

**THE IMPLEMENTATION OF YUKBLAJAR AS E-LEARNING  
PLATFORM IN ENGLISH LEARNING AT SMP ISLAM AL-  
AZHAR 13 SURABAYA**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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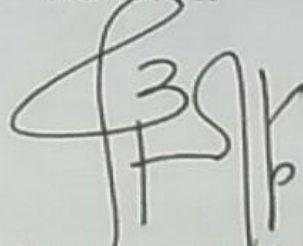
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## ABSTRACT

Afrizah, Nur. 2018. *The Implementation of YukBlajar as E-learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya Academic Year 2016/2017*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: **Mokhamad Syaifudin, M.Ed, Ph.D., & Rakhmawati, M.Pd.**

Key Word: *YukBlajar*, E-learning Platform, English Learning

Pertained to the technological developments; e-learning starts to be used in schools which have better (Information and Communication Technology) ICT. The technological development based E-learning platform refers to the internet technology used by the teacher and students in learning process, it was utilized by using computer or communication devices Smartphones to overcome shortcomings in the classroom by using application of (Learning Management System) LMS. This study aimed to examine the use of *YukBlajar* as e-learning platform by the teacher in implementing *YukBlajar* in both classroom and virtual meeting and students' perception toward the implementation of this application in English learning. This study has taken in SMP Islam Al-Azhar 13 Surabaya at 8-B grade students only. The researcher uses descriptive qualitative method to describe the implementation of *YukBlajar* and investigate the students' perception toward the implementation of this application. In analyzing the data, the researcher writes the implementation of the application clearly in field note and uses questionnaire to find out the students' perception toward the use of *YukBlajar* using Technology Acceptance Model (TAM) by Davis. The result of this study showed that the teacher implemented four from five stages in the implementation of e-moderating. Moreover, the stage which was not implemented by the teacher is online socialization. The reason behind leaving this stage because the discussion directly in classroom was better than online. The students' perception toward the use of *YukBlajar* are ease to use and usefull to use in English learning. It affect them to use this application in English learning.

## ABSTRAK

Afrizah, Nur. 2018. *The Implementation of YukBlajar as E-learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya Academic Year 2016/2017*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sunan Ampel. Surabaya. Pembimbing: **Mokhamad Syaifudin, M.Ed, Ph.D., & Rakhmawati, M.Pd.**

Kata Kunci: YukBlajar, E-learning Platform, English Learning

Berkaitan dengan perkembangan teknologi; pembelajaran elektronik mulai digunakan di sekolah-sekolah yang memiliki (*Information and Communication Technology*) ICT lebih baik. Pengembangan teknologi berbasis pembelajaran elektronik mengacu pada teknologi internet yang digunakan oleh guru dan siswa dalam proses pembelajaran, hal itu dimanfaatkan dengan menggunakan perangkat komputer atau komunikasi Smartphone untuk mengatasi kekurangan di kelas dengan menggunakan aplikasi pembelajaran LMS (*Learning Management System*). Penelitian ini bertujuan untuk menguji penggunaan YukBlajar sebagai pembelajaran elektronik oleh guru dalam mengimplementasikan YukBlajar baik di kelas maupun *virtual meeting* dan persepsi siswa terhadap penerapan aplikasi ini dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan di SMP Islam Al-Azhar 13 Surabaya pada siswa kelas 8-B saja. Peneliti menggunakan metode kualitatif deskripsi untuk mendeskripsikan implementasi *YukBlajar* dan menyelidiki persepsi siswa terhadap penggunaan aplikasi tersebut. Dalam menganalisa data, peneliti menulis penerapan aplikasi dengan jelas pada catatan dan menggunakan kuesioner untuk mengetahui persepsi siswa terhadap penggunaan YukBlajar dengan menggunakan Technology Acceptance Model (TAM) oleh Davis. Hasil penelitian ini menunjukkan bahwa guru menerapkan empat dari lima tahap dalam implementasi *e-moderating*. Adapun tahap yang tidak dilaksanakan oleh guru adalah sosialisasi online. Alasan di balik meninggalkan tahap ini adalah karena diskusi langsung di kelas lebih baik daripada online. Persepsi siswa terhadap penggunaan YukBlajar adalah mudah digunakan dan berguna untuk digunakan dalam pembelajaran bahasa Inggris. Hal ini mempengaruhi

mereka untuk menggunakan aplikasi ini dalam pembelajaran bahasa Inggris.





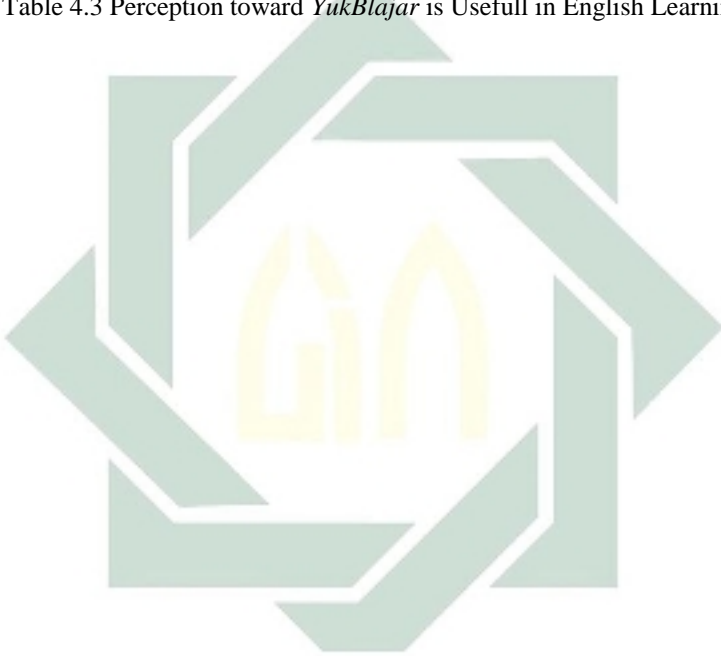
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# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the research. It describes the reason why the researcher conducting the the analysis of *YukBlajar* as e-learning platform in English learning. The problems in this research are designed in the research question and the objectives of the study. This research also has the significances of the study to inform how the result of the research will be beneficial. The scope and limit of the study also explained in this research. Finally, the last part of this chapter is definition of keyterms to explain the meaning of the research to avoid misunderstanding the reader.

### A. Research Background

The significant development of Information and Communication Technology provided good chances for teachers and students in learning process beyond their conventional classrooms; that is through online learning. In this modern era, one of technological developments that have been applied especially in educational world is ICT based learning.

Pertained to the technological developments; e-learning starts to be used in schools which have better ICT. The use of e-learning as a complement in learning, it did not replace the role of conventional learning. Dede stated that as the rapid development of technology in information and communication technology (ICT) has provided more effective for teachers, it possible in conventional classroom.<sup>1</sup> By using electronic support, the teachers and students can communicate easily. Communication did without being limited by distance, place and time. E-learning facilitates students to get the materials and they can review it anytime and everywhere while they still connected with the internet networking.

E-learning can be applied in various lessons, one of them is English. As we know that in English teaching, the teacher uses some methods in delivering materials which aimed learning process does not seem monotonous. Besides, the students do not feel bored in the classroom. By using e-learning, the teachers can

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<sup>1</sup> Yamanto Junko, Kush Joe & dkk, *Technology Implementation and Teacher Education*, (US: Information Science Reference 2010), 2

provide materials and task as good as possible which aimed students will be more interested. The use of e-learning gives new atmosphere in English teaching. According to Christ, teaching students using e-learning, can give the students the choices enabling activities and format to be customized for them.<sup>2</sup>

Learning management system (LMS) is a kind of platform that support e-learning through various media. According to Nadire Learning Management System (LMS) provides the virtual platform for e-learning by enabling the management, monitoring students, delivering materials, communication, testing, scheduling and tracking of learning.<sup>3</sup> In addition, the term of Learning Management System (LMS) as an online learning platform, software that is devised to organize and manage learning process.<sup>4</sup> Unlike the similar web-based learning management platforms such as *Moodle*, *Atutor*, *Omeka* and *Docebo* that need installation on a web server, *YukBlajar* provides teacher and students with a ready to use web-based learning application. It also facilitates the opening of learning zone to support the teachers via virtual storage that allows them to upload and to keep their materials easier. Thus, they can monitor the students' learning without encountering constraints of time and place.

Related to the use of *YukBlajar*, SMP Islam Al-Azhar 13 Surabaya is only school has been applying this application in learning process. Based on the preliminary research that already conducted by the researcher at April 27<sup>th</sup> 2017, the teacher gave the information to the researcher about the new media used in this school. This school has been implementing *YukBlajar* as e-learning platform in English learning. *YukBlajar* application is a place where teachers can manage a class and see the students' progress by online. The underlying reasons for the teachers use *YukBlajar* because it helps the teacher to design the material easily and

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<sup>2</sup> Christ, Hill, *Teaching with E-learning in the Life Long Learning*, (Great Britain: Learning Matters Ltd, 2008), 28

<sup>3</sup> Cavus. Nadire, *Distance Learning and Learning Management Systems*, (Procedia: Social and Behaviour Science 2015), 872-877

<sup>4</sup> Anderson, T. (Ed.), *The Theory and Practice of Online Learning*. (Edmonton:AU Press, 2008)

students can access this application everywhere to do their assignment from the teacher.<sup>5</sup>

There are some studies that have been conducted to investigate the use of e-learning platform for teaching learning process. One of them is “Classroom Interaction in Teaching English Using Quipper School at the Vocational High School 2 Buduran Sidoarjo”. The author is Siti Munawaroh. However, this research has different focus from the previous research. In this research, the researcher focuses on the implementation of *YukBlajar* application, while the previous study focuses on Quipper School application. From the definition above, it is important to know more about the implementation of *YukBlajar* in English learning, also the students’ perceptions toward the implementation of this application.

The researcher conducted this research at SMP Islam Al-Azhar 13 Surabaya. The location of this school is at Florence Street J4 number 31 Pakuwon City, Laguna Surabaya. The researcher choosed SMP Islam Al-Azhar 13 Surabaya because this school was the first school that applies *YukBlajar* application in teaching learning especially in English. Furthermore, the researcher is very interested to conduct the research in this school. Hence, the researcher conducted the research with the title “THE IMPLEMENTATION OF *YUKBLAJAR* AS E-LEARNING PLATFORM IN ENGLISH LEARNING AT SMP ISLAM AL-AZHAR 13 SURABAYA”

## **B. Research Questions:**

This study is guided by the following research questions:

- 1) How is the implementation of *YukBlajar* as e-learning platform in English learning of 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya?
- 2) How is the students’ perceptions toward the implementation of *YukBlajar* as e-learning platform in English learning of 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya?

## **C. Objectives of the Study:**

Based on statement of the problem above, it can be figured out the purpose of the study as follows:

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<sup>5</sup> Based on the interview of English teacher in SMP Islam Al-Azhar 13 Surabaya

- 1) To describe the implementation of *YukBlajar* as e-learning platform in English learning of 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya.
- 2) To find out the students' perceptions toward the implementation of *YukBlajar* as e-learning platform in English learning of 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya.

