under study.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed the research design, research setting, subjects of the study, the data resources, the technique of collecting data, the technique of analyzing the data, and the trustworthiness of the data.

A. Research Design

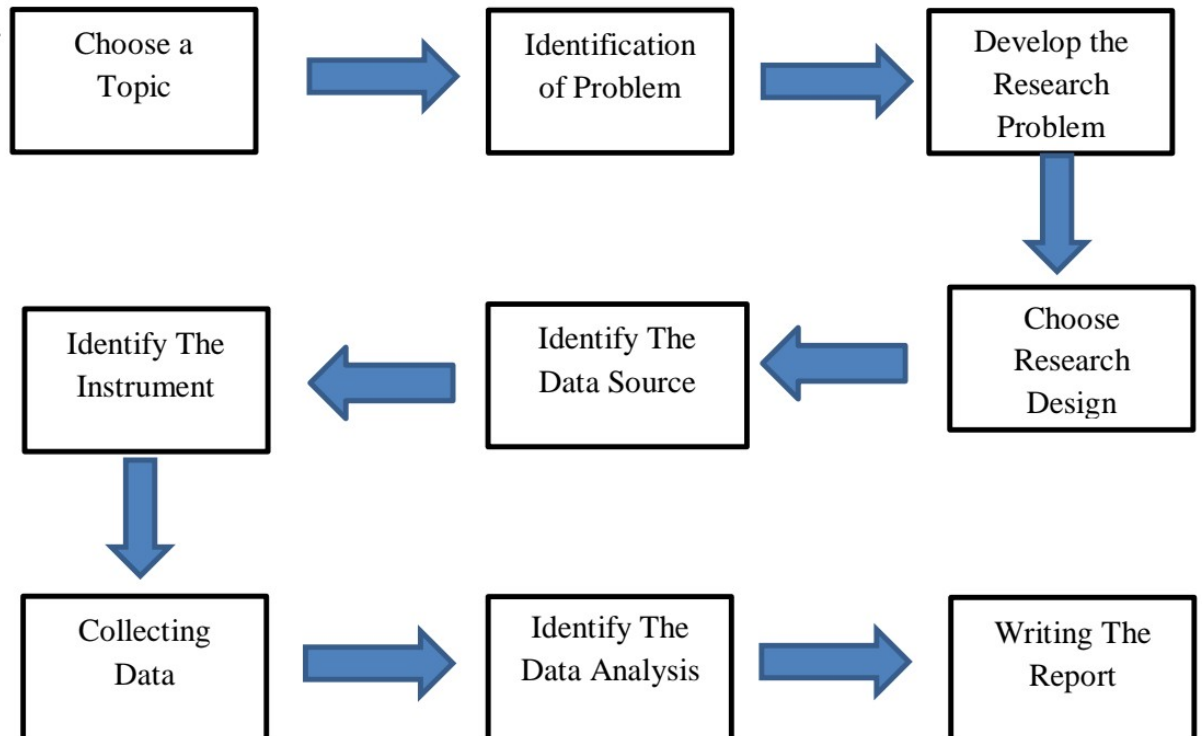
This research method is descriptive qualitative, the researcher explains the use of e-learning media and students' perceptions of the media used by the English teacher. Qualitative research methods are used to examine questions that best describe verbally how research participants perceive and interpret various aspects of their environment. Qualitative research refers to the use of process-oriented methods to understand, explain, describe, and develop theories about phenomena or contexts.

According to (Cropley, 2015) Qualitative data is a type of research that has the basic idea that "reality" is subjective so that every human being builds a view of research in the world. According to (Lambert & Lambert, 2012) Descriptive qualitative is a method that provides a brief explanation of accurate and systematic facts related to the population in an area. Qualitative research is the process of exploring understanding based on different methodological traditions from studies that explore social or human problems. According to (Creswell, 2020) The researcher builds a

complex holistic picture, analyzes words, conveys detailed views of the informants, and conducts research in the natural environment. According to (Sukmadinata, 2016) Qualitative research is a research approach that aims to understand social phenomena from the participant's perspective. qualitative research using a multi-method strategy using interviews, observations, and documentation studies.

A descriptive study is research that looks for the information or problem and identifies patterns or trends in a situation. This research used qualitative research which is focused on the description to answer the questions about the students' perception of E-learning media used by the teacher English. Researcher will examine more deeply the responses of students when using E-learning media in learning English. To make it easier to conduct research, researcher use a series of guidelines during the research that aims to obtain respondents' answers. That way researchers will obtain detailed and understandable phenomena by describing, and interpreting the results of this study.

Table 3.1. Proseses Of The Research



B. Research Setting

The research was conducted at SMK Muhammadiyah 4 Surakarta in the academic 2021/2022. The school is located in Jl. Slamet Riyadi No. 443, Pajang, Surakarta, Central Java. This research was conducted in class X TKKR and Industrial Chemistry in the academic year 2021/2022. On 27 October 2021, the researcher conducted a pre-research aimed at knowing the general description of the E-learning media used by English teachers. The facilities of this school are complete enough. This school consists of about 49 classrooms. There are also a headmaster's room, teacher's room,

administrator's room, pharmacy laboratory, computer laboratory, language laboratory, skin beauty laboratory, hair beauty laboratory, school committee room, library, music, BP/BK room, health room, mosque, canteen, parking area, toilets, audiovisual room, business center.

Table 3.2. Research Schedule

	Oct	Nov	May	June	August
Permission request & Observation					
Proposal Draft					
Proposal Draft Seminar					
Data Collection					
Data Analysis					
Research Report					

Researcher use purposive samples because researchers want to get substantial results in real time and help the researcher to find information or events that are happening. According to (Arikunto, 2006) the method of taking the subject of the sample is based on the existence of a certain goal, not based on strata, random, and regional. This technique is carried out because of the limitations of time, effort, and cost so that researchers cannot take large and distant quantities.

C. Research Subject and Informant

The researcher conducted in the SMK Muhammadiyah 4 Surakarta, which has 8 classes, namely X Pharmacy, X KI, X TKKR, XI Pharmacy, XI KI, XII TKKR, XII KI, and XII Pharmacy. In this research, the researcher chose classes X Industrial Chemistry, and TKKR which consisted of 19 students consisting of 7 males and 12 females. The researcher chose 2 classes because many students were less active and there was a lack of interest in learning English in the KI and TKKR classes. The characteristics of the subject of this research are the students' positive or negative responses to the E-learning media used by the teacher when learning English. The following is a table of research subjects for class X SMK Muhammadiyah 4 Surakarta :

Table 3.3. Total Students

No	Class	Male	Female	Total
1.	X TKKR	0	9	9
2.	X Industrial Chemistry	7	4	11
Total		7	13	20

D. Data and Source of the Data

According to (Fathurahman, 2011) The data are grouped first based on the type and related characteristics before being used for analysis. Data is divided into two categories, namely primary data and secondary data. Primary data is data obtained or collected by people directly from sources

through interviews, observations, and other tools. Secondary data is data collected by those conducting the research or from existing sources. The data can be obtained in advance from the library or research reports.

The data used in this study is divided into two parts, namely primary data and secondary data. The selection of raw data is based on the ability of research subjects who are considered capable of providing the information needed by researchers. The primary data in this research is through observation, interviews, and questionnaires with students of TKKR and Industrial Chemistry Class X SMK Muhammadiyah 4 Surakarta. The researcher used questionnaire to support the data obtained from interview and observation.

E. Techniques of Collecting the Data

The technique of collecting data explains how the way of collecting data for the research. The researcher used the Questionnaire, Observation, and Interview, as a technique for collecting the data.

1. Questionnaire

Questionnaires are one way for researcher to get answers or results from respondents more easily and more effectively in developing the data that has been obtained. It can be said that the questionnaire is effective when the information obtained is accurate, real, and original data. According to (Triyono, 2017) The questions that have been compiled in the questionnai re usually contain psychological aspects such as opinions,

responses, attitudes, motivation, discipline, anxiety, and habits. The type of questionnaire used in this research is closed-ended questionnaire to make it easier for respondents to answer questions. Based on (Creswell, 2014) close-ended question is a question where the researcher has given answer choices to the respondent.

The questionnaire is in the form of Guttman Scale. According (Sugiyono, 2014) the guttman scale is a scale used to obtain firm answers from respondents, namely there are only two intervals such as "agree-disagree", "yes-no", "true-false", "positive-negative". This measurement scale can generate questions in the form of multiple choice or check lists with the highest score (agree) one and the lowest (disagree) score zero. In this study, the researcher collected data through cognitive aspects such as the knowledge, comprehension obtained by students when using e-learning media in the English learning process, application of e-learning media, and evaluation. The second is affective such as student acceptance in the delivery of material and the response given when using e-learning media. The theory used by researcher is the basis for making questionnaires from (Davis, 1989) :

Table 3.4 Sample of The Questionnaire Form

No.	Pernyataan	Setuju	Tidak Setuju
1.	Pandangan terhadap pengimplementasian media E-learning		
2.	Pandangan terhadap fitur yang tersedia di platform		

3.	Pandangan hasil akhir setelah melakukan penilaian menggunakan media E-learning		
4.	Motivasi siswa dalam penggunaan media E-learning		
5.	Sikap siswa terhadap media E-learning		
6.	Moral dan konsep diri siswa terhadap media E-learning		

Table 3.5. Questionnaire Blueprint

Question	Indicator
No. 1,2,3,4,5,6, 7,8,	The use of E-learning media used by English teachers
No. 9, 10, 11, 12,	Assessment of the completeness of e-learning media features
No. 13, 14, 15, 16,17,18,19,20,21	The influence of e-learning media in learning English
No. 22, 23, 24, 25, 26,27,28,29	Student behavior towards e-learning media

2. Observation

Data collection through observation is the oldest method used throughout the history of scientific development. According to (Kabir, 2016) Observation is a method of collecting data that is systematic and the researcher performs an examination using all the senses in the environment or what occurs naturally. For data to be systematic, observation must be selective in several ways. Systematic observation requires careful planning of what is desired. Public observations

should be recorded in a way to allows for information analysis and interpretation.

The researcher observed in the classroom when the teacher was teaching English learning using E-learning media. Observation aims to determine the application of online media used by teachers and to obtain data during the teaching and learning process in English learning. That way researchers can obtain data to solve problems by using notes to make it easier for researcher when compiling results. Before making observations, researchers prepare tools such as notebooks, pens, and voice or video recording devices. These tools aim to write down important information and record events in the classroom.

3.6 Observation Blueprint

Observation guide

Research title : “Students' Perception of E-Learning Media Used By Teacher In Teaching English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In Academic Year 2021/2022”

Research purposes : To find out the extent to which students' perceptions of E-learning media at SMK Muhammadiyah 4 Surakarta.

Research Subject :

1. Industrial chemistry class X students.
2. TKKR class X students.

Observation on :

1. Learning Materials

2. Curriculum

3. Learning Process

Teacher Name :

Day/Date :

Grade Class :

No	Indicator	Activities	Yes	No
1.	Learning materials	1. Students understand the learning material.		
		2. The teacher explains the material in language and sentences that are easy for students to understand.		
		3. Learning materials according to grade level.		
		4. Determine learning methods and strategies.		
		5. Using media or tools for learning (Ms. Teams, Google Forms, Youtube, and Quizziz).		
		6. Determine learning resources.		
		7. Prepare assessment for evaluation.		
		8. students receive learning materials through E-learning media (Ms. Teams, Google Forms, Youtube, and Quizziz).		
2.	Curriculum	1. Syllabus and lesson plans according to the curriculum .		
		2. Syllabus according to student needs.		
		3. Learning materials are in accordance with the lesson plan.		
3.		1. Opening the lesson by praying.		

