

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings and discussion are designed to answer the research question about the implementation of E-Learning madrasah in English language teaching and the challenges faced by the English in implementing the application.

A. Findings

In this section, the researcher presents the data that have been gathered from observation and interview with the participants. The data will be presented in descriptive form to explain the implementation of E-Learning madrasah in English language teaching and their struggle in implementing the application.:

1. The Implementation Of E-Learning Madrasah In English Language Teaching

Madrasah e-learning is a free madrasah product application that is intended to support the learning process at madrasah and was created with the aim of making online learning more structured, interesting, and interactive. Both of the teachers explained that E-Learning was made by Ministry of Religious Affairs for both students and teachers able to use it. Teacher B described E-Learning application similar with Facebook in appearance. The English teachers of MAN 2 Banjar use Madrasah e-learning in teaching English lesson during the Covid-19 Pandemic.

In gathering the data, the researcher conducted online observation and online interview to explore how the implementation of Madrasah e-learning.

Every teachers of MAN 2 Banjar has an account and password to access the application. Thus, the teachers instructs the students to download the application and tell how to run it.

Based on the observation and interviews with two English teachers, it is found that:

a. Pre- Activities

Both in online and offline learning, pre- activities of studying can be implemented in many ways to begin the class. Madrasah e-learning has many features to support English language learning during pandemic era, including for pre-activity. The teachers can share the information and the students can respond to teachers' post. It is very useful for warming up the students before the class.

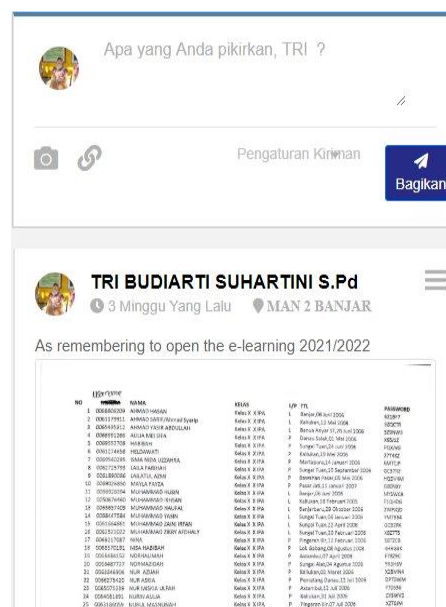


Figure 8. Teacher's Home Pages

It can be seen from figure 8 that teacher A post instruction to the

students so that they remember to open the application. The feature is really good to sharing what teachers think related to the lesson. The teachers post something in madrasah e- learning and the students respond about teachers' post.

Pre- activities through Madrasah e-learning is also done by teacher A to check students' presence. Teacher A send a message to greet their class and asked the students to click students' attendance.

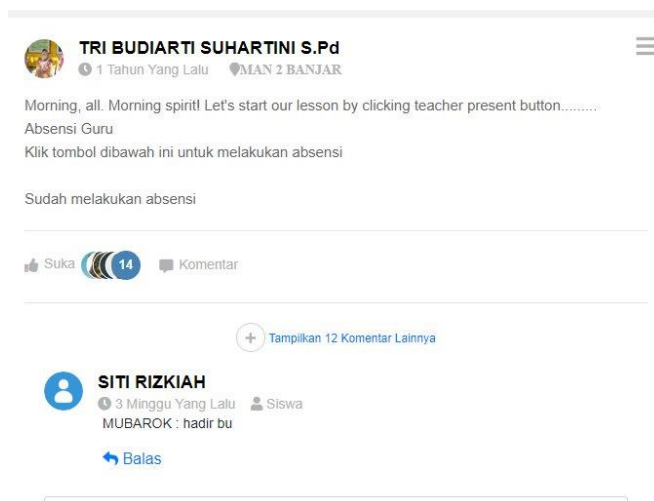


Figure 9. Pre-activity

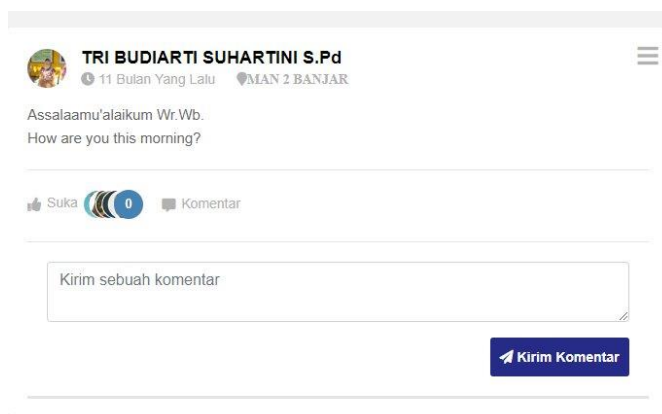


Figure 10. Pre-Activity

It can be known from figure 9 that teacher A asked the students to click the present button, moreover, in the figure 10, the teacher greet the students by saying “How are you this Morning?”. In addition, it can known that the students give responses when the teachers greet them. Futhermore, when the teachers asked the students to click the students’ attendance, most of them did it.