#### **D. Significance of the study**

The result of this study is expected to be useful information and give contributions for educational instructions. The significances of this study are:

- 1) Theoretically, the result of this study is hoped to develop teaching learning process using e-learning platform, especially using *YukBlajar* application for English learning.
- 2) Practically, the result of this study hoped to be contribution:
  - a. For the teachers  
This study is expected to help English teachers use new teaching style such as using e-learning. The result of this research can be significantly important that English teachers will know the learning process uses *YukBlajar* and also student's perception toward the implementation of *YukBlajar* as e-learning platform in English learning. Moreover, this study can enrich the teachers' knowledge to develop learning process by using e-learning better.
  - b. For the students  
The result of this study will be very beneficial for the students, since they will know their perception toward the implementation of *YukBlajar* as e-learning platform in English learning. Hopefully the result of this study will make the students interest during the learning process and it can increase student's motivation in English learning.
  - c. For future researcher  
The future researchers get new information related the implementation and student's perception toward the implementation of *YukBlajar* as e-learning platform in English learning. This study can be reference to conduct

another study and motivate them to make a something new from this research.

### E. Scope and Limit of Study

In this research, the researcher focuses on 8B grade students at SMP Islam Al-Azhar 13 Surabaya in academic year 2016/2017. The researcher limited this study on using *YukBlajar* as e-learning platform. The researcher discusses two main aspects; these are the implementation of *YukBlajar* as e-learning platform applied in English learning based on the five stages of Gilly Salmon's theory,<sup>6</sup> and the analysis of students' perceptions toward the implementation of *YukBlajar* application based on Technology Acceptance Model (TAM) by Davis in Sung Mi Song.<sup>7</sup>

### F. Definition of Key Term

- 1) Implementation  
Implementation is the learning application used in teaching process for educations purpose.<sup>8</sup> Meanwhile in this research, the implementation refers to how the teacher implement *YukBlajar* as e-learning platform in English learning of 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya. In this research, the implementation is analyzed based on the five stages model by Gilly Salmon's theory.
- 2) Yukblajar  
*YukBlajar* is a kinds of Learning Management System (LMS) created by Ir Achmad Holil Ali MKom for online learning which can access in [www.yukblajar.com](http://www.yukblajar.com).<sup>9</sup> Meanwhile, in this research, the students use this application for learning, doing quiz or answering worksheet related with their lesson. For the teachers is for preparing the learning materials, monitoring and managing the learning process.

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<sup>6</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>7</sup> Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*. (Ames: Iowa State University, 2010)

<sup>8</sup> Theresia Niung P, journal: "*Teaching English as a Global Language and Method CTL (Contextual Teaching and Learning)*" 2008

<sup>9</sup> <http://www.jawapos.com/read/20117/02/01/106596/aplikasi-yukblajar-buat-siswa-siap-bantu-sekolah-lain>



3) E-learning

E-learning is where the technology plays a specific role in supporting learning, these can be described both at the level of pedagogical principles and at the level of detailed practice in implementing those principles.<sup>10</sup> Meanwhile, in this research, teacher and students use internet technology that is utilized by using computer or communication devices Smartphones to overcome shortcomings in the classroom by using application of (Learning Management System) LMS.

4) Student's perception

Perception is process of thinking as a result of the information received from sensory systems regards the events or things; it is the output process where the judgments or beliefs were produced by an individual that influence the way they think and feel.<sup>11</sup> Meanwhile, in this research, student's perception is students' responses reflected in thoughts based on their experience in absorbing the information or object about the implementation of *YukBlajar* as e-learning platform in English learning.

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<sup>10</sup> Ibid

<sup>11</sup> Jerry Anak Ahen, *Student's Perception toward English for Self Expression* (Malaysia: University Malaysia Sarawak, 2009)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that will support this research. The theory bellow is used for consolidating the discussion. It deals with the theories related to the students' perception toward e-learning platform. There are three main discussion, those are explanation of e-learning, *YukBlajar* application and students perception. Besides it, the previous studies will explain the other different studies with this research.

#### A. Review Of Related Literature

##### 1. E-learning

##### a. Definition of e-learning

Some definitions have been formulated by the experts to describe what e-learning or electric learning is. Naidu stated that e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning.<sup>12</sup> In addition, according to Neda, e-learning can be defined as application of electronic systems such as internet, computers, multimedia, that their aims to reduce the amount of expenses.<sup>13</sup>

Another definition comes from Urdan, e-leraning can be defined as the use of electronic media, including the internet, intranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM to deliver the teaching materials which involves a number of application and processes, including computer-based learning, web-based learning, virtual classroom, and digital collaboration.<sup>14</sup> According to Fee, e-learning is approach to learning and development a collection of learning method using digital technology that enable distribute

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<sup>12</sup> Som Naidu, *E-learning: A Guidebook of Principles, Procedure and Practices*, (New Delhi: CEMCA,2006), p.1.

<sup>13</sup> Neda Muhammadi, et.al., "Effect of E-learning on Language Learning." *Procedia Computer Science*, 3, (December, 2011), p.465

<sup>14</sup> Urdan, T. A., & Wegen, C. *Corporate E-learning Exploring a New Frontier*. (San Francisco: WR Hambrecht + C, 2000)

and enhance learning.<sup>15</sup> From those definitions, it can be understood that e-learning deals with the use of electronic media in transferring or supporting teaching and learning process.

#### **b. E-learning Approach**

According to Beatrice in her book e-learning methodologies, there are two general approaches to e-learning are follows:

##### **1. Self-paced**

Self-paced is e-learning approach which is learning content is developed according to a set of learning objectives. In this approach the students are free to learn at their own pace to define personal learning based on their individual needs and interest and a learning providers do not have to schedule, manage and track the students through the process. When self-paced e-learning is offered through an internet connection, there is the potential to track the students in a central database.

##### **2. Facilitated/instructor-led**

Facilitated/instructor-led is e-learning approach which is learning content for individual study can be integrated with the teachers. The students, facilitator and instructor can communicate and work together through discussion forum, email, chats or video conferring. In this approach, the curriculum is developed to integrate several learning content and activities of a course. Also, the instructor or facilitator has to schedule the course through an online platform.<sup>16</sup>

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<sup>15</sup> Fee, K. *Delivering E-learning*. (Philadelphia: Kogan Page Limited, 2009)

<sup>16</sup> Beatrice, Ghirardini. *E-learning Methodologies: A guide for Designing and Developing E-Learning Course*. (Italy: FAO, 2011), p. 10-11

### c. **Component of E-learning**

According to Beatrice, there are some component of e-learning include e-learning contents, e-tutoring, collaborative learning and virtual classroom.<sup>17</sup>

#### 1. E-learning contents

E-learning contents include simple learning resources, interactive e-lesson and electronic simulation. Simple learning resource is non-interactive resources such as documents, power point presentation, video or audio files. So, the students can only read or watch the content. Next is interactive e-lesson. Interactive e-lesson is sequence of screens that include text, animations, graphics interactivity in the form of question and feedback, also include recommend reading a specific topic and electronic simulation. Electronic simulation is a specific form of web-based training that brings the students in real a world.

#### 2. E-tutoring

E-tutoring is an individual teacher who support and gives feedback to the students through online tools. E-tutoring helps the students to improve their performance by improving understanding, responding to the students problems, challenging the students and providing feedback. According to Donald there are some combinations in e-tutoring such as e-tutoring as administrator, e-tutoring as facilitator, e-tutoring as subject matter expert and e-tutoring as assessor.<sup>18</sup>

#### 3. Collaborative learning

Collaborative learning is learning discussion and sharing knowledge to work together on a common project. In collaborative learning, the students use social software such as chats, discussion forums and blog to collaborate among students. Online discussion is design to facilitate communication and

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<sup>17</sup> Beatrice, Ghirardini. *E-learning Methodologies: A guide for Designing and Developing E-Learning Course*. (Italy: FAO, 2011), p. 8

<sup>18</sup> Donald, Clark., *E-Tutoring*. Part of Learning Technologies Group plc 2015

knowledge-sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

#### 4. Virtual classroom

Virtual classroom is an e-learning that an instructor teaches remotely and in a real time to students group using a combination of materials for example power point slides, audio or video materials. A virtual classroom not only makes the learning materials available to the students but also provides a live, contextual and interactive environment for the students.<sup>19</sup> In virtual classroom there are several online tools include online calendars, online help guides, online assessments books, examinations, emails, instants messages, discussion boards, chat rooms and file transfers. According to Yang, virtual classroom facilitates active learning with the provision of enabling environment consisting of the learning tools, learning materials and opportunities for contextual discussion.<sup>20</sup>

#### d. Function of E-learning

E-learning is a learning process by using electronic application such as internet media or computer line to support teaching learning process.<sup>21</sup> According to Siahaan there are three functions of e-learning in learning process are follows:

##### 1. Supplement

E-learning becomes supplement if the students free to choose whether they will use for search a new material or not. The students do not have to access e-

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<sup>19</sup> Rufai, M., Alebiosu, S., & Adeakin O., *A Conceptual Model for Virtual Classroom Management*. International Journal of Computer Science, Engineering and Information Technology (IJCEIT), Vol. 5, No. 1, February 2015.

<sup>20</sup> Yang , Z., & Liu, Q., *Research and Development of Web-Based Virtual Online Classroom*. Computer & Education 2007, 48 (2), 171-184

<sup>21</sup> Manggiasih Nurdiana. Fanta, Thesis: *"The Use of Quipper School as an E-learning Platform in Teaching English"*. (Ponorogo: Universitas Islam Ponorogo, 2016)



learning materials. Despite its optional, the students that use it will certainly have additional knowledge.

## 2. Complement

E-learning becomes complement if material of e-learning is programmed to complete the material that accepted by the students in classroom. The material programmed for enrichment and remedial learning materials. E-learning materials are called enrichment if the students can understand and master the materials delivered by the teacher quickly (fast students) are given the opportunity to access e-learning materials that are developed for them. The aim is to further strengthen the students mastering. Besides it, e-learning materials are called remedial if the students that have difficulty to master the materials are delivered by the teacher face to face in classroom (slow students) are given opportunity to utilize e-learning materials. The aim is to help the students understand the materials easily.