	Learning process	2. Acceptance of learning materials.		
		3. Students understand the learning material through the methods and strategies that the teacher uses.		
		4. Students ask questions related to material that has not been understood.		
		5. Students are active in class.		
		6. Students respond during the learning process.		
		7. Students receive motivation from the teacher.		
		8. Students interact with teachers and peers through E-learning media.		
		9. Student interest in paying attention to the material.		
		10. Students receive feedback regarding the material.		
		11. Students receive assignments through Ms. Teams.		
			12. Students answer simple questions in E-learning media (Ms. Teams, Google Form, Youtube, Quizizz)	
		13. Timely learning.		

3. Interview

According (Kabir, 2016) an interview is asking questions and getting answers from research participants. The interview has various forms including individual, face to face, and group face to face.

According to (Drew, Hardman, & Hosp, 2017) interviews are one of the most common ways to collect qualitative data. Interviews can be highly structured or completely open, depending on the purpose of the interview, the researcher's perceptions, knowledge of the environment, and the nature of the research (whether descriptive or confirmatory). When designing research for interviews, it is important to keep in mind important research questions, interview protocol guidelines, and relationships between respondents. According to (Herdiansyah, 2015) Qualitative research on average uses this interview method and is considered an icon of qualitative research. According to (Nasution, 2003) The benefits of using the interview method are to describe the world that other people experience. Besides that, it also functions as an exploratory function that has not been investigated by others so problems are still unclear.

From the above definition, it can be concluded that the interview is a technique for obtaining data information that is conveyed orally to the respondent. Researchers conducted interviews with students of class X Pharmacy, TKKR, and Industrial Chemistry to find out responses regarding E-learning media used by teachers in learning English in the pandemic era. The researcher also interviewed the English teacher in the office. The questions given to respondents are open-ended questions that use language that is easy to understand, must be clear, and neutral. Interview activities will be carried out in

class and in the office using tools such as notebooks, and telephones to record answers from respondents.

3.7 Interview Blueprint

I. Jadwal Wawancara

1. Tanggal :
2. Hari :
3. Kelas :

II. Pertanyaan Penelitian

No.	Indikator	Pertanyaan
1.	Pemahaman Media E-learning	<ol style="list-style-type: none"> 1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning? 2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris? 3. Apakah guru bahasa inggris menggunakan media E-learning seperti Ms. Team, youtube, dan google form? 4. Apakah penggunaan media E-learning efektif, dan efisien? 5. Apakah media e-learning memiliki peran penting dan apakah membutuhkan waktu lama ketika memahami materi?
2.	Fitur E-learning	<ol style="list-style-type: none"> 6. Bagaimana menurut anda mengenai tampilan media E-learning? 7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning? 8. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?
3.	Proses	<ol style="list-style-type: none"> 9. Kendala apa saja yang anda

		<p>hadapi ketika sedang mengakses E-learning?</p> <p>10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?</p> <p>11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?</p>
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F. Techniques of Analyzing the Data

Researcher used qualitative methods, in this study the data was obtained by researcher from interviews, observations, and questionnaires. Data analysis techniques that aim to find answers to questions that have been prepared by researcher about problems that have been formulated previously, after going through a period of processing and testing, action will be taken. This activity is a process to increase understanding regarding data. According to (Miles, Huberman, & Saldana, 2014) To simplify the meaning, the analysis can be carried out in several steps, namely:

1. Data Reduction

In the data reduction step, the researcher makes data choices, focuses the data on the problem being investigated, simplifies, abstracts, transforms, removes personal impressions from the analysis process, and important data in the form of written notes in the field. Researcher also categorize data that is not important, but that does not

mean that researcher have to discard categories of data that are less important. This classification is solely intended to improve the interpretation of the results of data analysis. Data reduction is a type of analysis carried out by classifying, sharpening, directing, deleting, and organizing data to obtain validity, validation, and data conclusions. which means, the researcher selects important data to collect. Furthermore, the researchers classified the data related to student responses to the E-learning media used by the English teacher class X SMK Muhammadiyah 4 Surakarta.

2. Data Display

Data Display is a step in organizing data in an arrangement of dense or meaningful information so that conclusions can be easily drawn. Data display is usually made in the form of a story or text. This exhibition is organized as much as possible so that it can be used as an opportunity for researchers to conclude. According to (Rijali, 2018) Data Display is an activity of compiling a set of information so that the information can be drawn back and taken action. The form of qualitative data presentation can be in the form of narrative text which can be in the form of field notes, matrices, graphs, networks, and charts. These forms are entered into the information that has been arranged in an easily accessible form to make it easier to see what happened, whether the conclusion is correct or not.

This technique is used to make descriptions and stories to conclude. By presenting the data, the researchers will consider what we need. Furthermore, we can analyze or accept command actions based on their understanding. The researcher displays the data and then makes it a desert. After explaining the data, the researcher analyzed the data. Researchers present data on teacher interactions with students in class X SMK Muhammadiyah 4 Surakarta in English class using E-learning media.

3. Conclusion and Verification

Based on the results of data analysis, through data reduction steps and displays, the conclusions were drawn. Conclusions are made as responses that have been recorded, the last step is to draw conclusions and verify the research problem. However, it is necessary to check whether the contents of the conclusion are by the actual situation, and whether the conclusion is legally valid or not. Verification is an attempt to re-prove whether the conclusions drawn are appropriate or in reality. Verification can be done by re-checking or triangulation. Another option is to encourage other researcher to repeat the work done on the same problem. If the results show that there is no significant difference, it means that the conclusion has been validated. If not, it means that the conclusions obtained have not been validated. Therefore, in the context of qualitative research, the reproducibility of findings is an important factor to consider. For

analysis of questionnaire the researcher uses percentage system with formula as follow :

$$P = \frac{F}{N} \times 100\%$$

Explanation :

P : Percentage

F : Frequency of Respondent Answer

N : Total of Respondent

G. Trustworthiness of the Data

To get the validity of the data in this research, the researcher used triangulation. Triangulation is a method used to determine the position of a fixed point object according to the laws of trigonometry. The law says that if the sides and two angles of a triangle are known, the angles between the other two sides and the triangle can be calculated. According to (Heale & Forbes , 2013) Triangulation is a navigation field that uses more than one approach to researching questions. It aims to increase confidence in confirmatory studies using more than two independent studies and provide an overview of the results rather than conducting research alone. This triangulation is associated with the methods and designs of various theories, data sources, methods, and the study of a single event. In 1950 this technique was introduced through qualitative research aimed at avoiding the potential that occurs from the use of a single methodology.

The technique often used to conduct research is methodological triangulation.

This type of qualitative research requires valid and real data, this is a validation of data analysis that shows the quality of research results. In this study, researchers used the triangulation method to develop data reliability. According to (Emzir, 2010) said that method triangulation is the most common way needed to develop data reliability in qualitative research and there are four types of triangulation:

1. Data Source Triangulation

This technique allow researcher to use multiple data sources for data collection. meaning that the same data comes from many different sources which allows the data obtained to make more sense. This triangulation is based on different data sources, rather than focusing on data acquisition techniques. The purpose of triangulation of data sources is to obtain information from previous data sources or other information obtained by researchers from the first data source.

2. Method Triangulation

Triangulation can also be done using various methods. This means that many methods are used to collect data. The use of different methods in this triangulation has a different history and can provide contextual validation of the data or information needed for research. However, triangulation by multiple methods is higher than

triangulation by different data sources. The triangulation technique of this method has two meanings. The first is to collect research data using such as questionnaires, interviews, observations, and tests. Second, the use of the design used is different from previous researchers.

3. Investigator triangulation

This is a concept that is considered very suitable to enter various problems that deserve to be investigated naturally. The reason for investigator triangulation is that when investments are triangulated, research designs are constantly changing or evolving from one investigator to another. This is very dependent on the specific interaction with the phenomenon that will face the researcher.

4. Theory Triangulation

This technique means that empirical facts that arise from investigations are verified by several theories, which means that some of the theories must be true. the use of triangulation theory is a formulation that is unacceptable to naturalists.

From the description above, the researcher uses the data source triangulation to collect data easily and aims to check the validity of the study. The researcher also involve observations related to learning English using E-learning media and interviewed and distribute questionnaires to students of class X at SMK Muhammadiyah 4

Surakarta with questions related to the use of E-learning media in learning English.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discusses the research finding and discussion. The research's findings consist of the description of the data found. The research's findings discussed by presenting the data from observation, interview, questionnaire, and documentation. This chapter described the use of e-learning media in teaching English and the student's perception on E-learning media used by teachers in teaching English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022.

A. Research Finding

Based on the result of observation, interview, questionnaire, and documentation of the subject of the study, the researcher present the finding of the student's' perception on E-learning media used by teachers in teaching English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022. The purpose of the research finding is to describe or answer the research problems in the first chapter. In general, this research described the use on E-learning media in teaching English and the student's perception on E-learning media used by teachers in teaching English at tenth grade SMK Muhammadiyah 4 Surakarta in the academic year 2021/2022. The data were also taken from the documentation.

1. The use of E-learning media in teaching learning English.

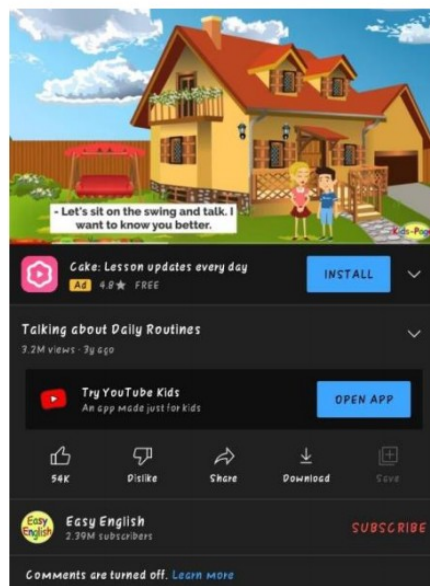
In this explanation, the researcher defines students using E-learning media that has been applied by English teachers. In this section, researcher focuses on the teaching and learning process in the classroom from the beginning to the end of the class.

Based on interview with English teacher Mrs. Rahmadilla Kurniasari, S.Pd on 19 July 2022, the use of the Microsoft team's e-learning media has been implemented at the school during distance learning. To reduce students' problems with E-learning media English teacher use video meetings and other e-learning media so that all students can receive information related to learning materials.

