

The first meeting, the researcher observed the learning process without computer media. Teacher explained the procedure text to the students and gave example about it. She wrote on the whiteboard about lots of ingredients to cook a noodle then she wrote the step how to cook it. She explained that all of the steps called a procedure text. She also explained the differences between a descriptive text and procedure text. To make all of students more understood the material she asked them to write a procedure text in pair and discussed it with their classmate.

In the second meeting, the researcher observed the learning process in classroom. Mrs. Herliyanti used single computer when she taught in a classroom. A single computer was used to presentation section where the teacher explains the material using Microsoft power point. Mrs. Herliyanti prepared the computer and material. After she ensured that the computer and material was in good condition then they started the class. Mrs. Herliyanti asked about the activities that were done by them on Sunday. Then, the students answered and she wrote it in the whiteboard. She explained that activities happened in the past must be written in simple past form. She showed the slide and began to explain. Several students were surprised and laughed because the picture is funny and amazing. Mrs. Herliyanti told a girl story when she got adolescence and gave sign in some verbs that show simple past. Then, she continued to the next slide and so on. Arrangement of the material was well organized; it began with the story, definition, form, time

play game online or reading a story. There are many things that students can obtain more than they get in school. Students also can download some materials which are posted in the school web at www.Smpn4Sby.com.

In the fourth meeting, the lesson was done in the computer laboratory. Mrs. Herliyanti explained that they will play the game with the computer. Students seem enthusiastic and happy. Before they started to play it, teacher divided them in pair. Since there were only twenty computers in lab, so the students have to share the computer in pair. Doing the game in pair make the students can discuss and cooperate with her/his friend. Teacher turned on the computer and the students too. The material have prepared by the teacher the day before. The material was made in authoring tool in the form of matching word, this is kind of vocabulary task. To make it easier and get students interest, teacher created this task like a game. Then, teacher explained the rule to play it and gave example. Students paid much attention and listened carefully to the instruction. After that, teacher gave them fifteen minute to do it and students start to play. During playing the game, the lab was very calm. Some students watch the monitor very seriously and sometime they were laugh. Mrs. Herliyanti moved around the lab to ensure that all students can play it correctly and find the answer. Only few students get confusion in the process but it not take long time because teacher guide and helped them directly. This activity makes students learn independently and cooperatively with their friend to achieve the goal. After fifteen minutes the teacher

internet connection. Since 2010, SMP Negeri 4 Surabaya provides Wi-Fi for the internet access connection. Students can access internet freely in the library. Students also can download certain material from the school website; join in the facebook or discussion forum. Especially for English lesson, the teacher intended to make students familiar with the English and technology. They can learn English easier and faster by implemented E-Learning. About the material, teacher told that not all material can deliver using E-learning, however, the traditional way still have big part in the English learning process. Teacher told that some materials such as vocabulary and listening can transform easier using E-Learning. Teacher tried to choose the material that is appropriate with the standard competition in curriculum. Teacher intentionally used offline authoring tool because it has smaller risk than online. Teacher could prepare the material before she began the class and ensured that the computer could work very well. In teaching process, it could not be denied that management class is the important thing. Teacher must be able to handle all students in class and ensure that they achieve the goal. Even though Computer Assisted Language learning (CALL) still new media in teaching English in this school and E-learning just begin this year, both are help students learn independently. After several months this school provides E-Learning still, teacher could not measure students' improvement certainly means that the students' score still in the same level. Furthermore, using E-learning can motivate students in learning English.

1. The methods or techniques in teaching English by using E-learning at SMP Negeri 4 Surabaya


By observing and interviewing the result showed that the teacher used Contextual teaching and learning method. Where the teacher role as facilitator or monitor while the students act as active participant this model emphasize learner centered. Furthermore, this method enables students to be more productive by special way to express their thoughts, ideas, and creativity. This method allows the students to learn with authentic material and let them learn naturally. E-learning make students explore their ability to enrich knowledge and gain experiences in learning. Contextual teaching learning brings the real world to the learning process. Students who the subject in this process strives to attain learning goals; they draw upon their previous experiences and build upon existing knowledge.

Because students learn more independently with E-learning consequently, teacher prepare them to face this challenge very well. Teacher train them to learn with little instruction, yet students must know what they should do to improve their English ability.

2. The materials presented by teacher and the authoring tools used.

Not all of material can present with computer media, means that there were certain material that teacher prepare to use computer, such as vocabulary task, grammar, and listening activities. For some materials, teacher have made