## 3. Substitution

E-learning becomes substitution if the students can manage the learning activities based on the time and another daily activity flexibly. There are five alternative models of learning activities are follows: (1) completely face-to-face (conventional learning); (2) partly face-to-face and partly via the internet; (3) completely use the internet. All the models of learning activities get the same assessment. If the students can do their learning program through conventional, completely use internet or even through the combination of these two models, then the teacher will provide the same confession. It is very useful for the students to do their learning.<sup>22</sup>

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<sup>22</sup> Siahaan, Sudirman. *Study Penjajagan tentang Kemungkinan Pemanfaatan Internet untuk Pembelajaran di SLTA di Wilayah Jakarta dan Sekitarnya*. Jurnal Pendidikan dan Kebudayaan. Jakarta: Badan Penelitian dan Pengembangan- Departemen Pendidikan Nasional No. 039, 2002

### e. **Characteristic of E-learning**

There are some characteristics of e-learning. According to Rusman some characteristic of e-learning are follows: (1) Interactivity, in e-learning it means that the available more communication channels either directly (synchronous) such as chatting and messenger or indirectly (asynchronous) such as forum, mailing list. (2) Independency, the intent of independency is flexibility in aspect of provision of time, place, teacher and materials. So, it causes learning to be student-centered. (3) Accessibility, learning resources become easier to be accessed through internet networking with a wide access than the distribution of learning resource in conventional learning. (4) Enrichment, learning activity and materials presentation is used to enrichment. It allows the use of technological device such as streaming video, simulation and animation.<sup>23</sup>

### f. **The implementation of e-learning**

In the implementation of e-learning needs a structured and paced programme of e-tivities for online learning to be successful. The five stage model by Gilly Salmon provides an example of how the participants can comfort in using online learning and what e-moderators needs to do at stage to help them achieve this success.<sup>24</sup> The researcher uses this model to analyzed the implementation of *YukBlajar* in English learning because this model shows a structured learning scaffold which offer essential support and development to participants at each stages as build up in online learning.

According to Gilly Salmon five stages of e-tivities in classroom are follows:<sup>25</sup>

#### 1) Access and motivation

Access and motivation are the first stage which help the students become familiar with the online

<sup>23</sup> Rusman, et al., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi : Mengembangkan professional Guru.* (Jakarta: Rajawali Pers, 2013), p. 264

<sup>24</sup> Salmon, G, *E-tivities: The key to active online learning.* (London: Kogan Page), 2002

<sup>25</sup> Salmon, G, *E-tivities: The key to active online learning.* (London: Kogan Page), 2002

setting by learning how to use course software. There are three aspect of this stage those are access, motivation and arriving.

- a. Access is the activity to help the students require individual access in using the communication tools. In this stage, the teacher should give interesting introduction to use an e-learning platform and acknowledgement to the students feeling during learning process use technology because there are students maybe unfamiliar with the use of technological in learning process. Therefore, Access helps the students to start and encourage them in learning process.
- b. Motivation is the activity did by the teacher to handle the negative feelings and emotions when the students become frustrated because their technological problems. In online leraning process, the students may be embarrassed when they got some problems in using e-learning platform, the teacher's role is work with the technical staff to resolve the issues about e-learning. The teacher can alleviate the student's anxiety by sharing email messages to support and motivate the students. According to Keller the students motivation is considered a crucial factor for success in online learning environment.<sup>26</sup>
- c. Arriving is an activity did by the teacher to keep the students online. It is worthwhile trying to get all participant online before interacting with other in e-learning platform. Therefore the teacher provides stimulation before beginning of the main lesson.

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<sup>26</sup> Keller, J. M, *First Principle of Motivation to Learn E-learning. Distance Education*, 2008, p.175

## 2) Online socialization

Online socialization is activity which builds foundation for online community by using short activities that cultivate trust between students. In this stage, the students create an identity online and finding others to interact. Furthermore, the student's relationship will grow during group and individual assignment when they share their stories and ideas. According to Irwin, the value of interaction in online learning lies in its contribution to the teacher and students ability as participant to establish a sense of being in the virtual environment.<sup>27</sup> From this stage, the students become more comfortable with the online learning. They can move into sharing and exchanging information using online learning. Successful online learning communities are example of social knowledge construction in that they apply the practice over great distance and under more demanding condition.<sup>28</sup>

## 3) Information exchange

Information exchange is the activity is provided by the teacher to train the students to interact each other in the learning process. In this stage, the teacher should utilize activities to design the assignment that make the students active in e-learning process. The students need assignments that give them opportunities to explore and share knowledge in group discussion. The students give information each other related to the course.

## 4) Knowledge construction

Knowledge construction is the activity which make the students construct their critical thinking skill. According to Lock, knowledge construction is interaction for sharing, constructing and negotiating

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<sup>27</sup> Irwin, Christopher, *Socialization in the Online Classroom*, University of Maryland Baltimore Country 2006

<sup>28</sup> Ibid

meaning in learning process.<sup>29</sup> In this stage, the teacher develops e-tivities that help the students to use higher order thinking skill and become independent learners. The teacher need to be intentional in their online remarks and aim to enhance the student's critical thinking skill. The students must have projects that help them to their own personal knowledge. So, the course related to group discussion and interaction become more collaborative. Online discussion activity to stimulate their critical thinking which has same meaning with knowledge construction.<sup>30</sup> Therefore knowledge construction and online discussion are activities which can build students' knowledge trough the process of getting the result (knowledge).

#### 5) Development

Development is the activity which help the students reveiw what they have learned by themself. In this stage represents the development of new cognitive skills that enable students to learn to monitor and evaluate their thinking. The teacher select e-tivities that encourage reflective thinking by sharing the problem to test assumptions. The students explore how to integrate their online discussions into other forms of learning and reflect on their learning processes. The students also look for the benefit from the system that help them achieve their learning goals.

## 2. YukBlajar

### a. Definition of *YukBlajar*

According to Yefim Kats the definition of learning management systems (LMS) are information system which enable educator to prepare learning activities for

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<sup>29</sup> Lock, J, *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education*. 2002, vol 3 (4), p 395

<sup>30</sup> Food and Argiculture Organization, *E-learning Methodologies: A Guide for Designing and Developing E-learning Course*. (United Nation: Rome,2011)



the students to access any time.<sup>31</sup> Another definition comes from Lonn and Teasley stated that learning management systems (LMS) are web-based systems that enable teacher and students to share materials, to submit and return assignments and to communicate online.<sup>32</sup>

According to Hobbs in Leanne Cameron, learning management systems are management software package enabling the delivery of learning content, resources and activities and also handle the associated administration tasks.<sup>33</sup> In addition, according to Almrashdeh learning management systems (LMS) can be define as a software used to plan, implements and evaluate a specific learning process.<sup>34</sup>

Based on definition above, we can conclude that learning management system is the system that facilitate learners to learn more widespread, numerous and too varied. Through the facilities provided by the system, the students can learn anytime and anywhere without being confined by space and time.

There are some kinds of Learning Management System (LMS) such as *Moodle*, *Atutor*, *Omeka*, *Docebo* and *Quipper*. However, differences between *YukBlajar* and those platform are *YukBlajar* provides teachers and students with already to use web-based learning application. It also facilitates the opening of learning zone to support the teachers via virtual storage that allows them to upload and to keep their materials easier. The teacher can create interesting learning through using variety of feature provided in *YukBlajar* such as teaching materials, students' worksheet (LKS), learning video, learning games, quizzes to practice, simulation,

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<sup>31</sup> Kats, Yefim, *Learning Management Systems and Instructional Design: Best Practices in Online Education*, (USA: Chestnut Hill College,2013), p.267

<sup>32</sup> Lonn, S., Teasley, S., *Saving Time or Innovating Practice : Investigating Perceptions and Uses of Learning Management Systems*, 2009

<sup>33</sup> Cameron, Leanne, *An Introduction to Learning Management Systems. Readings in Education and Technology: Proceedings of ICICTE 2008*

<sup>34</sup> Almrashdeh, I.A., Sahari, N., Zin, N.A.M., & Alsmadi, M. *Distance Learning Management System Requirement from Students' Perspective. Journal of Theoretical and Applied Information Technology*. 2011

tryout, and examination.<sup>35</sup> Furthermore, the storage helps teachers maintain their teaching and learning activity records on the web server; thus they can monitor their students' learning without encountering constraints of time and place. Besides that, this application provides access for learners to see, move and join in the learning zone variety. It is interesting that the use of these facilities in *YukBlajar* is completely free, although it requires registration.

According to Ir Achmad Holil Ali MKom as the CEO of *YukBlajar* stated that *YukBlajar* is a web-based online learning application which is designed to make the students more active through application serves as a regulator to restore the teacher in the classroom that appropriate with expectations curriculum 2013 (K-13) currently applied nationally.<sup>36</sup> The teacher can create interesting learning with a variety of features provided such as videos or games that make the students interest with the lesson.<sup>37</sup> From the definition above, it can be concluded that *YukBlajar* application benefit for teaching learning process, the teacher can explore more extensive and comprehensive knowledge through the variety features provided.

#### **b. Basic operation and features**

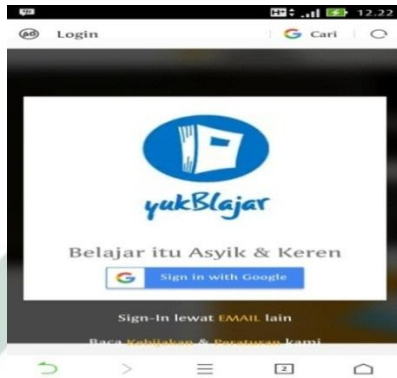
*YukBlajar* is available online at [www.yukblajar.com](http://www.yukblajar.com). The first step to access *YukBlajar* is open the URL [www.yukblajar.com](http://www.yukblajar.com). Then, the display will appear portal. You can choose sign with google or email.

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<sup>35</sup> <http://yukblajar.com/apps/home/aboutus>

<sup>36</sup> <http://www.jawapos.com/read/20117/02/01/106596/aplikasi-yukblajar-buat-siswa-siap-bantu-sekolah-lain>

<sup>37</sup> <http://www.jawapos.com/read/20117/02/01/106567/aplikasi-yukbelajar-buat-siswa-makin-semangat-belajar>



Picture 2.1 Portal for public

After you sign in with your account google or email in *YukBlajar*, the portal will appears many level provided by *YukBlajar* from elementary until intermediate level. You can choose the class based on your level.



Picture 2.2 Class level

After you choose your class, you have to choose the school that you want.



Picture 2.3 Learning stage

There are some learning sources provided by *YukBlajar*. In *yukBlajar.com*, supplying of learning source aimed to give teachers and students an interesting experience and active in learning process. Hence, design of learning source provided by *YukBlajar* has interactive skill. Kinds of learning source provided by *YukBlajar* are follows:<sup>38</sup>

1. Learning stage

Learning stage in *YukBlajar* as a lesson plan in teaching learning process, this learning source will guide the teachers coherently and easily to access learning. This learning source made digitally and interesting visualization can provide by the teacher. The capability of this learning source can be “remote” for facilitator or teacher to manage teaching learning process.

2. Document

Document in *YukBlajar* is learning source contain learning materials combination from various learning resource such as video, quiz,

<sup>38</sup> <http://www.slideshare.net/mobile/DyahNoorAli/workshop-mengajar-belajar-di-udara-langit-1>

games, worksheet and discussion. This learning source provided by facilitator or teacher as learning materials that avoid from impressions are not feasible.

3. Video

Video in *YukBlajar* is learning source with the format of video that from various public media or made by teacher itself. Besides it, in this learning source provide video with the snaps. This video must not watch the video fully. The students can choose only important part in video that will be watch.