Before the English teacher applies e-learning media to students, she first sees what material will be delivered. The main e-learning media are Microsoft Teams because every teacher is required to use these platforms and it is a policy of the school. In addition to Microsoft Teams, English teachers use the Google Forms, Quizizz, and YouTube platforms to stimulate students' understanding of the material that has been given. After the offline learning policy, students are asked to watch videos or when they receive learning information, they have discussions with their classmates or form small groups consisting of 2 to 4 people. After they had a discussion, the English teacher gave a game related to the material presented so that students could deepen their understanding of the material. Based on the researcher observations, teachers use the E-learning media every time they learn English, it's just that the media used is different depending on the material. The following is the process of teaching English using E-learning media, namely: Preparation, Main Activities, and Evaluation.

a. Preparation

As a teacher, the first thing Mrs. Rahmadilla Kurniasari, S.Pd did was prepare learning materials before class started. Preparation is a very important activity in teaching. In this activity, the teacher has prepared several references, materials that have been studied before, and prepared a teaching plan.



Picture 4.1 daily routine material

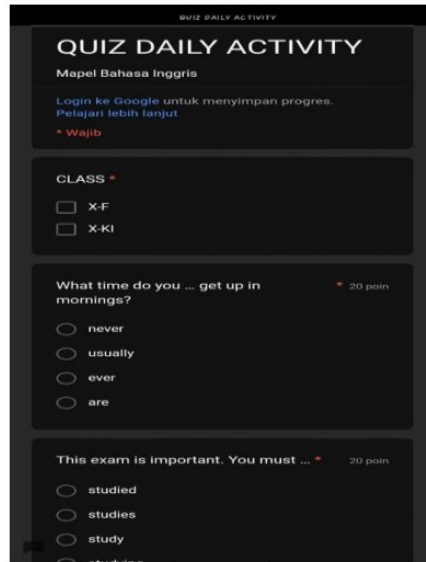
Source: <https://www.youtube.com/watch?v=JwGnCI5LOpU>

b. Main Activity

At this stage, the researcher has recorded and written about the learning process activities through observations that have been carried out. In the field notes, the investigator describes in detail the process as follows:

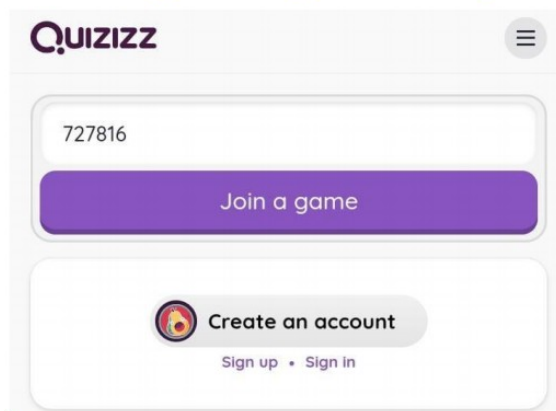
1. Introduction

First, the teacher opens the class by saying hello and students are asked to relearn the material that has been delivered by the teacher the day before the learning schedule starts, students are asked to do the pre-test through google forms, then students receive motivation from the teacher with a representation picture that shows the student's high achievement daily activity, besides that the teacher explains the outline of the material to be delivered in class. (Based on Classroom observation on May 13, 2022).



Picture 4.2 Pre-test via google forms

Source : <https://forms.gle/PXtUk71ug9rPBRE57>

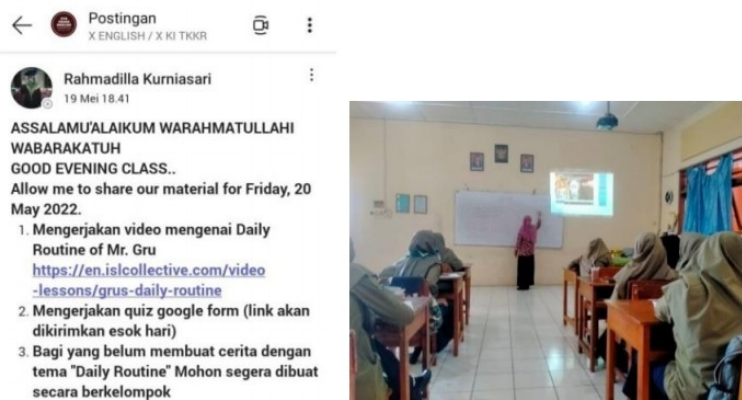


Picture: 4.3 Access Code of Quizizz

Source: <https://quizizz.com/join?gc=727816>

2. Delivering Materials

In the second stage, the teacher conducts the delivery of the material in front of the class. The day before the lesson begins, the teacher gives materials that will be discussed the next day through ms teams.



Picture 4.4 Delivering materials Picture 4.5 material explanation

Source: Observations in the classroom

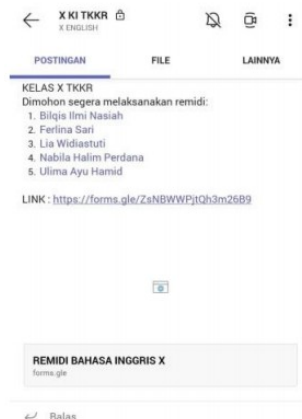
From the picture above, students are asked to study the material that has been shared, after the teacher re-explains in front of the class about the material, students are asked to have a small discussion in a group way, not forgetting that all students are encouraged to continue to know health protocols by keeping their distance and wearing masks. Even though face-to-face learning has the role of ms teams, youtube, google forms, and quizizz are needed to make it easier for students to capture learning materials.



Picture 4.6 Small discussion

Source : Observation in classroom

Using the microsoft teams app, teachers remind students who haven't remedially by tagging their accounts one by one so that students can receive notifications from microsoft teams. To be more efficient, students are asked to do the questions through google forms that have been provided by teachers through Microsoft Teams.



Picture 4.7 Remedial announcement



Picture 4.8 Remedial teaching

Source : <https://forms.gle/ZsNBWWPjtQh3m26B9>

3. Evaluation

At this stage, after all the material is delivered, the teacher provides an evaluation of the learning. The teacher evaluates so that students better understand the lesson or what has been learned on that day. If students experience difficulties or problems in the learning process or when using e-learning media, students can ask the teacher directly about the problem, so that the teacher will check and provide an evaluation of their work.

"The teacher re-explained the materials that had been sent in the evening. Then, there were some students who experienced problems at that time, they immediately came or called the teacher to consult on the problem" (Classroom Observation 13 May 2022).



Picture 4.9 Student asks the teacher

Source : Observation in the classroom

2. Students' perception on E-learning media used teacher in teaching English

First, researcher used data collection techniques using interview and the distribution of questionnaires. Researcher conducted interviews to obtain information about students' perceptions of e-learning media used by English teacher. The researcher has several question to the respondent students, the respondents consisted students of class X TKKR, and KI. The second technique of the researcher collected data using questionnaires. The questionnaire distributed to students of X TKKR and KI SMK

Muhammadiyah 4 Surakarta. There are 29 questions item in questionnaires with two option answer, they are agree and disagree.

Table 4.1 Questionnaire Results

No.	Pernyataan	Setuju	Tidak Setuju
1.	<i>Saya diwajibkan menginstal semua platform yang diberikan guru</i>	13 (86,7%)	2 (13,3%)
2.	<i>Guru memberikan soal/pertanyaan sesuai dengan materi pembelajaran</i>	13 (86,7%)	2 (13,3%)
3.	<i>Guru menggunakan semua platform (Ms. Teams, youtube, google form, dan quizziz) untuk mengetahui pemahaman siswa terhadap pembelajaran bahasa Inggris</i>	15 (100%)	0 (0%)
4.	<i>Saya dapat menjalankan platform (Ms. Teams, youtube, google form, dan, quizziz) yang diberikan guru</i>	13 (86,7%)	2 (13,3%)
5.	<i>Media E-learning dianggap lebih efektifitas dan efisiensi ketika proses pembelajaran</i>	13 (86,7%)	2 (13,3%)
6.	<i>Saya setuju guru memilih platform (Ms. Teams, youtube, google form, dan quizziz) agar lebih efektif dan efisiensi</i>	14 (93,3%)	1 (6,7%)
7.	<i>Media E-learning membantu saya dalam mempelajari bahasa Inggris dengan cepat</i>	13 (86,7%)	2 (13,3%)
8.	<i>Media E-learning membantu saya meningkatkan skill bahasa inggris saya</i>	12 (80%)	3 (20%)
9.	<i>Saya kurang memahami/menguasai mengenai fitur yang ada di dalam platform (Ms. Teams, youtube, google form, and quizziz)</i>	9 (60%)	6 (40%)
10	<i>Saya memahami/menguasai mengenai Fitur yang ada diplatform (Ms. Teams, youtube, google form, and quizziz)</i>	13 (86,7%)	2 (13,3%)
11	<i>Fitur disemua platform (Ms. Teams, youtube, google form, and quizziz) sudah lengkap</i>	13 (86,7%)	2 (13,3%)
12	<i>Fitur di semua platform (Ms. Teams, youtube, google form, and quizziz) tidak lengkap</i>	10 (66,7%)	5 (33,3%)
13	<i>Saya memahami peran penting media E-learning di dalam bahasa Inggris</i>	12 (80%)	3 (20%)

14	<i>Media E-learning meningkatkan pengetahuan bahasa Inggris saya</i>	13 (86,7%)	2 (13,3%)
15	<i>Media E-learning memberikan perubahan nilai di pembelajaran bahasa Inggris saya</i>	12 (80%)	3 (20%)
16	<i>Media E-learning meningkatkan kosakata saya</i>	14 (93,3%)	1 (6,7%)
17	<i>Saya termotivasi untuk membaca dan meningkatkan kemampuan membaca melalui media E-learning</i>	14 (93,3%)	1 (6,7%)
18	<i>Saya termotivasi untuk mendengarkan dan meningkatkan kemampuan mendengarkan melalui media E-learning</i>	14 (93,3%)	1 (6,7%)
19	<i>Saya termotivasi untuk meningkatkan kemampuan berbicara melalui media E-learning</i>	13 (86,7%)	2 (13,3%)
20	<i>Saya senang belajar bahasa inggris menggunakan media E-learning</i>	14 (93,3%)	1 (6,7%)
21	<i>Saya tidak senang belajar bahasa inggris menggunakan media E-learning</i>	10 (66,7%)	5 (33,3%)
22	<i>Saya lebih percaya diri terhadap hasil akhir ketika menggunakan media E-learning</i>	14 (93,3%)	1 (6,7%)
23	<i>Saya membutuhkan waktu yang lama untuk memahami materi bahasa Inggris melalui media E-learning</i>	9 (60%)	6 (40%)
24	<i>Saya merasa khawatir terhadap pemahaman bahasa inggris ketika menggunakan media E-learning</i>	9 (60%)	6 (40%)
25	<i>Saya merasa kesulitan ketika menggunakan media E-learning</i>	4 (26,7%)	11 (73,3%)
26	<i>Ketika menggunakan media E-learning, saya mendapati banyak kendala</i>	5 (33,3%)	10 (66,7%)
27	<i>Ketika latihan soal melalui platform (Ms. Team, youtube, google form, dan quizziz) saya mengerjakan dengan jujur</i>	14 (93,3%)	1 (6,7%)
28	<i>Ketika mengerjakan latihan soal melalui platform (Ms. Team, youtube, google form, dan quizziz), saya mengerjakan dengan tenang</i>	14 (93,3%)	1 (6,7%)
29	<i>Saya tidak tertarik dengan media E-learning yang diterapkan guru</i>	3 (20%)	12 (80%)

From the table above one to eight find the use of e-learning media. Statements one and two shows that the dominant score is generated with the choice of “agree”, there are thirteen students with a percentage count (86,7%) and two students (13,3%) who “disagree”. This third statement shows that all “agree” that the teacher uses all platforms to find out students' understanding of learning English. Based on the previous question, this third point is the most popular choice with a percentage (100%) with fifteen students. Statements fourth and fifth show that thirteen students who filled out the questionnaire were selected to “agree” (86,7%) and two students “disagree” (13,3%). Meaning that when students run the e-learning media they consider e-learning media to be more effective and efficient.

