CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Description of SMP Negeri 4 Surabaya.

1. Geographic Location

SMP Negeri 4 Surabaya was established on 1950 which is located at Jl. Tanjung Anom No. 12 Genteng city of Surabaya province East Java. SMP Negeri 4 Surabaya is one of the old and best schools in Surabaya. The quality of SMP Negeri 4 Surabaya develops and improves to be better and better. SMP Negeri 4 Surabaya always paid much attention to some aspects that can influence the school both in school's facilities and human's resources. It was proven by teachers were joined some education trainings in order to be better in teaching. Furthermore, school provides a lot of good facilities for learners.

2. Motto

"Spenpat Selalu 7op "

SMP Negeri 4 having achievement, empathy, excellent, simple, diligent, optimist, prosperous, and safe environment.

3. Vision

"Having achievement based on both faith and piety and science and technology to create human resource who have national conception"

Indicators:

- 1. To create advanced and wise graduated.
- 2. To create development of adaptive and proactive curriculum.
- 3. To create effective and efficient learning process.
- 4. To create the high spirit competitive and professional human resources.
- 5. To create relevant and appropriate facilities.
- 6. To create good management that is appropriate with National Educational Standard.

4. Mission

- 1. Growing spirit of fairly competition in all sector and full religious experience and national culture to build students' polite behavior.
- 2. Creating the high spirit competitive professional human resources.
- 3. Increasing educators' commitment to do their duties and functions.
- 4. Creating good environment to increase learning's quality.
- 5. Developing ICT in learning process.
- 6. Developing learners desire to innovate.

- 7. Organizing students' talent and interest programs structurally and continually.
- 8. Creating graduated who have academic and non-academic achievement.
- Creating classroom based assessment with accurately, continually, and objectively report.
- 10. Implementing participle management between stakeholder, community, and educators democratically.

B. Research Findings

The implementation of E-learning in the teaching of English at SMP Negeri 4 Surabaya.

Field note:

There are three meetings of English subject in SMP Negeri 4 Surabaya. Two meetings were done in a classroom and another meeting was done either in a language laboratory or computer laboratory. Especially at grade seven for three meetings are handled by a teacher that is Mrs. Herliyanti. The English learning process which is use the computer as a medium is the researcher focus on. The researcher intended to observe how the teacher applies E-learning.

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

signal and ended by some examples and a task. The text elements; including size, spacing, color and use of capital letter was acceptable by the students (see appendix 3).³⁷ All students paid much attention to the teacher during the presentation. The class is large enough for thirty eight students so that all students can watch the slide very well. By the end of the presentation Mrs. Herliyanti gave them task to make sentences in past tenses form. After students finished the task, they submitted the task. Then she gave feedback and ended the lesson.

In the third meeting, the lesson was done in language laboratory for listening section. There is one master console for teacher and forty chairs for students. First, Mrs. Herliyanti prepared the material. After that, she gave the students hand out. She wrote some new vocabularies which are related with the theme and they read it together. Mrs. Herliyanti gave the instruction about what they should do. The headsets were broken, so the students have to listen from the room speaker. After few minute, some students made noisy because they can not catch the word well. Consequently, it disturbed other students. Fortunately, teacher can fix this condition soon. Teacher repeated the cassette again and students fill the blanks. The next activity is matching the answer with the cassette. Before teacher end the lesson, as usual she gave feedback and told the students that they could not mastering English without practice it. She asked for students to visit www.think.com. In that website students can

³⁷ According to observation guide for visual design.

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 checked the answers and gave feedback. All of the activities go on without any troubles because teacher prepared the material, the computer work nicely, and students can operate computer well.

The last meeting, as usual teacher prepared the computer. Teacher told that they will listen to the music. Students were very enthusiastic and happy. This activity was done because the students will face the final exam next week. So, they need to refresh their brain, for instance music can make them enjoy the lesson. The activities done in classroom they listen from room speaker. Teacher gave them hand out and wrote some vocabularies in the whiteboard and they read together. They listen to a song. Most of the students filled the blank with appropriate word but few of them made noisy because they can not catch the correct word. This condition often happened in listening section. But teacher can fix it and play the cassette three times. And the last they match their answer with the song. So they sung together. By the end of the lesson. teacher remained them to visit www.think.com, www.kangguru.org, and other websites to enrich their vocabulary and knowledge especially in English.

The result of interview:

SMP Negeri 4 Surabaya have implemented E-Learning since 2007.

Begin with fulfill the tools as basic need for support E-learning and still developing till now. For example: human resource including; educators, staff administrations, programmers, and librarians, computer laboratory, and

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 Elearning 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.