4. Quiz

Quiz in *YukBlajar* is learning source contain various questions type such as true/false, multiple choice, match, fill in the blank, mark the right answer and essay. This learning source used by the teacher during teaching learning process in or out of the classroom. Also, this learning source serve by doing conventionally, live, certificate, key answer with animation.

5. Game

Game in *YukBlajar* is learning source that aimed to interest the students in mastering learning materials. There are some types of this game such as flash card, match, gravity, sweeper, guess the picture and trivia.

6. Worksheet

Worksheet in *YukBlajar* is learning source provide students worksheet that is ready to print. This learning source usually provided to download by the students as homework.

7. Discussion

Discussion in *YukBlajar* is learning source that allow the students to communicate with the teacher to discuss the learning materials.

**c. The advantages of *YukBlajar***

Some advantages of online learning for students

according to Muhammad Ally are in asynchronous online learning, the students can access the online materials anytime. Whereas in synchronous online learning allows interaction among the teacher and the students in real time. So, the students can use internet to access the learning materials up to date.<sup>39</sup>

According to Leanne, there are some advantages of learning management system (LMS) are learning management system (LMS) allows flexibility of access from anywhere and anytime with internet. Next is learning management system (LMS) can support content in many format such as multimedia, video and text. Also, it is easy to offer students a choice of activities.<sup>40</sup> In addition, according to Hobbs stated that using learning management system (LMS), learning activities can be share and use among learning process. Also, learning content can re-use and the cost in lesson preparation can be saved.<sup>41</sup>

The feature of learning management system (LMS) help the teacher to convey the instructional materials and send notice to class, also the students can submit assignment and interact with the teacher and other students.<sup>42</sup> Another argument comes from Anderson; the advantages of learning management system (LMS) are the teacher can access the materials anytime because the materials can be updated. So, the students can see the changes immediately. Also, the design and organization of activities within learning management system (LMS)

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<sup>39</sup> Ally, M. *Foundation of Educational Theory for Online Learning*. In T. Anderson, & F. Elloumi (Eds), *Theory and Practice of Online Learning*. (Athabasca, AB: Athabasca University) 2002

<sup>40</sup> Cameron Leanne, an Introduction to Learning Management System. Reading in Education Technology: Proceedings of ICICTE 2008

<sup>41</sup> Hobbs, D., *Understanding Learning Management System*. Australia: Training and Development, 2005, p. 14-16

<sup>42</sup> Lonn, S., & Teasley, S. D, *Saving Time or Innovating Practice: Investigating Perceptions and Uses of Learning Management Systems*. Computer and Education , 53 (3) 2009, p. 686-694

can be proceeding while the course is in progress.<sup>43</sup>

According to Abdul Hamid in his thesis, learning management system has some advantages which are (1) the students have opportunity to learn independently without any limitations of space and time; (2) student learning resources are not limited to single source but can obtained from different resources; (3) the students can freely repeat the materials that they had not understood in conventional learning; (4) the students will be more motivated to learn because many innovations in e-learning platform that make the students interested in learning.<sup>44</sup>

#### **d. The disadvantages of *YukBlajar***

Using a learning management system (LMS) has many advantages not only for the teacher but also for the students. However, on the other hand using a LMS also still has disadvantages. According to Weaver, Button and Gilding, the disadvantages of LMS are some schools have poor computer to support the teaching learning process.<sup>45</sup> Anderson stated that use LMS is a challenge for many teachers to design and organize a blended learning activities that are appropriate to the students need, also it can be difficult to establish a supportive environment.<sup>46</sup>

Mellow argued that using LMS offer flexibility that is recognized as being important but it doesn't always provide an environment for deep learning and

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<sup>43</sup> Anderson, N., Baskin, C., & Helbert, M. *Sustaining and Supporting Teacher Professional Development in ICT*. 2002 Retrieved 15, April 2008 from [www.aare.edu.au/and02399.htm](http://www.aare.edu.au/and02399.htm)

<sup>44</sup> Abdul Hamid, Thesis: "*Efektifitas Implementasi LMS (Learning Management System) Terhadap Minat dan Hasil Belajar pada Mata Pelajaran Pemograman Web*. (Semarang: Universitas Negeri Semarang, 2015)

<sup>45</sup> Weaver D. Button , Y & Gilding, A, *Implementation of a learning system using an Integrated Approach to Professional Development* 2002

<sup>46</sup> Anderson, T., *Teaching in an Online Learning Context*. In T. Anderson, & F. Elloumi (Eds), *Foundations of Educational Theory for Online Learning*. (Athabasca, AB: Athabasca University) 2004



understanding to take place.<sup>47</sup> Using LMS can also lead the teacher in dissatisfaction or ambiguity with the quality of teaching experience because the teacher can feel less in control.<sup>48</sup>

**e. YukBlajar in English learning**

*YukBlajar* is a free e-learning facility that was created to help the teacher easily in designing learning materials or assignments. Through *YukBlajar* the teacher can access and monitor the students learning activity because this application gives data analysis related with the students achievement.

*YukBlajar* is designed to make the students more active through application serves as a regulator to restore the teacher in the classroom that appropriate with expectations curriculum 2013 (K-13) currently applied nationally.<sup>49</sup> It makes the teacher to design the learning materials easily. Usually, *YukBlajar* used to as students' assignment. The students will read the materials then they do the assignment anytime and anywhere because this application can be accessed via smartphone, computer and laptop. The students result can be monitored by online. When the students have done their assignment, the teacher can check it directly.

**3. Perception**

**a. Definition of Perception**

Perception is the experience of object, event or relation obtained by inferring information and interpreting the messages.<sup>50</sup> According to Lindsay and Norman in Jerry defined that perception is the process

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<sup>47</sup> Mellow, P., *The Media Generation: Maximise Learning by Getting Mobile*. Balance, Fidelity, Mobility: Maintaining the Momentum. Brisbane: Proceedings of ASCILITE, 2005

<sup>48</sup> Anderson, N., Baskin, C., & Helbert, M., *Sustaining and Supporting Teacher Professional Development in ICT*. 2002

<sup>49</sup> <http://www.jawapos.com/read/20117/02/01/106596/aplikasi-yukblajar-buat-siswa-siap-bantu-sekolah-lain>

<sup>50</sup> Jalaluddin Rakhmat, *Psikologi Komunikasi*. (Bandung: PT Remaja Rosdakarya Offest, 2007), p. 51

of people organize and interpret the stimulation of sensory receptor in the eyes, nose, tongue or skin to produce a meaningful experience of the world.<sup>51</sup> Another definition comes from Chairunnisa in her thesis; she stated that perception is the organization or interpretation of the stimulus in the senses so that is meaningful and an integrated response within the individual.<sup>52</sup>

According to Dr. Salito Wirawan Sarwono in his book *Pengantar Umum Psikologi* stated that perception is the ability to differentiate, classify and focus as the ability to organize the observation.<sup>53</sup> Alisuf in Lulu Fauziyah argued that perception is the activity of the soul that allows the human to recognize the stimulus reached through his senses, with this ability the human recognizes his environment.<sup>54</sup> From definition above, it can be understood that perception is the process started from vision to form a response that occurs within the individual. With the perception, the individual will be aware of the circumstances around him.

According to Miftah Toha there are two factors influence on perception are follows: (a) Internal Factor include individual feelings, prejudices, desires or expectations, attention or focus, learning process, physical condition, psychiatric disorder, motivation, attitudes and personalities; (b) External factor include family background, information acquired, intensity, repetition of motion, size, novelty and familiarity or non-existence of an object.<sup>55</sup>

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<sup>51</sup> Jerry Anak Ahen, *Student's Perception toward English for Self Expression*, (Malaysia: University Malaysia Sarawak, 2009)

<sup>52</sup> Chairunnisa, Thesis: "*Persepsi Siswa terhadap Metode Pembelajaran Guru dan Hasil Belajar Bahasa Indonesia di SMK Al-Hidayah Ciputat*", (Jakarta: Uin Syarif Hidayatullah Jakarta, 2011)

<sup>53</sup> Sarlito, Wirawan Sarwono, *Pengantar Umum Psikologi*, (Jakarta: Bulan Bintang, 2000), p. 46

<sup>54</sup> Lulu Fauziyah, Thesis: "*Persepsi Siswa Terhadap Penggunaan Media Dalam Pembelajaran Al-Qur'an Hadist*", (Jakarta: Uin Syarif Hidayatullah Jakarta, 2011)

<sup>55</sup> Miftah Toha, *Perilaku Konsep Dasar dan Aplikasi Organisasi*, (Jakarta: Grafik Indo Persada, 2003)

According to Choirunnisa, In the process of perception, there are three main components are follows: (a) Selection is the process of filtering by the senses to stimuli from the outside, the intensity and type in this process can be many or few; (b) Interpretation is the process of organizing the information so it has a meaning for someone; (c) interpretation and perception are translated into behavioral as a reaction. The process of perception is the selection, interpretation and rounding up of the information.<sup>56</sup>

#### **b. Students Perception toward E-learning**

Technology Acceptance Model (TAM) by Davis in Sung Mi Song 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.<sup>57</sup> Perceived usefulness is defined as an indicator of the extent to which a person believes that using a particular technology will enhance their performance and therefore represents and individual's extrinsic motivation to use a technology, then perceived ease to use is defined as an indicator of the extent to which a person believes that the use of particular technology will be free of effort and therefore represents and individual's intrinsic motivation to use a technology.<sup>58</sup> Perceived usefulness can be seen when the online course users find the online learning system as well as the service as a useful tool in improving their performance in learning.<sup>59</sup> Perceived ease of use can be seen when the online course users did not find difficulty or great effort in using online learning.<sup>60</sup> According to the TAM model beliefs that technology is useful and

<sup>56</sup> Chairunnisa, Thesis: "*Persepsi Siswa terhadap Metode Pembelajaran Guru dan Hasil Belajar Bahasa Indonesia di SMK Al-Hidayah Ciputat*", (Jakarta: Uin Syarif Hidayatullah Jakarta, 2011)

<sup>57</sup> Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

<sup>58</sup> Ibid

<sup>59</sup> Ibid

<sup>60</sup> Ibid

easy to use significantly influence the users' attitudes toward the technology in their decision to adopt the technology.<sup>61</sup> Davis and Venkathes have empirically tested the positive relationship between perceived ease to use and perceived usefulness with behavioral intention to use a technology.<sup>62</sup>

Chiu and Roca found that perceived usability include perceived usefulness and perceived ease had significant effects on satisfaction for the user.<sup>63</sup> According to DeLone and McLean stated that the information quality of e-learning system and service had the greatest effect on users' satisfaction among the three qualities such as information quality, system quality and service quality.<sup>64</sup> Satisfaction is the consumer's response to the evaluation of the perceived inappropriate between the expectation and the actual performance of a product as perceived after its consumption.<sup>65</sup> In the learning context a students is considered a costumer of e-learning service and satisfaction can be result from the interaction between the students and e-learning environment surrounding students include the environment include instructional course website, instructors, peer students and support service.<sup>66</sup> Giese defined that e-learner satisfaction as a summary affective response of varying intensity that follows asynchronous e-learning activity, it stimulated by several aspects such as content, user interface,

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<sup>61</sup> Kibelloh, M., & Bao, Y, *Perception of International Female Students Toward E-Learning in Resolving High Education and Family Role Strain*, Journal of Educational Computing Research, 50 (4), 2014

<sup>62</sup> Venkathes, V., Davis, F. D, *A Model of the Antecedents of Perceived Ease of Use: Development and Test*, 27(3), 1996., p. 451-481

<sup>63</sup> Roca, J. C. Chiu, C. M., & Martinez, F. J, *Understanding E-learning Continuance Intention: an extension of the Technology Acceptance Model*. International Journal of Human-Computer Studies, 64 (8), 2006, p. 683

<sup>64</sup> DeLone, W. H., & McLean, E.R, *The DeLone and McLean Model of Information system success: A ten-year update*. Journal of Management Information System, 19 (4), 2003, p. 9-30

<sup>65</sup> Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

<sup>66</sup> Ibid

learning community customization and learning performance.<sup>67</sup> Additionally, environment satisfaction will enhance the students' perceptions of the technology that used in the learning process. In this research, the satisfaction is students' perception with the feeling about the use of *YukBlajar* as e-learning platform in English learning.