The sixth statement shows that students agree that the teacher chooses a platform to be more effective and efficient. In particular (93,3%) students “agree” with fourteen students and (6,7%) with one student who “disagree”. The seventh statement resulted (86,3%) with thirteen students who “agree” and (13,3%) students who “disagree” with two students. This means that tenth graders of KI and TKKR give positive responses about e-learning media that can help them learn English quickly. Statement of the eight students who “agree” that E-learning media can help improve English skills with a total of twelve students a percentage (80%) and (20%) students “disagree” with a total of three respondents.

From the table above number nine to twelve find the assessment of the completeness of e-learning media features. The ninth statements the level of lack of understanding of the features can be seen from the percentage (60%) of the nine students who "agree" and (40%) of the six students who "disagree". From these data students respond negatively about the mastery of e-learning features. This means that they have mastered the features on these platforms.

Statements number ten and eleven shows that the dominant score is generated with the choice of "agree", there are thirteen students with a percentage count (86,7%) and two students (13,3%) who "disagree". The twelve statement showing (66,7%) with a total of ten students "agreed" that they oppose the features in the platforms as incomplete. (33,3%) with five "disagree" students. From these questions it can be concluded that students give negative perceptions of incomplete e-learning features, which means that the features in e-learning are complete.

From the table above number thirteen to twenty one find the influence of e-learning media in learning English. The thirteenth statement about understanding the important role of E-learning media in English. It can be seen that the percentage that "agree" by (80%) was twelve students and followed by (20%) there were three students who "disagree". The fourteenth statement regarding E-learning media increasing knowledge of English. From this statement it can be seen that thirteen students with a total percentage (86,7%) "agree" and two students with a total percentage

(13,3%) "disagree". The fifteenth statement regarding E-learning media provides a change in value in learning English. Respondents who chose "agree" were twelve students with a percentage (80%) and "disagree" were three students with a total percentage (20%). This means that e-learning can help students learn English by looking at the final results.

Statement number sixteen to eighteen that fourteen students "agree" with the following statements with a total percentage (93,3%) and only one student "disagree" with these statements with a percentage (6,7%). This means that students can improve vocabulary and English skills through E-learning media. the nineteenth statement about being motivated to improve speaking skills through E-learning media. It can be seen that (86,7%) with a total of thirteen students "agree" and (13,3%) "disagree" with two students. This means that they are motivated to learn to speak English when using the e-learning. The twentieth statement about the pleasure of learning English using E-learning media. It can be seen that the percentage of "agree" (93,3%) with the number of fourteen students and only one student "disagree" with the number of presentations (6,7%). This means that students enjoy learning English using e-learning. The twenty one statement about the displeasure of learning English using E-learning media. From these data it can be concluded that students gave a negative perception of the question. In that question the researcher wants to know whether students like or dislike learning English through e-learning media. Most students chose "disagree" with a total of ten students

(66,7%) and five students (33,3%) chose "disagree". This means that students do not agree that they do not like learning English with e-learning media.

From the table above numbers twenty two to twenty ninth find student behavior towards e-learning media show that Fourteen students (93,3%) chose the "agree" option and only one student (6,7%) chose the "disagree" option. This means students feel that they are not worried about the final grade of the English lesson. Statement number twenty three and twenty four that nine students (60%) chose the "agree" option and six students (40%) chose the "disagree" option. Number twenty five show that eleven students (73,3%) and four students (26,7%). This means that students give negative perceptions of their difficulty in using e-learning, so it can be concluded that they master the use of e-learning media. number twenty six students chose the "agree" option with a total percentage (66,7%) of ten students and students chose "disagree" (33,3%) of five students. This means that when they find these obstacles can be overcome easily and quickly that way they think that when implementing the platform in the classroom there are no serious problems.

Number twenty seven and twenty eight show that students chose the "agree" option with a total of fourteen students (93,3%) and only one student (6,7%) chose "disagree". That way it can be concluded that they have positive perceptions when doing the practice questions honestly and calmly. The twenty-ninth statement regarding interest in e-learning media

applied by teachers. From these questions it can be seen that the number (80%) of twelve students "agree" and (20%) three students "disagree". This question shows negative perceptions regarding e-learning interest, which means that they do not agree that they are not interested in e-learning.

Based on the interview conducted by the researcher, all of the respondents had a good perception of e-learning media in teaching english. it proven by Kanna as a tenth grader said :

“Learning using e-learning is quite easy for some children because it is easy to access, effective and cost-effective, English teachers are right to choose e-learning media as a learning tool.”

The same statement stated by Desvita as a tenth grade, she stated that :

“as long as I use e-learning media this can help me because it's easier to understand, slightly increases my reading skills because I prefer learning to use my cell phone and it's not complicated like learning just to use a book so little by little it can add to my vocabulary. If the book is monotonous, there is no innovation and cannot be changed.”

Bilqis as a tenth grader also said :

“In my opinion, the use of e-learning media is effective and efficient if learning in class has been completed, with the existence of e-learning media, it can be continued and can be accessed anywhere and anytime.”

Besides that, Kanzul, as a tenth grader, also said that:

“The features were quite complete and not boring, so I found it easier to learn English.”

Based on the data above, the researcher can conclude students of class X KI and TKKR had a good perception about e-learning media used by English Teacher. They were enjoyed, happy, and understood about material which was explained by the teacher English using E-learning media. The use of e-learning media in English learning is quite effective and efficient because when the learning time in class has been completed, materials that students have not had time to understand can be accessed anywhere and anytime that do not know the time. in addition, learning using e-learning has another positive impact, which is that it can train students' skills in using the latest technology.

B. Discussion

In this discussion, the researcher discussed the finding of the relevant research on the application of e-learning and student perceptions. The purpose of this study is to find out the use of e-learning media in English classes. First, how students use it that has

been applied by the English teacher during class and how it is applied. The second is to identify students' perceptions after being taught with these platforms. In this section, the researcher presents an interpretation and discussion section after successfully collecting data. After the researcher analyzes the data, the researcher finds out how students implement e-learning media in class and how students perceive after being taught with e-learning media. The following is a discussion after analyzing the data results.

1. The use of e-learning media in teaching English.

Based on the research, the researcher found that the teacher in class X used the types platforms in the form of Ms Teams, YouTube, Google Forms, and Quizizz. In it, teacher most often use MS Teams as a learning management system to record and share material with students. Meanwhile, to reflect on the material or measure the level of understanding of students, the teacher uses google forms and quizizz. The role of e-learning in education is very important as a facilitator in delivering projects. Teacher provide instructions to students by building knowledge, joining instructions and learning independently. When teachers use youtube e-learning, it is expected to increase student activity inside or outside the classroom, the learning process becomes more interesting by using e-learning as a complementary media in the classroom.

Teacher apply platforms because they take advantage of technological developments 4.0 and the characteristics of the millennial generation who are close to technology and the internet. In addition, she is also pleased that technology can provide the opportunity for a cooperative learning environment where students' skills are greatly improved. The implementation of e-learning in the classroom can make students increase their self-confidence, make

students develop vocabulary, and discover new things that they did not know before. According to (Jethro, Grace, & Thomas, 2012) E-Learning is the use of internet technology to increase knowledge and productivity. E-learning technology enables learners to control the content, learning flow, learning speed, timing, and frequency of media use to manage access to e-learning materials, agree on technical standardization, and estimate expert skill methods from these resources. E-Learning offers educators many research opportunities along with the ongoing challenge of documenting scholarship. Innovations in E-learning technology are driving a revolution in education that enables personalized learning (adaptive learning), enhances student interaction with others, and changes the role of teachers. Integrating e-learning into education could shift to the application of adult learning theory, with educators no longer functioning as content distributors but more actively participating as learning facilitators and competency evaluators.

Given the nature of e-learning media student-centered designs can offer speed, repetition, entertainment features can increase motivation and attention to learning. In line with what the class X English teacher did, he focused learning on students, so here students are more active in the learning process. The English teacher is only a facilitator and uses videos to share materials. This is done so that students are more interested in learning and students can also receive information related to teaching materials. English teachers choose this e-learning media with the assumption that it is easy to apply to students and makes it easier for students to receive information.

Based on the explanation above, it can be concluded that the use of e-learning media as a platform in learning English. This is in accordance with Jared M. Carman's theory about blended learning design which says that there are five aspects of blended learning

namely Live events, online content, collaboration, assessment, and reference material.

2. Students' perception on E-learning media used by teachers in teaching English.

The use of e-learning media at the tenth grade in SMK Muhammadiyah 4 Surakarta gave positive perceptions. In addition, students showed a positive perception of the use of e-learning media in helping the English learning process. In English learning material, it is necessary to have a media that stimulates stimulants and student interest to create a pleasant atmosphere, especially in e-learning media, where teachers can provide practice questions that students can answer. According to (Dhamayanti, 2021) Technology and learning media in the learning process cannot be separated, the use of technology as a learning medium provides practical aspects for students to receive information and materials from the teacher. In addition to making it easier for students to understand teacher material, technology also allows teachers to increase their creativity in using ICT.

Students also gave a positive response to the efficiency of this e-learning media which facilitates their learning well during class. Teacher and students also have the same opinion that this e-learning media is very flexible and can help students receive learning materials. Students explain that the use of e-learning is effective in saving time and can be done anywhere and anytime. Based on the statement above, it can be seen that the use of e-learning media in the field of English is one way for teachers to improve understanding and improve student achievement. In the learning process in the classroom, sometimes teachers will face student laziness, boredom and so on. If the situation is left unattended, students are less motivated. Therefore, to overcome

these problems it is necessary to encourage and motivate students to have the will to learn. Media is a tool that can be used as a conduit of information to achieve instructional goals and strategies for teachers to use media in order to motivate students and enable them to continue learning.

Based on the explanation above it can be concluded that students' perception toward the use e-learning media as the platform in English learning. This perception made the students have a desire to use E-learning media in English learning. It suitable with the Technology Acceptance Model (TAM) by Davis (1989) saying that there are two factors which has a significant effect in behavioral intention to use a technology, they are perceived ease of use and perceived usefulness.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter , the resarcher presents the conclusion and suggestions related to what the researcher described and discussed from the findings in the previous chapter.

A. Conclusion

The use of e-learning media in teaching english learning has been running in accordance with the existing theory. Based on theory of Jared M. Carman about stages of five aspects blanded learning design on classroom learning, the teacher use all stages. English learning process is carried out in the classroom directly or face to face. The material that has been delivered by the English teacher through Microsoft Teams can be accessed anywhere, anytime. Students can also actively discuss with other students. The teacher gives an assessment of the material that has been submitted via Google Forms or Quizizz. All material can be accessed through the Microsoft Teams platform that students have installed.