In the result of observation with teacher B, the teacher used other application to greet the students, asked them to do student attendance in E-learning madrasah and be prepared to learn speaking with him.



Figure 11. Techer’s B Class

In addition, the researcher did not find various activities done by the teachers in pre-activities using madrasah e-learning. The teachers did not repeat and review about previous lesson. This is in accordance with the result of interview with teacher B that stated if repeating about previous lesson is done easily in other application such as whatsapp.

b. While Activities

From the observation, it can be known that teacher A and teacher B used Madrasah e-learning for teaching reading and speaking skills. Teacher A taught reading by giving the link of the lesson. The topic of the lesson was about offering services/help.

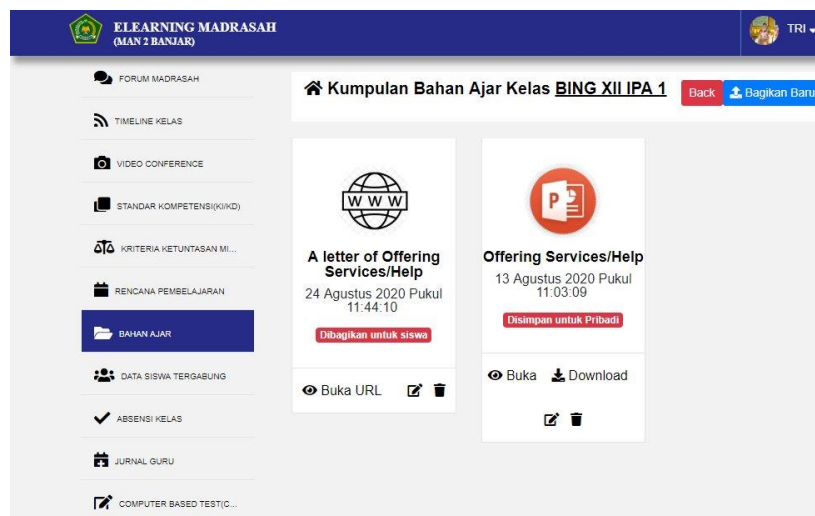


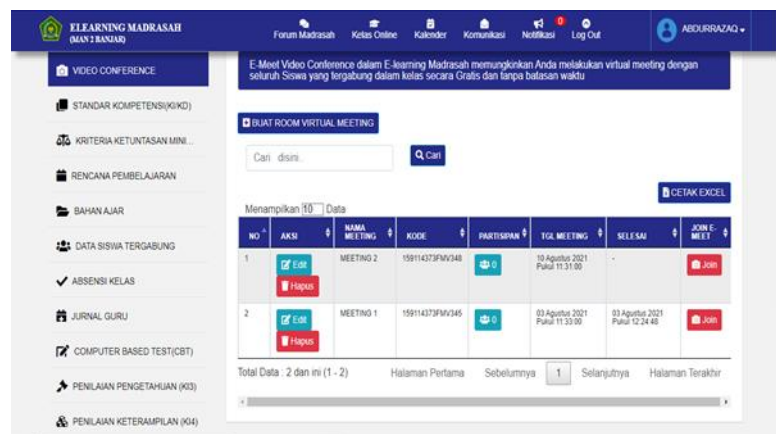
Figure 12. Teaching Materials From Teacher A

The link is consisting of how the letter format of offering services/help and the examples of offering services /help. After giving the material in Madrasah e-learning, the teacher will explain more about it in other application such as whatsapp and google classroom. The use of other application is done by the teachers because the students' respond actively in whatsapp than madrasah e-learning. Moreover, teacher B added that whatsapp is more effective to give a task such as listening by using voice message.

In the observations, after giving the link of materials, the teachers did not make many interactions with the students. It is confirmed by the

results of interview that both of the teachers prefer used whatsapp to interact with students. The students did not ask any questions either about the materials that teacher gave. Teacher B in the interview stated that the use of Madrasah e-learning in giving the task or assignment is just for CBT.

Unlike teacher A, teacher B used video conference in E-learning madrasah in giving and explaining the materials to the students. The teacher B taught speaking skills about expression of congratulations.