## B. Review of Previous Study

There are some studies that have been conducted to investigate e-learning in a teaching learning process. Here, the researcher reviews some studies related to this research. The first study is done by Siti Munawaroh in 2016 entitled *Classroom Interaction in Teaching English Using Quipper School at State Vocational High School 2 Buduran Sidoarjo*. This research is aimed to analyze classroom interaction in teaching English using Quipper. The result of this research is there are two points in classroom interaction, aspect and pattern. Moreover, the strength and weakness in using Quipper school in teaching English.<sup>68</sup>

Another research is in a form of journal by Yulius Dwi Cahyono in 2015, the title is *E-learning (EDMODO) sebagai Media Pembelajaran Sejarah*. This research has aim to determine criteria of good e-learning media, the material in accordance with e-learning and also the use of e-learning media in teaching history. The result of this study showed that the e-learning media is good to have attractive template, communication feature, post feature to share the materials, library feature as a learning resource, assignment and quiz feature, polling feature, progress report feature and profiles feature. This research also found that e-learning is best used on materials that are difficult to understand and require a long time in its delivery. This research use descriptive qualitative and related literature as a base for this

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<sup>67</sup> Giese & Gote, J. A, *Defining Consumer Satisfaction*, *Academy of Marketing Science*, 2000

<sup>68</sup> Siti Munawaroh, thesis: "*Classroom Interaction in Teaching English Using Quipper School at State Vocational High School 2 Buduran Sidoarjo*" (Surabaya: Universitas Islam Negeri Surabaya, 2016)

research.<sup>69</sup>

The third research is conducted by Johan Widagdo in 2015 entitled *Presepsi Mahasiswa Dalam Implementasi E-learning Menggunakan Web Di Jurusan Teknologi Pendidikan Universitas Negeri Semarang*. This research is qualitative research. This research discuss about students perception toward implementation of web as e-learning to support learning process. The result of this research showed that the students' perception toward using web as e-learning is positive to motivate the students and also can support teaching learning process.<sup>70</sup>

The fourth research is in a form journal, the title is *Using E-learning to Develop EFL Students Language Skills and Activate Their Independent Learning*. This research is conducted by Nagwa A. Soliman in 2014. This research discusses about the advantages of the e-learning Moodle and its role in enhancing English Foreign Language (EFL) students' language skills and independent learning. Moreover, an analysis of how e-learning Moodle can be used to develop EFL students' language proficiency and independent learning.<sup>71</sup>

The fifth previous study is done by Pupung Purnawan. The title is *The Use of Edmodo in Teaching Writing in Blended Learning Setting*. This research is qualitative research. This research is aimed to investigate how Edmodo as a learning platform in a blended learning setting was implemented in teaching writing in its combination with genre-based approach. The result of this study showed that in teaching writing, it was possible to integrate Edmodo into genre-based approach. Also, Edmodo facilitated students' engagement cognitively during classroom sessions.<sup>72</sup>

The previous studies above have similarity and different areas with this research. In this research, the researcher wants to

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<sup>69</sup> Yulius Dwi Cahyono, *E-learning (EDMODO) sebagai Media Pembelajaran Sejarah*, journal penelitian, Vol. 18 no. 2, 2015, 102-112

<sup>70</sup> Johan Widagdo, thesis: "*Presepsi Mahasiswa terhadap Implementasi E-learning Menggunakan Web di Jurusan Teknologi Pendidikan Universitas Negeri Semarang*" (Semarang: Universitas Negeri Semarang, 2015)

<sup>71</sup> Nagwa A. Soliman, *Using E-learning to Develop EFL Students' Language Skills and Activate Their Independent Learning*, Creative Education, 5, 2014, 752-757

<sup>72</sup> Pupung Purnawan, *The Use of Edmodo in Teaching Writing Learning Setting*. Indonesian Journal Applied Linguistic, Vol 5, No.2, 2016, 242-252

know how *YukBlajar* is implemented as e-learning platform in English learning. Also, the researcher wants to know the students perception toward the use of *YukBlajar* application. Those previous studies have different focus with this research. Those previous study discuss Moodle, Edmodo and Quipper as e-learning platform. However, this research is the first research focus on *YukBlajar* as a new e-learning platform in English learning.





## CHAPTER III

### RESEACRH METHOD

In this chapter, the researcher discusses and review research methodology that used in this research. They include research design, subject of study, data and source of data, data collection technique, research instrument, data analysis technique, and research stage.

#### A. Research design

In this research, the researcher used descriptive qualitative method. According to Ary, qualitative research is conducted to describe the current status of phenomenon that while exist at the time of the research.<sup>73</sup> Alder and Clark in Sylviene also stated that descriptive research design is to describe groups, activities or event with focus on structure, attitude or behavior.<sup>74</sup> The current status of phenomenon was using *YukBlajar* application as a new media in English learning. Furthermore, the research designed this research to describe the implementation of *YukBlajar* application. Also to investigates students' perceptions toward the use of *YukBlajar* as e-learning platform in English learning in 8<sup>th</sup> grade students at SMP Islam Al-Azhar 13 Surabaya.

#### B. Subject of the study

This research conducted in SMP Islam Al-Azhar 13 Surabaya. This school located at Florence Street J4 number 31 Pakuwon City, Laguna Surabaya. The researcher choosed this school because this school was one of schools that have a good technology. This school had a different media in English learning and the researcher interest to know more about the technology that used in this school. The media that different from another school was the teacher and students in this school implemented *YukBlajar* application in learning process. Also, this school was the first school that used *YukBlajar* as e-learning platform in English class. This school used this application from 2016 until now. Besides that, this school was

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<sup>73</sup> Donald Ary, *Introduction in Research in Education*, (Belmonth: Wardsworth Thomson learning, 2002), p.25

<sup>74</sup> Dayang Sylviene, "*Reading Strategies Used by Unesa-2006 Students In Comprehending A Reading Text*," (Surabaya: Library of UNESA,2007), p.14

reachable that made the researcher easy to conduct the research effectively. Furthermore, the researcher was very interested to conduct the research in this school.

In this research, eighth grade students with their classroom were chosen as participant. In addition, there are two classes in eighth grade students of SMP Islam Al-Azhar 13 Surabaya. Each class consists of 24 students. Then, the researcher limited the sample only to a class that is 8<sup>th</sup> grade. Based on the teacher recommendation, 8-B grade students at SMP Islam Al-Azhar 13 Surabaya in academic year 2017/2018, with 24 students becomes the subject of this research to give more detail and deeper investigation.

### **C. Data and source of data**

#### **1. Type of data**

In this research, the researcher answer two research questions use two types of data. The types of data used in this research were follows:

##### **a. Primary data**

The primary data of this research was classroom observation during the implementation of *YukBlajar* as e-learning platform in English learning at SMP Islam Al-Azhar 13 Surabaya. Also, the second primary data was questionnaire for the students only. This questionnaire was about the students' perceptions toward the implementation of *YukBlajar* application in English learning.

##### **b. Secondary data**

The secondary data obtained by the researcher in order to supporting the primary data. In this research, the secondary data were lesson plan, screenshot of *YukBlajar* and some theories. Also, the researcher used interview to support the data obtained from observation and questionnaire. It did by the researcher after finding data from observation and questionnaire. The researcher obtained the data through interviewing the teacher and 8-B grade students at SMP Islam Al-Azhar 13 Surabaya to get the data more accurately about the implementation and students' perceptions toward the implementing *YukBlajar* in English learning.

## 2. Source of data

In this research, the source of both primary and secondary data gain from the teacher. The primary data is obtained by doing observation during learning process use *YukBlajar* application. Additionally, the second primary data gain from the 8-B grade students at SMP Islam Al-Azhar 13 Surabaya by giving questionnaire about their perception toward the use of *YukBlajar* application in English class.

## D. Data Collection Technique

In this research, the researcher used observation, questionnaire and documentation technique to answer the research questions were follows:

### 1. Observation

Observation is the selection and recording behaviors of people in their environment, this method is useful for generating in-depth descriptions of organizations or events.<sup>75</sup> In this research, observation technique used non-participant observation. It means that the researcher did not involve in the activity. The researcher only observes, listen and draw conclusions.<sup>76</sup> The researcher observed the implementation of *YukBlajar* in English learning in both classroom and virtual meeting. By this observation, the researcher obtained deep understanding and viewing of whole learning process in the classroom includes the situations and activities occur in the classroom.

### 2. Questionnaire

Questionnaire is several written questions that are used to get the information from the respondent to know about them or something.<sup>77</sup> In this research, questionnaire used to gain the information about students' perceptions toward the implementation of *YukBlajar* as e-learning platform in English learning.

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<sup>75</sup> Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2015), p. 25

<sup>76</sup> Restu Kartiko Widi, *Asas Metodologi Penelitian*, ( Yogyakarta: Graha Ilmu, 2010), p. 237

<sup>77</sup> Arikunto Suharsimi, *Metodologi Penelitian*, (Yogyakarta: Bina Aksara, 2006), p. 151

### 3. Documentation

Document is written notes which the contents is written statement that is arranged by someone or institution as a data source.<sup>78</sup> In this research, the researcher used documents such as lesson plan and screenshot of the teacher's and students' portal in *YukBlajar* to support the data. The process of collecting data is specified in the table below:

**Table 3.1**  
**Summary of data collection technique**

Research question	Technique			Source of data	Aspect
	Observation	Questionnaire	Documentation		
RQ 1	✓		✓	Teacher and students learning process	The implementation of <i>YukBlajar</i> as e-learning platform in English learning
RQ 2		✓		Students	Student's perception toward the implementation of <i>YukBlajar</i> as e-learning platform in English learning

### E. Research Instrument

Collecting the data of the research need research instrument. Thus, the researcher designs the research instrument for collecting to address research questions. The instruments of this research as follows:

#### 1. Observation checklist

The researcher used observation checklist to observe the implementation of *YukBlajar* as e-learning platform in English

<sup>78</sup> Mahmud, Metode Penelitian Pendidikan (Bandung: CV Pustaka Setia, 2011), p. 183

learning, including the situation and activities in classroom.<sup>79</sup> In the observation checklist there were five points of e-moderating stages to deal with the implementation of *YukBlajar* as e-learning platform in English learning. Observation checklist for identifying the implementation of *yukblaar* is design using “Yes” or “No” checklist based on the stages of implementing e-moderating. Field note was also needed to help the researcher avoiding the lack of information. The function of field note here for helping the researcher completed the observation checklist. This instrument used by the researcher to answer the first research question. After observation finished, the researcher wrote notes more details (*See Appendix 1.*)

## 2. Questionnaire

There are two kinds of questionnaires given by researcher to the respondent those are open ended and close questionnaire.<sup>80</sup> In this research, the researcher used open and close questionnaire as an instrument after doing observation. This instrument used by the researcher to answer the second research question. The function of this step was to know the students’ perceptions toward the implementation of *YukBlajar* as e-learning platform in English learning. Questionnaire that used by the researcher was developed from Sung Mi Song theory about the use of e-learning, for completing the question (*See Appendix 2.*)

## 3. Documents

The researcher used documents in this research to support the data analysis. The documents used by the researcher were lesson plan and screenshot of teacher’s and students’ portal which the researcher need in *YukBlajar*.