In perception of students of e-learning media using questionnaire that were distributed to the all of students in tenth grade TKKR and KI class. According to (Davis, 1989) Davis' it can be concluded that there are two perceptions related to the use of e-learning media as an English learning aid. First, the perceived ease of using e-learning media can attract English learning. Students feel happy when teachers use e-learning media

in learning English, students feel learning English using e-learning media is easier to understand the material, e-learning media is efficient in learning English, and students do not find big difficulties when using e-learning e-learning media. Second, Perceptions about the usefulness of e-learning media are one of the motivations of students to learn English using e-learning media. They consider that learning using e-learning media is better than when in class only using worksheets and other guide books.

B. Suggestion

1. For the Students

The researcher hope that students can better understand English learning by using E-learning media tools and students can enjoy the learning process by using E-learning media to develop or improve their understanding and skills regarding English. The researcher also hopes that students will be more active and creative in learning English so that they can achieve their goals through the learning process in the classroom.

2. For the teachers

The researcher hopes the teacher, each student has different abilities, creativity, characteristics, and interests. English teachers should use e-learning media in learning activities, develop other e-learning tools, and provide information on the use of e-learning materials in the teaching and learning process of English to other

teachers. Students' perceptions of the use of e-learning media in the English learning process are positive, so teachers must use effective means, especially e-learning.

3. For the other researchers

For other researchers who want to research student perceptions, the results of this study can be used as an additional reference for further research in discussions in various fields of teacher teaching.

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APPENDICES A

Questionnaire Blueprint

Blue Print Questionnaire

Indikator	No.	Deskripsi	Item Soal	Jumlah Soal
Kognitif	1.	Pandangan terhadap pengimplementasian media E-learning a. Penggunaan media E-learning b. Soal yang diberikan sesuai dengan materi pembelajaran c. Dapat menggunakan segala jenis platform d. Penggunaan media E-learning lebih efektif dan efisiensi	1,2,3,4,5,6,7,8,	8
	2.	Pandangan terhadap fitur yang tersedia di platform a. Menilai fitur dan membantu siswa dalam proses pembelajaran b. Menilai kelengkapan fitur yang terdapat di platform	9, 10, 11, 12,	4
	3.	Pandangan hasil akhir setelah melakukan penilaian secara online a. Pengetahuan yang diterima siswa.	13, 14, 15, 16	4
	4.	Motivasi siswa dalam penggunaan media E-learning Perasaan siswa terhadap penggunaan platform	17, 18, 20, 21	4

Affektif	1.	<p>Sikap siswa terhadap media E-learning</p> <ul style="list-style-type: none"> a. Kepercayaan diri siswa ketika mengerjakan penggunaan platform (Ms. Teams, youtube, google form, dan Quizziz) b. Penguasaan ketika menggunakan media e-learning c. Kecemasan siswa ketika mengerjakan soal secara online d. Mengetahui kesulitan/kendala penggunaan media E-learning 	22, 23, 24, 25, 26	5
	2.	<p>Moral dan konsep diri siswa terhadap media E-learning</p> <ul style="list-style-type: none"> a. Berusaha mengerjakan dengan jujur b. Tanggapan siswa terhadap pembelajaran 	27, 28,29	3

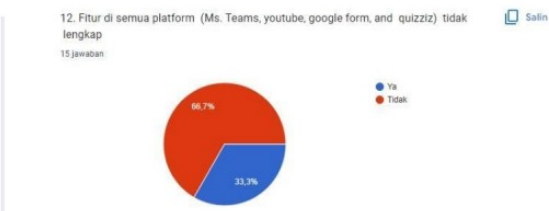
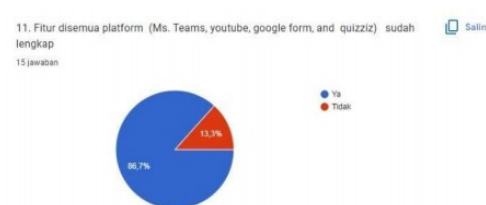
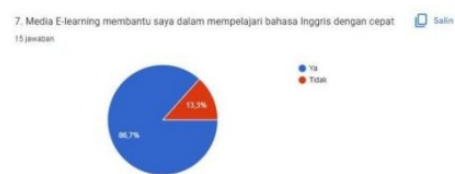
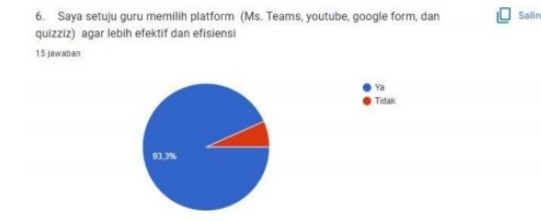
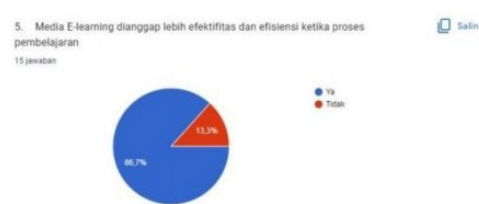
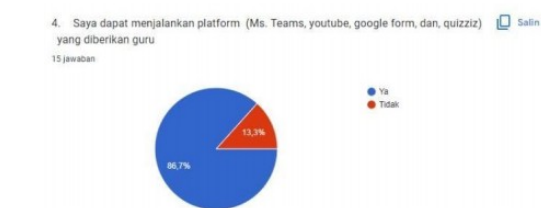
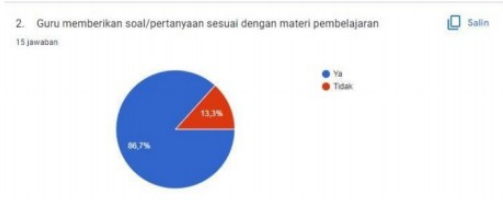
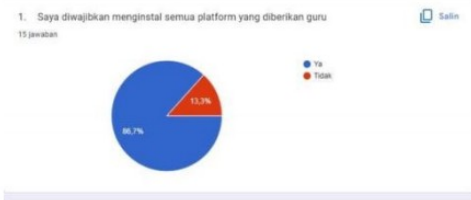
APPENDICES B
QUESTIONNAIRE

No.	Pernyataan	Setuju	Tidak Setuju
1.	Saya diwajibkan menginstal semua platform yang diberikan guru		
2.	Guru memberikan soal/pertanyaan sesuai dengan materi pembelajaran		
3.	Guru menggunakan semua platform (Ms. Teams, youtube, google form, dan quizziz) untuk mengetahui pemahaman siswa terhadap pembelajaran bahasa Inggris		-
4.	Saya dapat menjalankan platform (Ms. Teams, youtube, google form, dan, quizziz) yang diberikan guru		
5.	Media E-learning dianggap lebih efektifitas dan efisiensi ketika proses pembelajaran		
6.	Saya setuju guru memilih platform (Ms. Teams, youtube, google form, dan quizziz) agar lebih efektif dan efisiensi		
7.	Media E-learning membantu saya dalam mempelajari bahasa Inggris dengan cepat		
8.	Media E-learning membantu saya meningkatkan skill bahasa inggris saya		
9.	Saya kurang memahami/menguasai mengenai fitur yang ada di dalam platform (Ms. Teams, youtube, google form, and quizziz)		
10.	Saya memahami/menguasai mengenai Fitur yang ada diplatform (Ms. Teams, youtube, google form, and quizziz)		
11.	Fitur disemua platform (Ms. Teams, youtube, google form, and quizziz) sudah lengkap		
12.	Fitur di semua platform (Ms. Teams, youtube, google form, and quizziz) tidak lengkap		
13.	Saya memahami peran penting media E-learning di dalam bahasa Inggris		
14.	Media E-learning meningkatkan pengetahuan bahasa Inggris saya		
15.	Media E-learning memberikan perubahan nilai di pembelajaran bahasa Inggris saya		
16.	Media E-learning meningkatkan kosakata saya		
17.	Saya termotivasi untuk membaca dan meningkatkan kemampuan membaca melalui media E-learning		
18.	Saya termotivasi untuk mendengarkan dan		

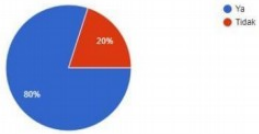
	meningkatkan kemampuan mendengarkan melalui media E-learning		
19.	Saya termotivasi untuk meningkatkan kemampuan berbicara melalui media E-learning		
20.	Saya senang belajar bahasa Inggris menggunakan media E-learning		
21.	Saya tidak senang belajar bahasa Inggris menggunakan media E-learning		
22.	Saya lebih percaya diri terhadap hasil akhir ketika menggunakan media E-learning		
23.	Saya membutuhkan waktu yang lama untuk memahami materi bahasa Inggris melalui media E-learning		
24.	Saya merasa khawatir terhadap pemahaman bahasa Inggris ketika menggunakan media E-learning		
25.	Saya merasa kesulitan ketika menggunakan media E-learning		
26.	Ketika menggunakan media E-learning, saya mendapati banyak kendala		
27.	Ketika latihan soal melalui platform (Ms. Team, youtube, google form, and quizziz) saya mengerjakan dengan jujur		
28.	Ketika mengerjakan latihan soal melalui platform (Ms. Team, youtube, google form, and quizziz), saya mengerjakan dengan tenang		
29.	Saya tidak tertarik dengan media E-learning yang diterapkan guru		

APPENDICES C

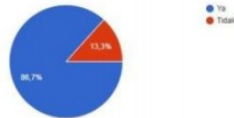
CHARTS OF QUESTIONNAIRE



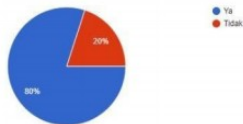
13. Saya memahami peran penting media E-learning di dalam bahasa Inggris
15 jawaban



14. Media E-learning meningkatkan pengetahuan bahasa Inggris saya.
15 jawaban



15. Media E-learning memberikan perubahan nilai di pembelajaran bahasa Inggris saya
15 jawaban



16. Media E-learning meningkatkan kosakata saya
15 jawaban



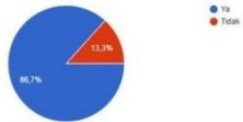
17. Saya termotivasi untuk membaca dan meningkatkan kemampuan membaca melalui media E-learning
15 jawaban



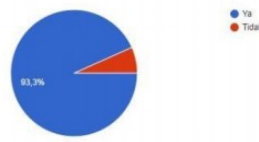
18. Saya termotivasi untuk mendengarkan dan meningkatkan kemampuan mendengarkan melalui media E-learning
15 jawaban



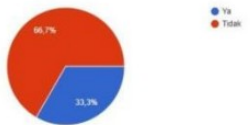
19. Saya termotivasi untuk meningkatkan kemampuan berbicara melalui media E-learning
15 jawaban



20. Saya senang belajar bahasa Inggris menggunakan media E-learning
15 jawaban



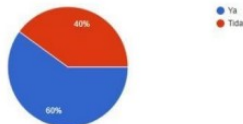
21. Saya tidak senang belajar bahasa Inggris menggunakan media E-learning
15 jawaban



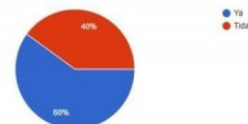
22. Saya lebih percaya diri terhadap hasil akhir ketika menggunakan media E-learning
15 jawaban