The screenshot shows the E-Learning Madrasah (MAN 3 BANJAR) interface. On the left is a sidebar with various menu items. The main content area displays a table titled 'E-Meet Video Conference dalam E-learning Madrasah memungkinkan Anda melakukan virtual meeting dengan seluruh Siswa yang bergabung dalam kelas secara Gratis dan tanpa batasan waktu'. Below this is a 'BUAT ROOM VIRTUAL MEETING' button and a search bar. The table shows a list of virtual meetings with columns for ID, Aksi, Nama Meeting, Kode, Partisipan, Tol. Meeting, Sesi, and Join Meeting.

| ID | Aksi | Nama Meeting | Kode | Partisipan | Tol. Meeting | Sesi | Join Meeting |
|----|------|--------------|----------------|------------|-----------------------------------|-----------------------------------|--------------|
| 1 | | MEETING 2 | 15914373FNV348 | | 10 Agustus 2021 Pukul 11:31:00 | - | |
| 2 | | MEETING 1 | 15914373FNV345 | | 03 Agustus 2021 Pukul 11:33:00 | 03 Agustus 2021 Pukul 12:24:48 | |

At the bottom of the table, it says 'Total Data : 2 dan ini (1 - 2)' and 'Halaman Pertama'.

Figure 13. Video Conferencing Data History From Teacher B



Figure 14. Video Conferencing Teacher B's Class

From figure 14, it is known that the teacher and students were

studying. The teacher taught about the expression of congratulations. The teacher explained to the students when they can use some expression of congratulations and in what situation they need to congratulate others. After that the teacher mention the expression in English book and asked the students to repeat after him. Then, the students repeated the expression of congratulations. The students were also asked to make the dialogue about congratulations and practice with their friends.

c. Post Activities

In the observation, the researcher did not find that the teacher do any of post activities. Futhermore, from the interview, teacher A stated that she sometimes use madrasah E-learning for post activity if the connection is good. Moreover, teacher B also stated that he prefer used other applications in online teaching.

2. The Difficulties that the English Teachers Faced in the Implemantation of E-Learning Madrasah Application in English Language Teaching

The researcher collected data through interviews to find out what teachers' challenges that the english teachers faces in the implementation of e-learning madrasah application in english language teaching. The reseacher conducted an interview to 2 English teachers of MAN 2 Martapura, consisting of 1 woman and 1 man. The researcher conducted interviews from 29 January 2021 to 29 March 2021. The interview was conducted face to face to teacher A while teacher B was conducted online interview by using chat, telephone and voicenote since there are flood around Martapura so the researcher couldn't met the teacher and decided to do an online interviews.

There are several difficulties that teachers face when using E-Learning madrasah application in their classes that researcher found when collected the data of research, the researcher classified the as follow:

A. The Lack of Facilities, Skills and Quality of Students in Technology

From the interview results, teacher A stated that the school has already provide the facilities to support e- learning process, but the biggest problem is that the students did not really understand how to use madrasah e- learning. They were confused about the features in the application so that they did not really active and respond to the teachers' post. Teacher B stated that it was difficult to make the students aware of online learning. The teachers have given a task or assignment for the students but they did not even open it because they did not understand how to run the application. Furthermore, teacher B stated that the students even have a problem in downloading this application.

It is also known that the students have a problem with the handphone. Not all of the students have handphone that can support the e- learning madrasah. Since the application needs many space of memory, students who have not enough memory will get a problem in using it. The application will automaticaly stop when there is no enough space.

B. Internet Connection Problem.

Both of English teachers stated that they have internet problem while using E-Learning application. Teacher B explained eventhought the school or goverment already provide with internet data for both students and

teachers, but sometimes the signal of the internet is not good enough to do learning activities in E-Learning madrasah. In addition, some of the students have a difficulty in getting good internet connection since there are some area that far from the internet.

C. The Lack of E-Learning Madrasah itself

From the interview, both of the teachers stated that E- learning madrasah is interesting application. Teacher A stated that the application is innovative since there are many features to support online learning. In other hand, teacher A added that sometimes she prefer to use other application. It is caused by the fact that the application need many space of memory and enough internet connection. In one condition, when the teacher do the teaching and learning activity through the application, the internet connection did not support enough in sudden and forced the teacher to continue the learning process in WA or google classroom. Teacher B said that the error in the application happened probably because another teachers also using E-Learning at the same time and cause of that the application was not worked in the proper way.