## F. Data analysis technique

In this research, the researcher collected the data by using observation and questionnaire. The data analyzed in descriptive qualitative approach. Then, the researcher presents the data in the form of description.

<sup>79</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>80</sup> Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012), p. 199

To answer the research question number 1, the researcher analyzed the data which collected by observation and matched it with the theories which provided in review related literature. For the explanation, the observation described the implementation of *YukBlajar* as e-learning platform in English learning in both classroom and virtual meeting. The researcher observed the implementation of *YukBlajar* as e-learning platform in English learning in the classroom which combined face-to-face and online learning by using observation checklist based on Gilly Salmon's theory about e-moderating and making field note. The description explained the stages and activities then compares it with the theory. The researcher also concluded the area that matched with the theories.

For answering the research question number 2, the researcher analyzed the data collected by distributing questionnaire sheet to the respondents that are 8-B grade students at SMP Islam Al-Azhar 13 Surabaya. The researcher compiled the data descriptively and analyzed the data that are relevant with the researcher purpose. Also, the researcher did the interview with the students who give irrelevant data from the prior questionnaire sheet. The interview means to dig more from the students as well as. The missing data can be unanswered question, ambiguous answer and invalid answer. Students' perception measured in percentage using the following formula to know the percentage of students' perception toward the implementation of *YukBlajar* as e-learning platform in English learning:

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

P = Percentage

F = Respondent frequency

N = The number of maximal point

After doing those steps of analyzing the data about the implementation of *YukBlajar* as e-learning platform in English

learning by reflecting on the research questions, the researcher made conclusion. The researcher stated the conclusion of the findings and then reported the result of this research.

### **G. Checking Validity and Finding**

The researcher conducted this classroom observation to one class in five times to observe the implementation of *YukBlajar* in English learning in both classroom and virtual meetings. The researcher also used triangulation technique to check the validity of data. According to William Wiersma in Sugiyono defined that triangulation is qualitative cross-validation to assess the sufficiency of the data according to the convergence of multiple data sources. In this study, triangulation technique used is triangulation technique using sources. The researcher will compare the data based on the observation and the questionnaire with interview result.<sup>81</sup>

### **H. Research stage**

The process of this research done in the following stages:

First, the researcher formulated the title and the research questions of this research based on the phenomena occur in SMP Islam Al-Azhar 13 Surabaya especially in English learning. In order to clarify the problem to this research, the researcher came to this school by conducting preliminary research at April 27<sup>rd</sup> 2017. This preliminary research gave the information to the researcher about the new media used in English learning. Through this step, the researcher got the real phenomenon about using *YukBlajar* as e-learning platform in English learning at SMP Islam Al-Azhar 13 Surabaya. By doing this step, the researcher expected that this research is important to be done.

Second, the researcher collected the data by doing observation in English learning use *YukBlajar* application. During learning process in classroom and virtual meeting, the researcher used observation checklist and field note as the data that analyzed. The researcher also gave the students questionnaire to find out the

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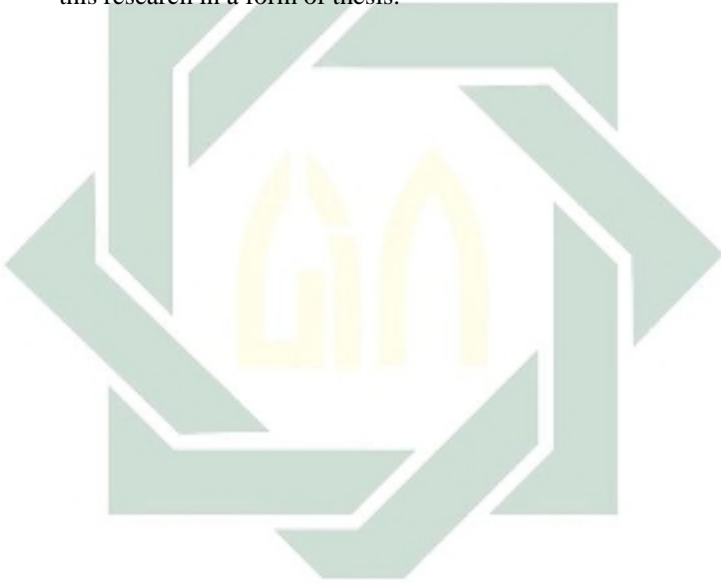
<sup>81</sup> Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012), p. 373-376



student's perception toward the implementation of *YukBlajar* application in English learning.

Third, the researcher analyzes the data that is collected by observation, questionnaire and documentation. The researcher analyzes those data based on the theories to find out research problems that are formulated in this research.

The last, the researcher wrote the report of this research by reporting the result and the finding of the research based on the data obtained from the research. The research reports the result of this research in a form of thesis.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

The researcher was conducted the research from october 9, 2017 – october 26, 2017. For answering the research question in this study, the researcher used three instruments for analyzing the data. Based on the result of conducting observations, giving questionnaire and doing interview that already did by the researcher in 8th grade of English class at SMP Islam Al-Azhar 13 Surabaya about the implementation of *YukBlajar* as e-learning platform in English learning in every online meeting and then obtained the following research result:

##### 1. The Implementation of *Yukblajar* as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya

The researcher collected the data regarding with the first research question of the study which is how the implementation of *YukBlajar* as e-learning platform in English learning runs. The laerning process during the use of *YukBlajar* had been analyzed by the researcher based on what happened in the course.

In this research, there are 5 stages in the implementation of e-moderating based on Gilly Salmon's theory which is the focus of this research. In using e-learning effectively, the teacher needs to consider about how the implementation of those stages. Therefore, this part explained the teacher's way in implementating *YukBlajar* as e-learning platform in English learning. Based on the observation result, there were some activities did by the teacher in implementing each stages of e-moderating. To make the reader easier, the researcher summarized the result of the data into the table bellow:

**Table 4.1**  
**The result of observation checklist in implementing *YukBlajar***

No.	Stages in the implementation of e-moderating	Yes	No	Activities
1	<b>Access and motivation</b>			
	a. Access	√		<ul style="list-style-type: none"> <li>a. The teacher asks students to open <i>YukBlajar</i> application</li> <li>b. The teacher gives the students an access code to join group in <i>YukBlajar</i></li> <li>c. The teacher makes sure that all students have joined in right group</li> </ul>
	b. Motivation	√		<ul style="list-style-type: none"> <li>a. The teacher asks student whom get trouble in internet connection to join with their friend</li> <li>b. The teacher advises the student whom open other site during learning process</li> </ul>
	c. Arriving	√		<ul style="list-style-type: none"> <li>a. The teacher always give students time limit to do the tasks in <i>YukBlajar</i></li> </ul>
2	<b>Online socialization</b>		√	
3	<b>Information exchange</b>	√		<ul style="list-style-type: none"> <li>a. The teacher asks the students to learn learning materials in <i>YukBlajar</i></li> <li>b. The teacher asks students to watch video in <i>YukBlajar</i></li> <li>c. The teacher discuss the materials in classroom (face to face)</li> </ul>
4	<b>Knowledge construction</b>			
	a. Building knowledge	√		<ul style="list-style-type: none"> <li>a. The teacher give explanation and example before asking the students to do quiz in <i>YukBlajar</i></li> </ul>
5	<b>Development</b>	√		<ul style="list-style-type: none"> <li>a. The teacher gives homework to the students</li> </ul>

Based on the table which is about the result of classroom observation about the implementation of *YukBlajar* as e-learning platform in English learning, the researcher found out that the teacher implemented four from five stages in the implementation of e-moderating. Moreover, the stage

which was not implemented by the teacher is online socialization. Therefore, the details implementation as follow:

**a. Access and motivation**

Based on the classroom observations, the researcher found out that the teacher implements all the aspect from this strategy that are access, motivation and arriving.

1) Access

In the implementation, this aspect found in every meeting from the observations. It appeared in the first meeting the teacher started the lesson and elicit the students about the materials that they would be learnt. The teacher told the materials about past tense and asked them to prepare the laptop because the teacher would teach them through *YukBlajar*. The teacher gave instruction to the students before access *YukBlajar*. First, the teacher asked the students to login to their account in *YukBlajar*. The teacher said that:

*“To go that, Okay...now you have to open YukBlajar and login to your account.”*

After ensure all the students logged in, the teacher asked the students to directly clicked eighth class and chose “Bahasa Inggris K8 SMP/IA 13 Surabaya”. In giving the direction, the teacher did not only direct the students, but he also showed it on the screen how to access *YukBlajar* so the students would not access the wrong class because there are many other classes from many subjects and other schools that also using *YukBlajar*. What the teacher said was like:

*“After you all logged in, please click ‘kelas 8’ and then you go with ‘Bahasa Inggris K8 SMP/IA 13 Surabaya’, okay..let me show you.”*

After all the students were in the same page, the teacher asked them to join the quiz in *YukBlajar* by giving them an access code which was automatically created from this application. The teacher said that:

*“Okay, please open quizizz in YukBlajar and than join with this code 637456”*

After the teacher gave an access code, He checked the students by asking them while move around the class. The teacher did it to ensure all the students could access Quizizz and did the task in *YukBlajar*.

Furthermore, in the second meeting was no so much different. In this meeting, the teacher did exactly the same thing like in the first meeting. Like the teacher said on the interview that:

*“I think, all students have known how to access YukBlajar, but they still need a guide to access the materials. Because in this application not only provide the materials from this school but also from other schools. So, I have to make sure that they access in right class.”*

After the teacher asked the students to access the material about countable and uncountable noun in *YukBlajar*. The teacher explained it while show video in *YukBlajar*. Then, the teacher gave the students an access code to join in Quizizz. The teacher always give an access code before asking the students to do the assignment in Quiziz, like teacher said on interview that:

*“The code always change when we access the quiziz in YukBlajar. So, I always give code before start the quiz”*

The teacher not only did this aspect in the classroom but also in the virtual meeting. In the virtual meeting, the teacher uploaded the some videos and slideshare about present continuous tense and also gave an access code to join in Quizizz. Then, the teacher sent message to the students through “Line” application as intruction before they access *YukBlajar*.