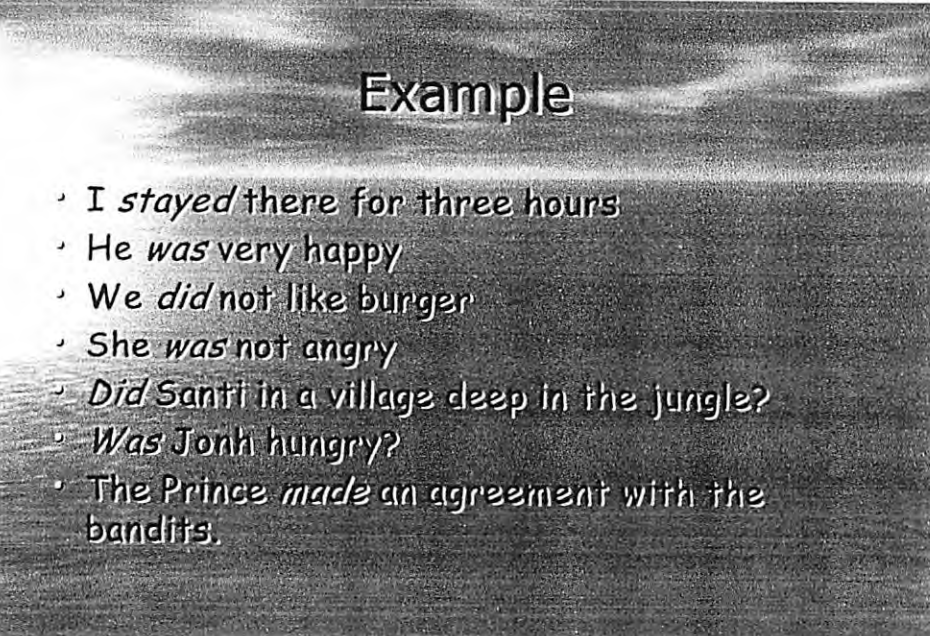
Figure 4. 8



Time signal

- Yesterday
- Last month
- Last night
- Two days ago
- Last year
- One year ago
- Etc.


Figure 4. 9



Example

- I *stayed* there for three hours
- He *was* very happy
- We *did not* like burger
- She *was not* angry
- *Did* Santi in a village deep in the jungle?
- *Was* Jonh hungry?
- The Prince *made* an agreement with the bandits.

Figure 4. 10

An oval icon containing a stylized illustration of a person sitting at a desk with a computer monitor and keyboard.

Task 1

- *Change the word in the brackets into simple past form!*

1. The students (try) to solve the problem by themselves.
2. I (like) banana very much.
3. (Do) they go to the beach yesterday?
4. I (am) a student in SMP Negeri 4 Surabaya last year.
5. Mr Hartawan (love) his children very much.

It is very important to examine the software within the context of the learning outcomes. It determine precisely how to user, computer, and applications interact to produce the desire result. The software teacher select must be designed to run on her available operating system and must function properly with specific hardware configuration.

Teacher needs to examine the intent of the lesson and its relation to her intended outcomes, the curriculum, and the pertinent achievement standard. Additional things to consider are accuracy, age appropriateness, learner engagement, and ease to use.

3. The teacher's way assesses the students by using E-assessment.

From the first meeting till fifth meeting the researcher did not find the teacher use E-assessment. All of assessment was done by traditional way, meant all of task in was paper based task. Sometimes, teacher gave the students task to find pictures related with the theme from the internet. They made a short story in typewritten. This activities make students can check their writing from grammar and spelling check in computer. Computer can help the students to fix their writing and assess themselves (self assessment). Then, they printed it and submitted to the teacher. In certain occasion, teacher asked the students to submit this task by email. This effort was done to make students common with technology.

From the teacher explanation, SMP Negeri 4 Surabaya just begin apply E-learning but the school did not apply E-assessment yet. Event though the teacher strove to make the educator and the students familiar with the technological education. So that, E-assessment can implement soon in this school. Moreover, all tools need for E-assessment have prepared by the school (see appendix 8).

4. Students' response to English teaching using E-learning.

By interviewing and observing during the research, the results showed that all students have positive responses. They felt enjoyed the learning process using computer. The students understood the teacher when she

prepared well. The principal said that she strove to complete the thing needs to make E-learning became effective and efficient.

Second, educators and teacher who supply the material on the web aware that information from internet very large and up to date, so they have to make sure that all material they made is appropriate with the students needs. In this condition, the computer ability and capability in her field (English subject) became very important thing to supply the material on the website and make sure that the students get the best one. Besides that, teacher should tell the students where is the website permitted to open and where is forbidden. Because of students can access many information from the internet probably students smarter than teacher. In this process teacher can learn new many things from the students. E-learning allowed students to learn everywhere and anytime, this opportunity make them faster to master English language. So far, students can get what they need from the internet both from school website and other sources that teacher suggested. Those materials were appropriate with their age and their subject, for example: vocabulary game, or grammar exercise. Teacher realized that not all materials can be either upload or download in the internet, that way teacher divided the material which is suitable taught in classroom and which is she can post in the web. Some materials such as vocabulary, listening and grammar can be obtained from the internet easily. But for speaking and writing skill she has to teach in classroom directly. It was done to measure students' improvement in writing and fluency in speaking. The use of technology must be subordinated to

time consuming. It would be better to prepared it well than occur something unexpected.

The creation of the item bank is more costly and time consuming than the installation and configuration of the assessment engine. This is due to the fact that assessment engines can be bought "off the shelf" whereas an item bank must be developed for each specific application.

The last, positive responses from students to E-Learning seem when the students did the activities happy, enthusiastic, less boredom, enjoy and feel involved in the learning process. A few of students feel confuse and unchallenging because they can not play it well. Teacher should give the priority to whom can not do it very well. Some problems will be face by students who can not operate computer and who do not ready yet with the changing of teaching learning process; hence, teacher also need improve students' aptitude to dealing with new technology in education.