Teacher B believed it easy to teacher to monitor students' attendance in E-Learning because in E-Learning madrasah, the system in the application has compiled a list of student names in order so teacher didn't have to put students' attendance in order again. He also added he didn't really like to use E-Learning madrasah because it much more easier to teacher using another application

Some weaknesses from E- learning madrasah explained by teacher A,

they are: the teacher could not use video conference feature for speaking, sharing learning video from youtube in E- learning madrasah become twice bigger the size than it should so that the teacher need to share it via whatsapp first, the teacher could not upload the audio of listening and photos in the application, moreover, the teacher stated that the application is good for writing and reading but not really effective for listening and speaking, the duration time of teaching also cutted if the student switching from the previous class and they join in English class, the learning will be automaticly cut around 10-15 minutes, when using if internet connection is bad CBT in the E-Learning madrasah application would stop working as the result student have to answer the question from the start again. Teacher B also added that; not all of the student do students' attendance in the application because some student didn't have enough internet data to access E-Learning madrasah so some teacher use another application, most of all the student have hard time to access E-Learning because some of the student not have good internet connection in their are a so they cannot open the material that teacher already put in the application.

B. Discussions

Based on the findings stated before, the researcher will link the results of the study with several expert theories and discuss about the implementation of E-Learning madrasah in English language teaching and the challenges faced by the English in implementing the application.

From the findings, it is found that the teachers used the application but just for pre and while activities. In pre activity, the teachers greet and check the presence of students, it is in

line with the previous study that stated the teachers need to interact and monitor student' presence when online as feedback in the learning process (Samir Abou El-Seoud et al., 2014, p. 20). Although the teachers used madrasah E-learning for checking students' attendance, It could be seen from the findings that not all the students respond to it, this is in accordance with the previous study that showed the percentage of students' activeness in presents list of madrasah E-learning is 70.6% not effective (Zuhri, et al, 2020, p. 148).

In while activity, the teachers use madrasah E-learning to give the explanation or materials. It can be seen from the findings that the teachers give the link to the students. The teachers did not explain about the materials and there is not any discussion after it in the application. This is in accordance with the the previous study that tried to look for the effectiveness of the use of Madrasah- E learning applications during the covid pandemic 19 at MAN 2 Bandung. It is mentioned there that the percentage of students' discussion to students is 64.7% and students' discussion to teachers is 52.9 % not effective (Zuhri, et al, 2020, p. 149).

Both of the teachers claim that they didn't really like to use E-learning madrasah as a tool to teach their students because there found a lot of problems when using it. From the findings found that the main problem in E-Learning is internet connection. According to Nurmukhametov et al., (2015, p. 17) no acces to internet connection and also server down is the problems to use E-learning. As both of the teachers already mention, bad connection is the main problem that teachers face when do teaching and learning process in E-Learning madrasah. Both of students and teachers face the same problem and the server in E-Learning madrasah is down when there also have other teachers to use the application.

In findings that is found, it can be known that the interaction between students and teachers is lack. The teachers rarely interact with the students in madrasah E- learning. It is

in contrast with the theory from (Samir Abou El-Seoud et al., 2014, p. 20) that stated a teacher must encourage interaction and collaboration among students in E- learning. Interaction and collaboration between students and teachers is some of the things that the teacher must do to make the online learning effective. The teachers has already tried to interact with the students but the students rarely respond because they did not really understand how to run the application. Instead of madrasah E- learning, the teachers tend to use other applications in doing activities for teaching and learning.

Using E-learning sometimes make the communication between students to students and students to teachers are not as much as in the class. It is supported by the theory that said e-learning also has such a lack of social deficiencies because of the lack of communicating face to face with friends and teachers (Rusman, 2011, p. 352). The teacher also stated that it is difficult to build students' awareness when using e-learning. Moreover, the teachers need to keep building students' awareness and motivation in learning (Samir Abou El-Seoud et al., 2014, p. 20)

The findings shows that both of the teachers agreed that E-learning madrasah is interesting, innovative and has many features that easy to use. It is supported by the theory that stated the characteristics of E-Learning should have among others are interactivity, independency (self-reliance), accessibility (accessibility) and enrichment (Khotimah, et al., 2020, p. 109). Although the application is actually easy to use, most of the students still get difficulties when using it. But in the reality, the implemantation of E-Learning itself still need more work to make it effective to use.

According to Hidayati (2021, p. 63) there are some factors that make uneffectiness in online learning such as; external factors that make student don't focus in learning activities, there is a tendency for students to immediately finish learning activities, lack of effective

communication between students and other students, teachers and students makes implementing learning at home increasingly boring for students. Another factor that hinders the effectiveness of the learning process at home is the complexity of the applications that students do not commonly used, and students and teachers are not familiar with the online learning media used.