23. Saya membutuhkan waktu yang lama untuk memahami materi bahasa Inggris melalui media E-learning
15 jawaban

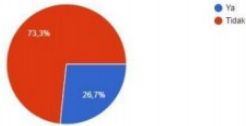


24. Saya merasa khawatir terhadap pemahaman bahasa Inggris ketika menggunakan media E-learning
15 jawaban



25. Saya merasa kesulitan ketika menggunakan media E-learning
15 jawaban

Salin



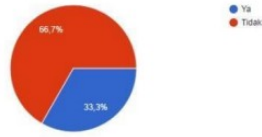
27. Ketika latihan soal melalui platform (Ms. Team, youtube, google form, and quizziz) saya mengerjakan dengan jujur
15 jawaban

Salin



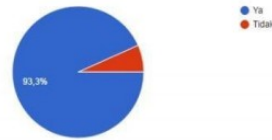
26. Ketika menggunakan media E-learning, saya mendapati banyak kendala
15 jawaban

Salin



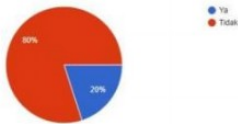
28. Ketika mengerjakan latihan soal melalui platform (Ms. Team, youtube, google form, and quizziz), saya mengerjakan dengan tenang
15 jawaban

Salin



29. Saya tidak tertarik dengan media E-learning yang diterapkan guru
15 jawaban

Salin



APPENDICES D

TRANSKIP INTERVIEW WITH STUDENTS

FIELD NOTE

Title : Interview of English Teacher

Date : Tuesday, 19 July 2022

Place : Library

Object : Mrs. Rahmadilla as English Teacher

F: Assalamualaikum wr wb, perkenalkan nama saya febryna salsabilla mahasiswa UIN raden mas said, disini saya ingin bertanya kepada mrs dilla sebagai guru bahasa Inggris di SMK Muhammadiyah 4 Surakarta dalam penelitian saya yang berjudul *An Analysis Students' Perception of E-Learning Media Used By Teacher In Teaching English At Tenth Grade of SMK Muhammadiyah 4 Surakarta In Academic Year 2021/2022*. Penelitian saya berkaitan dengan media e-learning dan saya tertarik mengambil subjek di smk muhammadiyah 4 surakarta karena saya media yang digunakan di sekolah ini berbeda dengan sekolah lainnya seperti ms team,quizizz, google forms, youtube dan memiliki beberapa prestasi tingkat kota surakarta. Pertanyaan pertama saya, mrs dilla mengajar di sekolah ini sudah berapa lama?

Mrs dilla : saya mengajar di sekolah ini sudah 2 tahun semenjak adanya covid ini, jadi saya masuk awalan itu sudah pakai micosoft teams karena pembelajaran sudah online pada saat itu. Kegiatan pembelajaran dilaksanakan secara online maka karena penyampaian microsoft teams dan sinkron source learning itu susah ditangkap oleh siswa sometime saya juga pakai video meeting dan saya juga tertarik dengan menggunakan atau memanfaatkan media pembelajaran yang bisa membantu saya dalam menerangkan siswa dalam memahami pembelajaran bahasa Inggris.

F : apakah siswa merespon dengan baik ketika guru menggunakan media e-learning?

Mrs dilla : saya amati mereka merespon dengan baik karena pemahaman siswa pun semakin baik, semakin jelas ya ketika saya menggunakan berbagai media seperti menjelaskan melalui video youtube. Kemudian yang paling terpenting adalah bagaimana menstimulus siswa atau membawa siswa apa sih yang akan kita pelajari, apa manfaatnya di masa akan datang dan digunakan seperti apa.

F : apakah mrs dilla semenjak menggunakan media e-learning ini siswa-siswa lebih aktif atau masih tetap sama saja?

Mrs dilla : pada saat ini kan sudah mulai mengajar secara offline, alhamdulillah terdapat sedikit perubahan menjadi aktif karena sebelum pembelajaran dimulai saya akan membagikan informasi yang menstimulus siswa dalam bentuk video dari youtube maupun video pembuatan saya sendiri.

F : jadi pembelajaran ketika pandemi dan setelah pandemi pembelajaran bahasa Inggris secara offline lebih aktif ya mrs?

Mrs dilla : iya lebih aktif ketika pembelajaran secara offline karena guru lebih mudah untuk mengatur siswa seperti dalam pengerjaan nanti bisa serentak terus kita komunikasinya ya secara langsung jadi tidak sungkan antara siswa dan guru.

F: apakah ketika pembelajaran bahasa Inggris mrs dilla selalu menggunakan media e-learning tersebut seperti ms teams, quizizz, google forms, dan youtube?

Mrs dilla : oke, sebenarnya saya menggunakan media media tersebut kondisional ya mbak tergantung materi apa yang saya sampaikan yang jelas itu saya menggunakan LMS microsoft teams untuk manajemen pembelajarannya kemudian untuk menstimulus siswa itu saya pakai google forms dan quizizz terkadang saya menggunakan youtube dan membuat video saya sendiri. Kemudian untuk membelajarkan kalau saat sekolah offline luring seperti ini lebih ke setelah siswa melihat video atau pada saat menerima informasi pembelajaran tersebut

nanti siswa akan diskusi apa yang mereka ketahui, apa yang mereka pelajari. Tetapi kebanyakan mereka melakukan diskusi pelajaran saya kemudian baru games quizizz .

F : apa yang melatar belakangi mrs dilla tetap menggunakan media e-learning ini padahal kan pembelajaran sudah mulai offline?

Mrs dilla : dari pihak sekolah hanya di tuntutan memakai microsoft teams selebihnya itu kreasi guru walaupun pembelajaran pada saat ini sudah offline saya masih tetap menggunakan media e-learning karena saya rasa media ini dapat membantu saya dalam penyampaian materi dan membuat siswa lebih aktif.

F : untuk penilaian mrs dilla lebih prefer ke salah satu media e-learning atau semua?

Mrs dilla : untuk assessing yang saya gunakan itu google forms dan projek yang mereka membuat poster tetapi mereka tidak merespon dengan baik banyak dari mereka tidak mengumpulkan tugas-tugasnya. Sekiranya sudah terbatas saya pakai google forms dan quizizz. Untuk soal yang lebih hots itu pakai google forms.

F: jadi semua siswa diwajibkan untuk menginstal media e-learning tersebut ya mrs?

Mrs dilla : iya, sebenarnya tidak harus menginstal tetapi mereka dapat mengakses melalui web.

F : untuk semua media yang diterapkan dikelas, mrs dilla lebih memfokuskan ke skill apa?

Mrs dilla : itu tergantung sama materi, dan tergantung kesiapan siswa dalam arti apakah waktunya ini akan cukup kalau saya pakai media ini-ini jadi pada saat pembelajaran saya itu sebenarnya bisa diakses dari rumah nanti mereka bisa mengulang dan merfeleksi lagi selain itu sebelum pembelajaran mereka bisa menggali dulu apa yang akan kita pelajari hari ini. Kemudian untuk skillnya saya lebih ke reading, listening dan speaking karena setelah mereka membaca mereka

dapat berbicara menggunakan bahasa Inggris dan tingkat mendengarkan mereka perlahan meningkat.

F : untuk hasil pembelajaran mengalami peningkatan atau sama saja setelah menggunakan platform ini ?

Mrs dilla : dari segi penerimaan siswa dan hasil siswa yang dikerjakan semakin hari semakin meningkat. Jadi pembelajaran offline dan dibantu menggunakan media e-learning dapat meningkatkan keaktifan siswa dan berdampak positif pada sesuatu hal yang signifikan.

F : manfaat apa yang dirasakan Mrs Dilla ketika menggunakan media e-learning di kelas?

Mrs dilla: yang saya rasakan seperti Microsoft Teams itu dapat membantu saya dalam pembelajaran online tetapi ketika sudah offline sudah agak berkurang bagi saya karena di Microsoft Teams saya juga memberikan pembelajaran apa yang akan kita pelajari besok, mengirimkan file dan video di Microsoft Teams tetapi secara interaksi kita bisa secara langsung.

F: apakah semua kegiatan ini sudah mengacu ke silabus dan RPP Mrs?

Mrs dilla : ya sesuai dengan silabus dan RPP ketika sebelum saya masuk ke kelas yang saya siapkan adalah membuat rencana pembelajaran yang sesuai dengan silabus kelas X, contohnya seperti materi tentang Daily routine, saya mencari referensi melalui YouTube kemudian saya bagikan ke MS Teams. Isi dari YouTube mengenai daily routine tersebut tidak hanya berkenaan tentang materi atau teori saja melainkan terdapat beberapa latihan soal, jadi saya mengimbangkan antara teori dengan praktik. Selain itu saya juga melihat silabus dulu di KD, kemudian sebisanya saya menyesuaikan dengan program keahliannya. Selain itu perbedaan di pembuatan RPP tidak begitu jauh dengan RPP online karena saya sama saja menyediakan media pembelajaran untuk memfasilitasi proses belajar tetapi di offline nya ini lebih banyak ke diskusinya karena lebih praktis kalau berdiskusi

dengan teman-temannya nanti bisa saling bertukar pikiran, menemukan pengetahuan lainnya.

F: mungkin ini saja yang ingin saya sampaikan mrs, terima kasih banyak atas waktu yang telah diberikan, waassalmualaikum wr wb.

Mrs dilla : iya mb sama-sama, wassalamualaikum wr wb.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Menurut saya pembelajaran menggunakan media e-learning sedikit susah,rumit karena saya tidak mudah paham jika dijelaskan menggunakan e-learning. Kalau menggunakan e-learning kita harus membuka banyak aplikasi atau web sehingga membutuhkan banyak kuota. Untuk menjalankan platforms tersebut saya bisa.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Tidak, karena saya tidak senang dengan mapel bahasa inggris menurut saya pelajaran bahasa inggris itu susah untuk dimengerti.
3. Apakah guru bahasa inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru bahasa inggris menggunakan media e-learning seperti ms team, youtube, google form dan quizziz. Tetapi tidak diwajibkan untuk menginstal platformsnya.
4. Apakah penggunaan media E-learning efektif, dan efisien?
 - Cukup efektif dan efisiensi menurut saya tapi tergantung dengan situasi dan materi pembelajaran.
5. Bagaimana pendapat anda mengenai peran media e-learning?

Menurut saya peran media e-learning ini penting karena membantu saya dalam belajar tetapi nilai saya sedikit berubah ketika belajar menggunakan media e-learning ini.