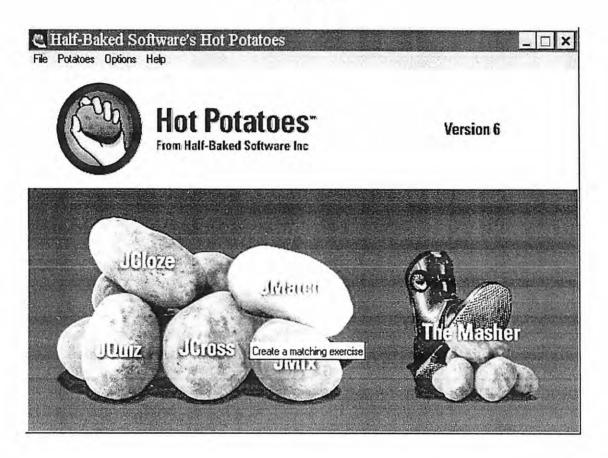
2. The materials presented by teacher and the authoring tools used.

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

in Hot potatoes, this authoring tool was chosen because it was easy and simple. The students of first grade did not face many difficulties when they use it. So it no takes longer time over than the schedule (45'- 60' minute).

Hot Potatoes

Figure 4.1

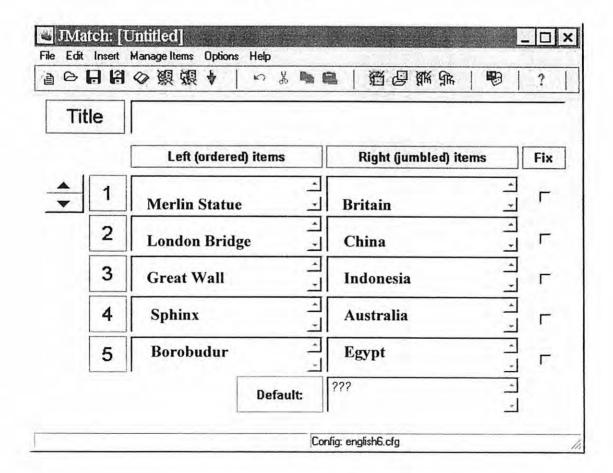


So *Hot potatoes* is the easiest one for students of grade seven that teacher often use this application for vocabularies task. *Hot potatoes* has several types to create task those are JClose, JMatch, JQuiz, JCross, and JMix.

Here, teacher creates the task in JMatch and JCross often. Matching word often used because it can increase students' vocabularies in easy way. Students just match the words in left side with the words in the right side. Teacher may make a task which appropriate with subject learned. For example: synonym - antonym, key word - definition, or name of place - country.

JMatch

Figure 4.2



In addition, teacher creates JCross too by give certain information students have to fill the box by right answer in it. This way teacher teaches English subject use authoring tool.

When teacher explain the material in the class she use power point. The usage of power point is very effective to ovoid boredom during presentation section. This is has special effect and features hat may be essential for effective learning. Students can watch the picture and read the material in the same time. Slide helps teacher to explain the material chronologically. Begins from title, story, definition, form of simple past, time signal, and ended by some example and a task.

Slide Presentation of Simple Past

Figure 4.3

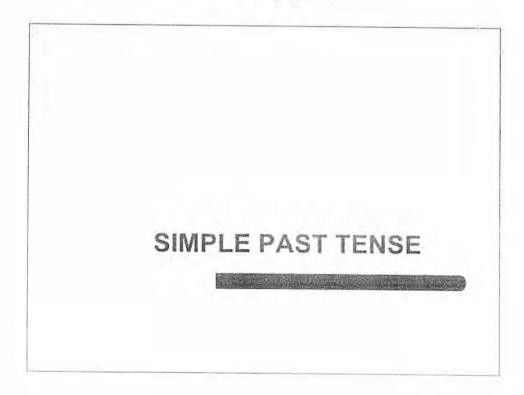


Figure 4. 4

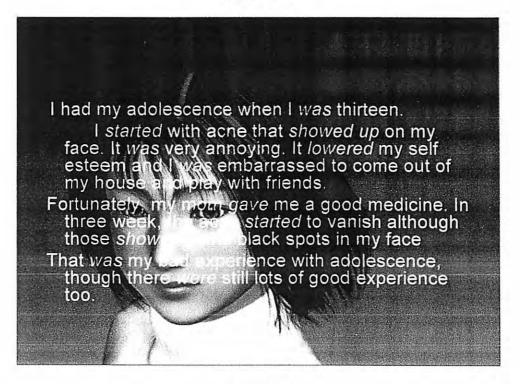


Figure 4.5

What is simple past tense?

- Simple past tense is used to describe an event that happened and ended in the past.
- The form of simple past tense
 Subject + Verb 2(simple past) + Object

Figure 4. 6

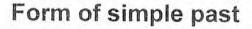


Figure 4. 7

Verb 2 (simple past)

 Regular verb form their past tense by adding -d or -ed to the base form

eg: like - liked live - lived move - moved etc.