In the next virtual meeting, the teacher did same aspect with the previous meeting before asking the students to access *YukBlajar*. The only different things from each meeting are the materials and assignments. In this virtual meeting, the teacher uploaded the video and slideshare about present continuous tense. In the next virtual meeting, the teacher uploaded the material about recount text, and the last virtual meeting about announcement. After the teacher upload the materials, He always send the message to the students as accessing activity. In both meeting, the teacher did not gave the students an access code because He did not asked the students to do assignment in Quizizz. Basically, this aspect will always remains the same in every virtual meeting, like the teacher said in interview:

*“Yes, usually I send message to the students in Line after uploading the materials in YukBlajar to give information and instruction before they access YukBlajar”*

Based on the observations the researcher can conclude that this stage is implemented in every meeting both in classroom and virtual meeting before learning English use *YukBlajar*. in classroom, the teacher did this activity diectly and in the virtual meeting He did this activity by sending message trough “Line” application. It did by the teacher to direct the students in accessing

this application. Besides it, an access code in Quizizz always change everytime. Therefore, every meeting the implementation will always remain the same.

## 2) Motivation

From the classroom observations, the researcher found out that this aspect was implemented in classroom. This found in the first meeting and second meeting. The teacher implemented this aspect mostly the same in each meetings. The reason of the teacher did this aspect to support the students when the students got the trouble in accessing *YukBlajar*.

Based on the the first meeting in the classroom observations, this aspect appeared when the students got the trouble. The problem that usually occur during learning process use *YukBlajar* is internet connection because the school have not require the students to bring their own wifi. The teacher did this aspect by helping the student whom got trouble in accessing *YukBlajar*. So, the teacher asked them to connect by using internet hospot. For example, in the first meeting the teacher said:

*“Okay...is there the student who got the trouble? Raise your hand if you got the problem to access it! Yaa...Nyla, you can connect with my hospot”*

In the second meeting in classroom was no different with the previous meeting. In this meeting the poblems occur was not only from internet connection but also there was student whom did not bring laptop. So, the teacher asked him to join with their friend. The teacher said that:

*“Okay...if you can not connect with wifi, you can connect use my internet hospot. And if*



*you do not bring laptop, you can join with your friend”*

Actually, the teacher also did this aspect when there was student who did not pay attention with their explanation. The teacher advised the students because there was student opened other site while learning process. The reason of the teacher did this aspect was to make the students focus with the lesson. Like the student said in interview that:

*“Biasanya pak Agus mengingatkan kita kalau kita buka youtube waktu pelajaran. Pak Agus juga kadang ngasih tips bagaimana cara memanfaatkan teknologi yang baik untuk belajar”*

The teacher also did this aspect in the virtual meeting to help the student who got trouble in accessing *YukBlajar*. The problem often occur in the virtual meeting was the quiz deadline. In each virtual meeting, the teacher did the similar way to help the student solve the problem. The student usually send message to the teacher when he got trouble in English learning using *YukBlajar*. Then, the teacher help the students by giving new an access code to join in *Quizizz*. It confirmed by the teacher in interview that:

*“Yes, usually the students send me a message when he can not join in Quizizz.”*

In conclusion, the teacher implemented this aspect not only in classroom but also in virtual meeting to support the student who got the trouble in using *YukBlajar*. The teacher also gave advice to the students when he found that there was student whom open other site during e-learning process.

### 3) Arriving

Based on the classroom observations, the researcher found out that the teacher implemented this aspect. This aspect appeared in first meeting and second meeting. The reason teacher implemented this aspect to keep the students online before learning process in *YukBlajar*. The teacher did this aspect by giving stimulus to the students in the beginning of the lesson.

Based on the first meeting in the classroom, the teacher implemented this aspect by giving stimulus to the students. The stimulus which was given by the teacher were an slideshare and video about regular and irregular verb provided in *YukBlajar*. It did by the teacher in order to ready before learning use *YukBlajar*. By giving this stimuli, the students would access *YukBlajar* immediately. The teacher said that:

*“Okay please log in with your account and watch the video in YukBlajar”*

The second meeting in the classroom was no different with the previous meeting. The teacher did aspect in the beginning of the lesson before use *YukBlajar*. The only different thing from each meeting is only the sentence that was said by the teacher. In the second meeting of the classroom observation was when the teacher would teach countable and uncountable noun, He asked the students to sign in their account and watch the video. The teacher said that:

*“Please log in with your account, then lets watch together the video about countable and uncountable noun in YukBlajar”*

This aspect also appeared in the virtual meeting. The way the teacher implemented this

stage was same. In the virtual meeting, the teacher asked the students to listen the song with the lyric *I'm with you* by Avril Lavigne before they learn about present continuous tense. Similar with the previous, in the next virtual meeting the teacher gave the students song with the lyric *when she was mine* by Lawson to stimuli the students before they learn recount text. Furthermore, in the last virtual meeting, the teacher gave the students video about announcement.

In conclusion, the teacher did this aspect both in classroom and virtual meeting as a stimulus or deadline for the students that they have to sign in their account immediately. This aspect is very helpful to make the students more ready and well prepare their self before learning use *YukBlajar*.

#### **b. Online socialization**

Based on the classroom observations, the researcher found that both in the first meeting and second meeting the teacher did not implement this stage during learning process use *YukBlajar*. The teacher confirmed it by saying:

*“I think for now, interacting directly in face to face is more effective for the students. So, I never use YukBlajar to interact with them”*

Furthermore, the teacher was not do this stage in virtual meeting. Both in classroom and virtual meeting, the researcher found out that the teacher did not asked the students to interact with others after they was asked logged in with their account in *YukBlajar*. The interaction between teacher and the students and students with students during learning use *YukBlajar* were only in face to face. Based on the interview with the teacher and random students, the teacher never asks students to interact each other use *YukBlajar*, like the student said on interview:

*“Kalau di pembelajaran bahasa inggris, kita belum pernah diskusi ataupun chatngan menggunakan YukBlajar. Biasanya di pelajaran bahasa indonesia kita diminta guru mengomentari artikel yang sudah di upload di YukBlajar”*

In conclusion, the teacher did not implement this stage in classroom and virtual meeting. There were not the interaction between teacher and students and students with students through *YukBlajar*. However, they just interact in face to face during learning process.

**c. Information exchange**

Based on classroom observations, the researcher found out that the teacher always provide learning materials in *YukBlajar* in every meeting. The teacher shared the materials through *YukBlajar* which would be learned in classsroom. The materials which uploaded by teacher was article and video related to the lesson. Then, the teacher asked the students to learn the materials in their home. The reason of the teacher did this stage was to help the students understand the materials before they studied in classroom, like the teacher said in interview:

*“Actually, yukbajar is used to help the students learn the materials in their home. So when they will study in classroom, they have known the learning materials”*

The first meeting in classroom, the teacher asked the students to watch the video about past tense in *YukBajar*. The teacher also played the video on the screen while explained it to the students. The teacher said that:

*”Okay...today we are going to play some games in YukBlajar and before that, we watch together a video talking about past tense”*

Before the students were asked to play games in Quizlet and Quizizz, the teacher gave explanation and asked question about regular and irregular verb to the students. It did by the teacher to help the students know the difference of regular and irregular verb. the teacher asked students like:

*“Dita...the word cook. I cook.. what did you cook?  
How do you answer it?  
“What did you drink? Akmal..what do you answer?”*

After all students did quiz in *YukBlajar*, the teacher always discuss it together. The teacher explained the student's worksheet and asked them to revise the wrong answer orally. The teacher asked the students by saying:

*“The word ‘go’ if we use in past tense, it will be?...yes, the Verb2 of ‘go’ is ‘went’. Okay, Afshal please make sentences use the word went in past tense”*

Furthermore, almost there are no different techniques in implementing this stage in the first meeting and second meeting. The only different things from each meeting were the sentence that said and the materials which delivered by the teacher. For example, in the second meeting the teacher said:

*“I want to play a video. Please watch the video and I will explain to you”*

This was when the teacher explained the materials and asked the question to the students about countable and uncountable noun,

*“Those are things can count, 1 book (singular) 2 books (plural), 1 person (singular) 2 people (plural). And for uncountable for example loves,*

*sounds. We can not count sounds, we can not count loves”*

The teacher asked question to the students,

*“a rain and a crab, which one is countable and wich one is uncountable”*

For example the teacher discussed the assignment already did by the students in Quizizz, he said:

*“For the first question, there.....sombody in the classroom, so the right answer is, there is somebody in the classroom”*

The teacher not only implemented this stage in the classroom but also in the virtual meeting. In the virtual meeting, the teacher provide the materials in *YukBlajar* about present continuous tense. After the teacher asked the students to listen the song with the lyric *I'm with you* by Avril Lavigne, the teacher asked the students to watch two videos about present continuous tense to help the students know about the materials.

Similar with the previous, in the next virtual meeting the teacher gave the students song with the lyric *when she was mine* by Lawson to stimuli the students before they learn recount text. Then, the teacher asked the students to watch the video of the teacher explanation. After that, the teacher asked the students to open slideshare to know more the explanation of recount text.

Furthermore, in the last virtual meeting, the teacher gave the students gave explanation about Notice, Caution and Warning in the video which was uploaded in *YukBlajar*. Then, the teacher asked the students to learn the materials in slideshare.

When the researcher asked the teacher about online discussion, the teacher said that He did not use *YukBlajar* to discuss the learning materials yet. The

teacher discussed the material just in face to face after asked the students did assignment in *YukBlajar*. Also, the teacher never asked the students to share their knowledge or idea with others use this application. The teacher confirmed it on interview:

*“Yes, to discuss the learning materials, I never use online discussion trough YukBlajar. I think discussing directly is more efective for them”*

Based on the interview with random student, she said that:

*“Pak Agus belum pernah meminta kita untuk diskusi secara online, biasanya diskusinya waktu dikelas setelah kita mengerjakan quiz di YukBlajar”*

In conclusion, the teacher implemented this stage every meeting in classroom and virtual meeting. In the begining, this stage implemented by the teacher to gave students knowledge about the learning materials to help the students know the materials before doing assignment. In the classroom, the teacher also did this stage after he gave the students’ assignment to discuss the result of students’ assignment and share the materials more detail. However, this stage did by the teacher in face to face. In the virtual meeting, teacher have not asked the students to share their idea each others in through *YukBlajar*.

#### **d. Knowledge construction**

From the classroom and the portal observations, the researcher found out that the teacher implemented this stages in every meeting. The teacher always explain the materials and give example before asking the students to do the assignment in classroom and virtual meetings. In the classroom, the teacher explained the materials directly after watch the video in *YukBlajar*. Furthermore, in the virtual meeting, the teacher



explained the materials through video which uploaded in *YukBlajar*. However, the assignment which was given by the teacher was only asked them to play games in *YukBlajar*. He did not has many varieties in giving the students assignment to help the students construct their critical thinking .