6. Bagaimana menurut anda mengenai tampilan media E-learning
 - Sangat membingungkan, saya merasa sulit jika menggunakan media e-learning tersebut karena saya tidak begitu menguasai fitur-fiturnya.
7. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?
 - Fitur di dalam platform tersebut sangat lengkap dan tidak membosankan, tapi saya kurang paham menjalankan fitur tersebut takut salah pencet.
8. Bagaimana menurut anda mengenai tampilan media E-learning?
 - Saya suka ketika guru menggunakan e-learning youtube karena jika menggunakan media tersebut tidak bosan dan rasa ngantuknya hilang. Youtube kan menyediakan video dan suara jadi kita bisa memahami materi dengan mudah walaupun saya tidak begitu senang pelajarannya tapi saya merasa bisa berbicara menggunakan bahasa inggris dikit-dikit.
9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?
 - Kendalanya hanya di Internet saja.
10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?
 - Untuk mengatasi kendala tersebut saya membeli kuota jika tidak mempunyai uang datang ke sekolah wifian atau dengan cara meminta hostpot ke teman.
11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?
 - Iyaa guru sering menggunakan media e-learning ms team, dan memberikan latihan soal tetapi pertanyaanya sebagian sudah dipelajari dan ada juga yang belum.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Pembelajaran menggunakan e-learning ini cukup memudahkan untuk sebagian anak karena mudah di akses efektif dan hemat biaya, guru bahasa Inggris sudah tepat memilih media e-learning sebagai alat pembelajaran.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Iya, saya lebih mudah menerima pelajaran dari media e-learning daripada melalui bukunya langsung tetapi untuk mapel bahasa Inggris saya tetap kesusahan menerima materinya karena menurut saya pembelajaran bahasa Inggris lebih mudah secara langsung. Setelah pembelajaran offline ini saya lebih mudah memahami materinya karena bisa berdiskusi secara langsung dengan teman-teman. Dan untuk meningkatkan skill di dalam diri saya menambah walaupun hanya sedikit.
3. Apakah guru bahasa Inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru bahasa Inggris menggunakan media ms team, youtube, google form dan quizziz. Terutama ms teams diwajibkan menginstal karena memiliki peran penting di dalam pembelajaran bahasa Inggris.

Awalnya saya juga tidak bisa menjalankan tapi lama-lama bisa, Cuma mungkin untuk beberapa siswa mengalami gangguan jaringan.

4. Apakah penggunaan media E-learning efektif, dan efisien?
 - Iya, soalnya mudah dalam mencari materi pembelajaran terus materinya juga sudah di rangkum jadi mempersingkat waktu belajar. Dengan adanya platforms ini dapat meningkatkan pengetahuan bahasa inggis saya.
5. Bagaimana menurut anda mengenai tampilan media E-learning?
 - Menurut saya media e-learning ini penting untuk pembelajaran terutama bahasa Inggris dan untuk waktunya tergantung penjelasan guru dan tingkat kesulitan materi, kalau penjelasan mudah dimengerti saya gampang dan tidak membutuhkan waktu yang lama buat memahami.
6. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?
 - Tampilannya cukup menarik tetapi jika digunakan terus menerus tanpa di ganti temanya membosankan. Tetapi guru bahasa inggrisnya kreatif dalam penyampaian materi seperti membuat video dan mengubah tema-tema nya. Setelah menggunakan e-learning ini saya rasa nilai untuk bahasa Inggris saya membaik karena lebih membantu dalam belajar, sedikit mengurangi rasa malas membaca buku.
7. Bagaimana pendapat anda mengenai peran media e-learning?
 - Cukup memadai dan mendukung soalnya yang di butuhkan tersedia di media tersebut seperti meet dan chat.
8. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?
 - Saya lebih suka menggunakan media quizziz karena fitur di dalam media tersebut tidak membosankan dan ketika saya mengerjakan soal saya jujur dan tetap tenang kecuali jika kekurangan waktu saya kurang bisa tenang dalam mengerjakan soal.
9. Kendala apa saja yang andan hadapi ketika sedang mengakses E-learning?

- Kendala yang sering saya alami di jaringan, kadang untuk mengaksesnya membutuhkan jaringan yang tinggi jika tidak ya sulit untuk mengaksesnya jadi pembelajaran membuang waktu saja untuk membuka materi tersebut.

10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?

- Biasanya saya menyambungkan wifi sekolahan, untung saja wifi di sekolahan banyak dan kita dapat mengaksesnya dengan mudah sehingga pembelajaran dapat berjalan dengan semestinya.

11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?

- Iya, guru sering menggunakan media e-learning di kelas untuk memberikan materi tetapi sering menggunakan ms teams. Untuk latihan soal biasanya menggunakan quizziz atau google forms dan soal yang diberikan sudah sesuai dengan materi yang disampaikan.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Menurut saya media e-learning cukup mudah dipahami dan dapat mendorong saya untuk terus belajar. Selain itu media e-learning dapat digunakan guru untuk penyampaian materi dan memberikan soal-soal latihan yang sudah diajarkan.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Media e-learning dapat membantu saya dalam memahami materi dan dapat menambah pengetahuan bahasa inggris yang diberikan guru, terlebih saya kurang pandai dalam berbahasa inggris.
3. Apakah guru bahasa inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru bahasa inggris dikelas menggunakan media e-learning seperti ms team, youtube, quiziz dan google form untuk penyampaian materi dan latihan-latihan soal tapi tidak diwajibkan untuk mendownload karena masuk lewat web juga bisa.
4. Apakah penggunaan media E-learning efektif, dan efisien?
 - Iya, menurut saya penggunaan media e-learning ini efektif dan efisiensi jika pembelajaran di kelas sudah selesai maka dengan adanya media e-learning ini dapat dilanjutkan dan dapat di akses dimana saja dan kapan saja.

5. Bagaimana menurut anda mengenai peran media E-learning?
 - Menurut saya penting media e-learning ini karena saya lebih percaya diri dan meningkatkan nilai saya tetapi saya membutuhkan waktu lama untuk memahami materi-materi karena tidak semuanya saya paham bahasa Inggris.
6. Bagaimana menurut anda mengenai tampilan media e-learning?

Mengenai tampilan di media e-learning cukup bagus tetapi saya tidak terlalu paham karena saya baru pertama menggunakan media ini, tetapi dengan berjalannya waktu saya bisa menjalankan semua media e-learning di sekolah terutama media e-learning yang diterapkan guru bahasa Inggris.
7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?
 - Menurut saya fitur-fitur yang ada di dalam media e-learning menarik, bagus, perfect sehingga tidak membosankan dan saya menjadi merasa percaya diri aja dengan nilai-nilai harian atau akhir karena kan dari segi fitur kalau kita sudah bisa mengerti pembelajaran jadi lebih mudah.
8. Dari beberapa media E-learning yang digunakan guru bahasa Inggris, media apa yang anda sukai?
 - Media e-learning yang saya sukai adalah Ms team karena dari fitur dan tampilannya sudah lengkap mulai dari meet jadi kita bisa bertatap muka secara online, terdapat fitur chat seperti di whatsapp dan ada emoticon-emoticonnya.
9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?
 - Kendalanya hanya di internet atau jaringannya saja selebihnya tidak ada.
10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?
 - Untuk mengatasi kendala tersebut saya biasanya langsung membeli kuota jika tidak saya menggunakan wifi disekolahan atau meminta hotspot ke teman, kalau enggak itu ya guru nya memberikan hotspot pribadi.

11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?

- Iya, tetapi guru lebih sering menggunakan ms team, kadang-kadang juga youtube untuk latihan soal menggunakan quizziz dan google forms. Untuk soal-soalnya sudah sesuai dengan materi yang disampaikan guru.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Menurut saya pembelajaran menggunakan media e-learning menarik, seru dan tidak membosankan.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Iya, selama saya menggunakan media e-learning ini dapat membantu saya karena lebih mudah untuk memahami, sedikit menambah skill membaca karena saya lebih suka belajar menggunakan hp dan tidak ribet seperti belajar hanya menggunakan buku dengan begitu sedikit demi sedikit dapat menambah koskata saya. Kalau dibuku itu kan monoton tidak ada inovasi dan tidak bisa dirubah.
3. Apakah guru bahasa inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru bahasa inggris menggunakan media e-learning ms team, youtube untuk mendukung pembelajaran agar semua materi-materi bahasa ingris dapat tersampaikan dengan penuh. Aplikasi ini juga tidak wajib di instal, biasanya kalau yang gabisa download disuruh untuk bareng teman/pinjam laptop sekolah, saya juga bisa langsung menjalankan aplikasinya.
4. Apakah penggunaan media E-learning efektif, dan efisien?

- Menurut saya pembelajaran menggunakan media e-learning ini efektif karena lebih mudah dicerna oleh murid-murid. Selain itu kita bisa membukanya di mana saja jika saya belum memahami pembelajaran pada saat di kelas saya bisa membukanya kapan saja.
5. Bagaimana menurut anda mengenai peran media e-learning?
- Menurut saya peran yang diperoleh dari aplikasi ini penting untuk menambah pengetahuan juga karena lebih mudah dicerna. Tapi soal nilai akhir menurut saya tidak terlalu soalnya nilai saya segitu-gitu saja.
6. Bagaimana menurut anda mengenai tampilan media E-learning?
- Tampilannya cukup menarik tidak cepat bosan dilihat jadi meningkatkan semangat belajar saya, selama saya menggunakan e-learning ini tidak menemukan kesulitan-kesulitan yang berat. Saya juga membutuhkan waktu mungkin seminggu untuk memahami materi yang diberikan guru.
7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?
- Fitur-fitur yang ditampilkan di e-learning cukup unik dan saya setuju adanya aplikasi ini jadi lebih mudah dan praktis.
8. Dari beberapa media E-learning yang digunakan guru bahasa Inggris, media apa yang anda sukai?
- Saya lebih suka menggunakan media e-learning Youtube, karena saya biar bisa belajar listening dan biar bisa belajar ngomongnya terus gampang masuk di otak. Ketika guru menggunakan e-learning youtube saya sangat senang, kan di dalam youtube itu ada gambar, video, dan suaranya kan jadi pada saat di kelas saya tidak mengantuk dan bisa fokus ke materi pembelajaran.
9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?
- Kendala yang sering saya dapati biasanya sinyal dan kuota, kalau untuk sinyal itu membutuhkan sedikit ruang terbuka dan untuk kuota saya sedikit agak boros tetapi kalau di sekolahan saya biasanya menyambungkan wifi sekolahan.

- 10 Bagaimana solusi anda untuk memecahkan permasalahan tersebut?
- Minta hotspot teman kalau nggak gitu ya menyambungkan ke wifi sekolahan, di sekolahan kan disediakan beberapa wifi untuk di akses kita semua mulai dari guru hingga staff-staffnya.
- 11 Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?
- Iya, lebih sering ke ms team, google form dan youtube tetapi kalau untuk refleksi di akhir pembelajaran guru biasanya menggunakan google form kalau tidak itu ya quizziz. Ketika saya mengerjakan latihan soal saya juga menjawab dengan jujur dan teliti karena bahasa inggris sedikit bisa di nalar saat mengerjakan sebuah soal ya harus lebih teliti.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Yang saya ketahui tentang media e-learning adalah suatu alat yang dapat membantu siswa dan guru untuk penyampaian materi pembelajaran. Selain itu media e-learning juga sangat baik, tidak menyulitkan atau menyusahkan siswa, mudah juga untuk dipahami.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Menurut saya media e-learning ini sangat memudahkan saya dalam memahami materi pembelajaran bahasa Inggris. Seiringnya perkembangan teknologi seperti saat ini kita dapat lebih mudah untuk memahami pelajaran.
3. Apakah guru bahasa Inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru sering menggunakan e-learning tetapi tergantung dengan materi yang disampaikan untuk e-learning yang setiap hari digunakan biasanya ms team, kadang untuk latihan-latihan soal quizizz dan google forms. Untuk mengingatkan pengumpulan tugas-tugas atau remidi biasanya menggunakan ms teams. Jadi nanti guru menandai nama kita nanti bakal muncul notif di hp.
4. Apakah penggunaan media E-learning efektif, dan efisien?