Figure 4.8

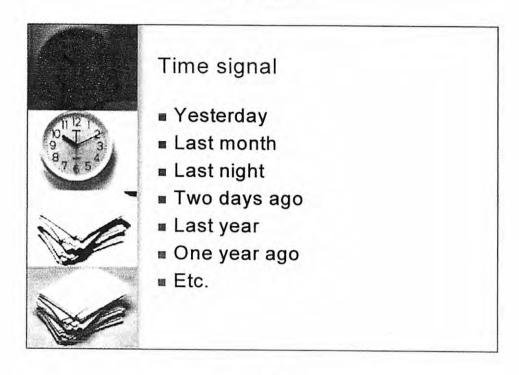


Figure 4. 9

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



Task 1

- Change the word in the brackets into simple past form!
- The students (try) to solve the problem by themselves.
- 2. I (like) banana very much.
- (Do) they go to the beach yesterday?
- 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 presented the material using power point. They also could be ease to hear the teacher and feel involved. They could share and discuss with their friend when they faced difficulty. Teacher gave them freedom to learn everything from the internet. So, they can learn without pressure and threat. The learning process using computer also made them less boredom because there visual effect and they have not to look at the teacher whole time during the lesson. Students felt enthusiastic, happy, and free. They make their own choice because they could learn English from outside school, anytime and anywhere.

C. Discussion

The implementation of E-learning needs to be well prepared including; financial, human resources both teachers and students, computer, internet access connection, and strategy in teaching. In E-learning, the readiness to use technology in teaching learning process is a basic need. Students should access the internet and have computer skills, without those things E-learning can not be implemented well.

First, according to the data that researcher obtained during the observation SMP Negeri 4 Surabaya has good finance to support implementation E-learning. School's management has to prepare tools which are used in E-learning process. Without enough financing, the educators could not buy tools that are needed for E-learning. The tools must be available in E-learning, so the process will run well. SMP Negeri 4 Surabaya was aware that this aspect must be completed so it have

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

the learning goals. In other words, teacher should not use the computer simply for its own sake. ³⁸ It means that use technology only when need to, not because it is there. ³⁹

Third, computer and internet access connection / Wi-Fi became the important part because those things are media that used E-learning. That way teacher chose to use offline authoring tool. Offline authoring tools which was designed by teacher before she started the class. This made her easier and did not worry about internet connection. She need ensure that the computer in good condition then students can use it in learning process. Besides that, teacher also gave them copy of material so the students can continue it in their home use their own computer. The website's address which is suggested to the students as a supporting material can be access freely out of the class.

E-learning is collaboration between technology and education. Teacher should consider some aspects to achieve the goal. Teacher should recognize the learner style, how far students accepted the information technology and what are the materials given to the students. There were some learner styles in grade seven, not all students enjoying in independent study, they prefer work in group to learn alone with their computer. The other students enjoy learn where there is audiovisual effect, and few of them like to move around in classroom (the kinesthetic one); hence, the teacher have to mix and match them with his/her mate to ovoid

³⁸ Joy Egbert, CALL Essential Principle and Practice in CALL Classroom, (Virginia: TESOL, Inc, 2005), p.11

³⁹ Ibid p.173

loneliness and boredom. The technology should be used to address the learners' need and be useful for a variety of instructional purpose. Technology that allowed learners to choose weather information is presented through pictures or written text would be meet more students' need than technology that does not offer learner a choice.40

Teacher act as guide and prompter should make students feel happy and enjoy the process. She has to convince the students that she will accompany them till they can do it by themselves. However, it was not as easy as she thought because students' seventh grade not used to learn without a teacher. Such as at fourth meeting, she has to tell and guide some students directly because they can not operate the computer well and getting confusion in doing the task (see appendix 4). Teacher need special strategy to make the students used to learn with computer and the internet rather with the textbook. She taught them how to do the task, moreover, teacher also taught how browse in the internet. This difficulty was influenced by their ability to operate the computer and acceptance to information technology. Fortunately, there is ICT class that support them mastering in technology. Technology Educational development has to walk together with the human capability to integrate in teaching. Integrating technology education was convinced can improve students' motivation⁴¹ and make them more productive.⁴²

⁴⁰ Ibid p.12

⁴¹ Mustofa Alim, Hubungan Pengaplikasian E-Learning dengan Motivasi Belajar Mahasiswa Fakultas Ilmu Pendidikan Universitas Negri Malang, 2008

Students became productive and creative if the teachers give them opportunity to be creative and productive. Students at grade seven which his/her old around twelve or thirteen years old is very active, high curiosity, and challenging to do new things. This is the main point to make learning process became more meaningful. Students can learn and get the experience in the same time. E-learning makes them to be more active to find information not only during the lesson in the classroom but also in their home. E-learning provides everywhere became classroom.

Learning process can not be separated from assessment. Assessment was done by teacher to know students improvement. To apply E-assessment teacher need prepare format document, scanner, and who will assess the test. Computer can assess the test accurately and fast than traditional assessment. Computer also help teacher duty to assess students' task in the form multiple choice question but can not give response to the students' work.

E-assessment can be time consuming if teacher and students can not use it. That way E-assessment still does not implement yet in SMP Negeri 4 Surabaya, especially in English subject although the tools already to use. This is understandable because many thing have to completed before apply E-assessment. If the teacher uses E-assessment in hurry, it would be ineffective and

⁴² Fayiz Aldhafeeri and Mohammed Almulla. *Teacher expectation of the impact of E-learning on Kuwait's public education.* (Social Behavior and Personality, 2006) 34 (6). p.711-728

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.