- Saya rasa cukup efektif dan efisiensi karena jika saya kurang memahami materi yang di jelaskan di kelas saya dengan mudah untuk membukanya kembali kalau saya tetap masih bingung mencari tahu lebih dalam lagi mengenai materi yang kurang saya pahami lewat media yang lainnya seperti youtube.
5. bagaimana menurut anda mengenai peran media e-learning?
 - Peran media e-learning penting menurut saya karena dengan adanya media ini nilai saya berubah naik dan dapat meningkatkan rasa percaya diri saya ketika pembelajaran bahasa Inggris.
 6. Bagaimana menurut anda mengenai tampilan media E-learning?
 - Tampilannya sangat mudah untuk dipahami dan tidak terlalu sulit bagi kita yang masih gaptek dalam menggunakan media e-learning ini.
 7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?
 - Menurut saya fitur yang ada di media e-learning tidak menyulitkan ketika belajar dan tampilannya sangat mudah dipahami.
 8. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?
 - Saya lebih suka menggunakan ms team karena fitur dan tampilan di dalam ms team lengkap jadi kita bisa meet melalui online dan ada fitur chat.
 9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?
 - Selama saya menggunakan e-learning ini saya tidak terkena kendala, sudah saya pastikan terlebih dulu sarana dan prasarana sekolah saya lengkap untuk penunjang pembelajaran seperti hp sudah saya pastikan sinyal kuat dan kuota man.
 10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?
 - Saya biasanya kalau ada masalah saat menggunakan media tersebut saya langsung datang ke guru dan meminta bantuan.
 11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?

- Iya, guru sering menggunakan ms team tapi kalau untuk mengetahui sejauh mana pengetahuan kita terhadap materi pada hari itu biasanya guru menggunakan google forms. Untuk soal-soalnya sudah sesuai dengan materi yang disampaikan guru.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?

- Pembelajaran menggunakan media e-learning jadi lebih praktis dan modern. Kita tidak repot-repot membuka buku pelajaran yang isinya hanya begitu-gitu saja.

2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?

- Cukup membantu saya dalam memaham materi Bahasa Inggris karena dengan adanya media e-learning ini saya dapat mengetahui banyak hal-hal baru yang mana tidak saya ketahui sebelumnya. Dan yang terpenting dengan adanya media e-learning dapat membantu saya dalam membaca bahasa Inggris.

3. Apakah guru bahasa inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?

- Guru Bahasa Inggris sering memakai, media E-learning lain nya seperti, Ms Teams, Youtube, dan Google form.

4. Apakah penggunaan media E-learning efektif, dan efisien?

- Menurut saya cukup efektif & efisien tapi kadang ada juga hambatan-hambatan yang biasa saya alami ketika ingin menyimak materi yang disampaikan seperti

jaringan yang kurang stabil dan membuat saya sedikit tertinggal dengan teman-teman.

5. bagaimana menurut anda mengenai peran media e-learning?

- menurut saya media ini tidak begitu penting karena jika saya mendownload aplikasi ini kondisi hp saya tidak mendukung, memorinya gampang penuh.

6. Bagaimana menurut anda mengenai tampilan media E-learning?

- Tampilannya terlihat simple dan modern tidak menyusahkan saya dalam menggunakannya dan membuat saya senang belajar.

7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?

- Menurut pendapat saya fiturnya sangat berfungsi baik, canggih, dan modern.

8. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?

- Saya lebih suka dengan ms team karena menurut saya e-learning tersebut multifungsi.

9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?

- kendala yang saya hadapi mengenai Internet dan kondisi handphone untuk hp saya kurang mendukung seperti memorinya sering penuh.

10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?

- Membeli kebutuhan untuk mengakses media E-learning seperti membeli kuota, mencari sinyal yang bagus dan untuk hp biasanya saya menghapus file-file yang tidak penting.

11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?

- Ya cukup sering, semua media e-learning yang diterapkan ke kita sering digunakan guru bahasa inggris tetapi tergantung dengan kondisi dan materi pembelajaran.

FIELD NOTE

Title : Interview of Student

Date : Monday, 13 June 2022

Place : Via WhatsApp

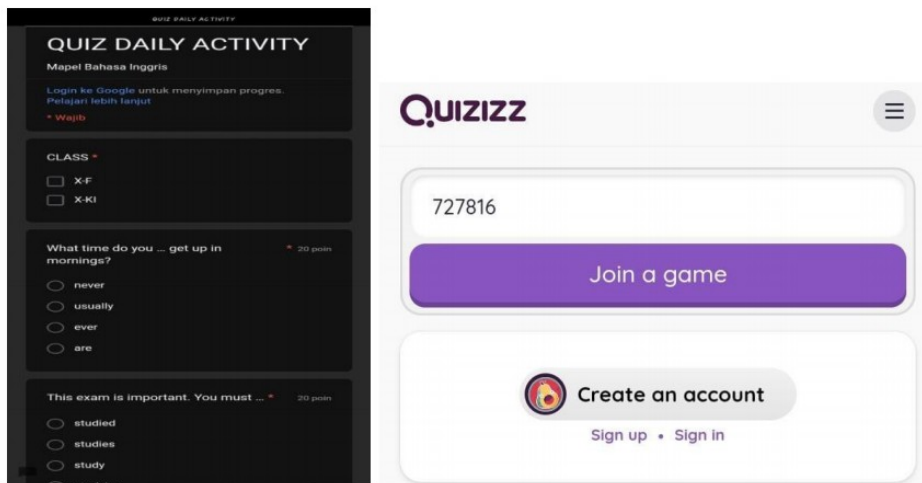
Object : Student in Class X TKKI and KI

1. Apa yang anda pikirkan mengenai pembelajaran menggunakan media E-learning?
 - Media e-learning adalah suatu alat untuk membantu mentransfer materi-materi yang diberikan oleh guru, dengan adanya media e-learning pembelajaran menjadi efektif dan mudah dipahami. Tetapi jika digunakan terus menerus tidak efektif dan lebih enak lagi jika diterangkan secara langsung dan berulang.
2. Apakah media E-learning dapat membantu anda dalam memahami materi pembelajaran terutama bahasa Inggris?
 - Pembelajaran menggunakan aplikasi dapat membantu saya dalam mempelajari pembelajaran contohnya youtube, ms team dan google forms. Selain itu juga dapat meningkatkan skill saya, memberikan variasi dan memberikan suasana yang menyenangkan. Dari awal guru memperkenalkan semua platforms tersebut saya langsung bisa menjalankan.
3. Apakah guru bahasa inggris menggunakan media E-learning lainnya, seperti Ms. Team, youtube, quizizz dan google form?
 - Iya, guru bahasa inggris menerapkan media e-learning seperti ms team, google forms, quizziz dan youtube untuk penyampaian materi dan bagi siswa yang mampu diwajibkan menginstal e-learning tersebut.
4. Apakah penggunaan media E-learning efektif, dan efisien?

- Iya, pembelajaran menggunakan media e-learning cukup efektif, efisiensi dan hemat waktu tapi untuk biaya sedikit agak boros.
5. bagaimana menurut anda mengenai peran media e-learning?
 - Menurut saya e-learning ini memiliki lumayan penting karena tidak cepat bosan dan untuk waktu memahami materinya cukup lama karena belajar bahasa inggris harus pelan-pelan. Selain itu juga berpengaruh ke nilai saya yang biasanya dapat 2 sekarang 7,8.
 6. Bagaimana menurut anda mengenai tampilan media E-learning?
 - Menurut saya, tampilan di media e-learning yang digunakan guru bahasa inggris modern dan tidak tertinggal dari sekolah lainnya.
 7. Bagaimana menurut anda mengenai fitur yang terdapat di E-learning?
 - Fiturnya cukup lengkap dan tidak membosankan dengan begitu saya merasa lebih mudah untuk belajar bahasa inggris.
 8. Dari beberapa media E-learning yang digunakan guru bahasa inggris, media apa yang anda sukai?
 - Dari semua media e-learning yang digunakan, saya suka dengan quiziz karena dari tampilannya tidak membosankan dari warna, background dan lainnya. Ketika pada saat latihan soal saya menjawab dengan jujur dan tenang tetapi sering diganggu oleh teman yang gojek.
 9. Kendala apa saja yang anda hadapi ketika sedang mengakses E-learning?
 - Kendala yang sering saya hadapi ketika menggunakan media e-learning kuota dan jaringan sinyal kurang stabil.
 10. Bagaimana solusi anda untuk memecahkan permasalahan tersebut?
 - Agar pembelajaran saya tidak ketinggalan saya biasanya meminta hostpot kepada teman.
 11. Apakah guru lebih sering menggunakan Ms. Team, Youtube dan google form ketika mengajar?
 - Iya, untuk di kelas saya guru lebih sering menggunakan ms team untuk pembelajaran bahasa inggris tetapi untuk latihan soal biasanya menggunakan google forms, soal-soal yang diberikan juga sudah sesuai dengan materi yang diajarkan.

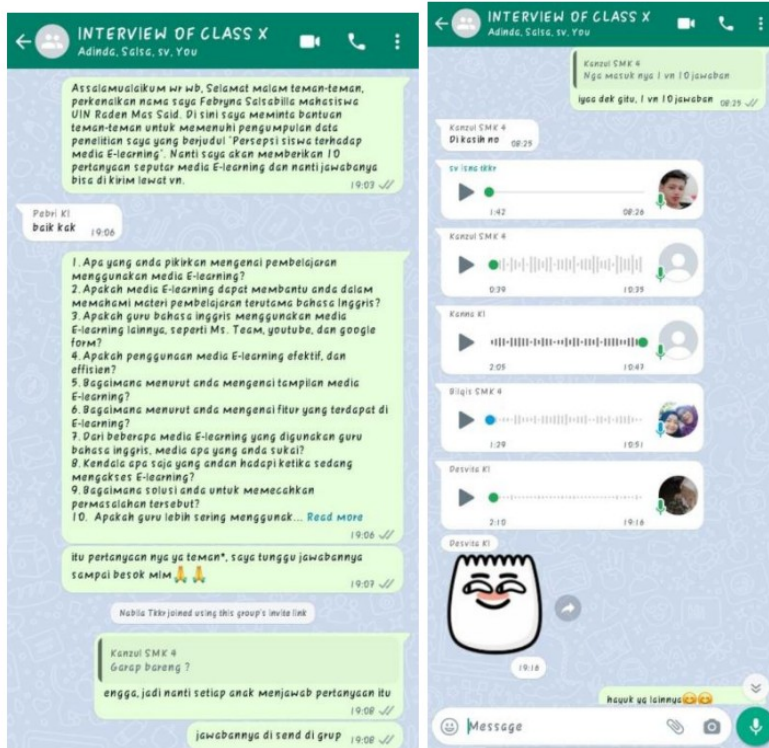
APPENDICES E

A. Observation in class X TKKR and KI





B. Interview with class X TKKR and KI students via WhatsApp



C. Interview with English Teacher