Based on the first and second meetings in the classroom, the assignment which given by the teacher was just quiz in Quizlet and Quizizz. The teacher did the similar way to implement this stage in the virtual meetings. He never seen use any assignments such as making project and discussing study case. The assignment which given by the teacher did not make the students use higher order thinking skills because only just did multiple choice provided in *YukBlajar*. The teacher confirmed it by saying that:

*“Yes, I never use any kinds of assignment use YukBlajar. I usually use Quizlet and Quizizz to give the students assignment. I think for now, those assignment which are needed by the students”*

According to interview with random students, He said that:

*“Kalau menurut saya, tugas yang diberikan pak Agus di YukBlajar belum membantu saya untuk berfikir kritis karena pak Agus hanya memberikan tugas quiz aja, kita belum pernah diminta untuk memberikan tugas lain selain itu.*

In conclusion, this stage was not implemented by the teacher both in first and second meeting. The teacher did not facilitate the students to construct the students critical thinking. It can seen from the assignment given by the teacher. So, the students did not have opportunity to think critically.

### e. Development

Based on the classroom and portal observations, the researcher found out that the teacher implemented this strategy in first meeting. The teacher did this strategy to evaluate their learning by asking them to do homework. Meanwhile, in the second meeting, the teacher did not implemented this strategy. There was no homework which was given by the teacher, He only reviewed the materias orally in the end of the lesson.

Therefore, both in classroom and virtual meetings, the teacher never asked the students to reflect their experience during and after learning use *YukBlajar*. He did not facilitate the students to discuss the problems were faced by them and look for these problem solving each other, he just uses homework to evaluate their learning. The reason why the teacher neveruse reflection in the learning process was confirmed in interview by saying that:

*“Yes, I never ask the students to make a reflection after learning use YukBlajar. I just review the materials that already we learn in the end of the lesson”*

It also confirmed the student when the reseaecher did an interview randomly. The student stated that;

*“Kita belum pernah diminta pak Agus membuat jurnal refleksi setelah belajar menggunakan YukBlajar, jadi kita belum pernah berdiskusi apa saja kesulitan-kesulitan ketika belajar dengan aplikasi tersebut”*

In the impementation of this stage which only use homework as the development’s media and only found in the first meeting the teacher did it by asking the students to do quiz in a day. This quiz was about regular and irregular verb. The teacher gave homework to help

the students reviewed the materials which was learnt in the classroom. The teacher said that:

*“You have to do a homework related to this topic today. You can access in Quizizz. This is the code and this code only valid until 16.00 pm”*

In conclusion, this stage is not implemented by the teacher in every meeting. He just did this stage in first meeting. Also, the teacher did not make a discussion to help the students share the problem, give solution and motivation each other. So, the students cannot express their feeling toward learning use *YukBlajar*.

## 2. Students' Perception toward The Implementation of *Yukblajar* as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya

The researcher collected the data regarding with the second research question of the study which is the students' perception toward the use of *YukBlajar* as e-learning platform in English learning. To know the students' preception, the researcher gained the data from giving questionnaire to the students because it was hard to do interview one by one to all students. The questionnaire distributed to 24 students of 8-B grade of SMP Islam Al-Azhar 13 Surabaya. There are 10 questions item in questionnaires with four options answer, they are strongly agree, agree, disagree and strongly disagree. Therefore, the result of the questionnaire as follow:

**Table 4.2**  
**Perception toward *YukBlajar* is easy to use in English learning**

No	Statement	% Responses of Students			
		SA	A	D	SD
1	Yukblajar is interesting in English learning	19	57	24	0
2	Yukblajar is enjoyable in English learning	19	62	29	0
3	I learn English more easily using Yukblajar	14	34	52	0
4	Yukblajar is efficient in English learning	9.50	81	9.50	0
5	I do not find difficulty in using Yukblajar	24	57	19	0

	as application in English learning				
6	I do not find difficulty to access Yukblajar because the school always provide internet connection	5	47.50	47.50	0
10	Yukblajar is not complicated to be implemented in English learning	5	95	0	0

\*SA = Strongly agree; A = Agree; D = Disagree; SD= Strongly disagree

Based on the table 4.2, the students reported their perception toward *YukBlajar* is easy to use in English learning, such as item 1: “*YukBlajar is interesting in English learning*” 19% students in the classroom or 4 students are *Strongly Agree*. All the 4 students give the similar reason behind their answer, they stated that *YukBlajar* is interesting because learning electronically is something new for them, 57% or 12 students in the classroom answer the question with *Agree*. The reason of the students behind their answer is *YukBlajar* provide many games such as Quiz and Quizizz which made them interesting to learn English. Besides that, there are 5 students or 24% students in the classroom are *Disagree* with this statement. The reason which is given by the students is they more interested learn use book than *YukBlajar*. Also, 0% or there is no student who *Strongly Disagree* with this statement.

In the item 2: “*YukBlajar is enjoyable in English learning*” 19% students are *Strongly Agree*. The reason which is given by them is similar, they stated that they feel more enjoy learning English use gadget. Also, 62% or 13 students in the classroom are *Agree* with this statement. The reason behind their answer are *YukBlajar* provide some games which is make the students enjoy to learn English while play. Meanwhile, the chart shows that 19% or 4 of 21 students in the classroom are *Disagree* with this statement. They give reason behind their answer, they stated that learning english use *YukBlajar* is same as learn use other site. Then, 0% or no student answer *Strongly Disagree* with this statement.

In the item 3: “*I learn English more easily using YukBlajar*” 14% or 3 students in the classroom are *Strongly Agree*. They give the reason behind their answer, they stated that they more easily learning english use *YukBlajar* because they just “klick” the materials in this application. Another

reason is they can review their assignment easily. Then, 34% or 7 students in the classroom answer *Agree*. The reason from them is they get more information in *YukBlajar* not only from the article but also video related to the materials. However, 52% students or 11 students in the classroom are *Disagree*. The similar reason which is given by students is they feel less understanding if they learning use *YukBlajar*. Also, 0% student give answer *Strongly Disagree* with this statement.

In the item 4: "*YukBlajar is efficient in English learning*" 9,50% or 2 students are *Strongly Agree* with this statement. Their reason is learning English use *YukBlajar* is efficient because they can learn they materials everywhere and anytime. Then, 81% or 17 students are *Agree*. The reason which given by the students is similar, they said that learning English use *YukBlajar* is less paper and less time. Meanwhile, 9,50% students or 2 students in the classroom are *Disagree* with this statement. They give the reason by saying that *YukBlajar* is not efficient in English learning because they need internet connection to access this application. Also, 0% student or there is no student who *Strongly Disagree* with this statement.

In the item 5: "*I do not find difficulty in using YukBlajar as application in English learning*" 24% or 5 students in the classroom are *Strongly Agree*. The reason behind their answer is they have become accustomed to use *YukBlajar*. Also, from 21 students in the classroom there are 12 students or 57% students answer *Agree* with this statement. Most of them stated that *YukBlajar* is easy to be applied in English learning. Meanwhile, 19% students or 4 students *Disagree* with this statement. They give the reason by saying that sometimes they get difficulty in using *YukBlajar* in English learning because internet trouble. Then, there is no student or 0% student are *Strongly Disagree*.

In the item 6: "*I do not find difficulty to access YukBlajar because the school always provide internet connection*" 5% or only 1 student are *Strongly Agree* with the statement. He give the reason that the school always provide internet connection such as wifi to failitate the students use *YukBlajar*. Then, 47,50% or 10 students are *Agree*. Most of them give the reason similarity with the previous answer, they

stated that the school already facilitate the students by providing wifi. However, 47,50% students or 10 students are *Disagree*. They stated that sometimes they get trouble in accessing *YukBlajar* because internet trouble. They give another reason like, wifi which is provided by the school often is not stable, so they access *YukBlajar* slowly. Also, 0% student student are *Strongly Disagree* with this statement.

In the item 10: "*YukBlajar is not complicated to be implemented in English learning*" 5% or 1 from 21 students are *Strongly Agree* with this statement. He stated that He has become accustomed in using electronic learning so He easy to use *YukBlajar* in English learning. Then, 95% students or almost students in the classroom answer *Agree* for this statement. They give the similar reason with the previous answer, they stated that *YukBlajar* is very easy to be used because they have already accustomed in using gadget so they can learn English by using *YukBlajar* easily. However, 0% student or no one give answer *Disagree* and *Strongly Disagree* with the statement.

**Table 4.3**  
**Perception toward *YukBlajar* is usefull in English learning**

No	Statement	% Responses of Students			
		SA	A	D	SD
7	My motivation in English learning increase due to implementation of <i>Yukblajar</i>	0	38	57	5
8	I believe that <i>Yukblajar</i> is a better way to learn English	19	34	42	5
9	I prefer to learn English by <i>Yukblajar</i> than usual method	9.50	24	57	9.50

\*SA = Strongly agree; A = Agree; D = Disagree; SD= Strongly disagree

Based on the table 4.3, the sudent reported their perception toward *YukBlajar* is usefull in English learning, such as item 7: "*My motivation in English learning increase due to implementation of YukBlajar*" 0% student student are *Strongly Agree*. Then, 38% students or 8 from 21 students are *Agree* with the statement. They stated that they feel more motivated when they do quiz in *YukBlajar*. Another reason is they an compete with other to get the best score in doing quiz so it

make their motivation increasing. Meanwhile, 57% students or 12 students answer with *Disagree* for this statement. The reason which is given by the students is similarity, they stated that their motivation is same while they learn use *YukBlajar* or not. Then, only 5% student is *Strongly Agree* with this statement. The reason behind his answer is they more motivated when he learn using book than *YukBlajar*.

In the item 8: "*I believe that YukBlajar is a better way to learn English*" 19% or 4 students answer *Strongly Agree* for the statement. They stated that article and video in *YukBlajar* help them to be more understand English. Also, 34% or 7 students in the classroom are *Agree* with the statement. They give similar reason with the previous answer, they stated that the materials provided in *YukBlajar* easier to be understanding. Meanwhile, 42% or 9 students are *Disagree* with this statement. All nine students give similar reason behind their answer, that is there are some better ways to learn English such as using book or other media. Then, only 5% or 1 student is *Strongly Agree* with this statement. She stated that she more understand when learning English use book.

In the item 9: "*I prefer to learn English by YukBlajar than usual method*" 9,50 % or 2 from 21 students are *Strongly Agree* with the statement. The reason which is given by them is they get more information reated to the learning materials from video or article when they learn English by using *YukBlajar*. Then, 24% or 5 students answer *Agree* for this statement. They give the similar reason for their answer by saying that learning English use *YukBlajar* more fun than usual method. However, more than a part of the class or 57% students are *Disagree* with the statement. The students give the same reason, they prefer to learn English by using usual method because they get more information from the teacher. Also, 9,50% or 2 students in the classroom answer *Strongly Disagree* for this statement. The reason which is given by them is similar with the previous answer, they stated that they get more information and understanding when they learn English in usual method.

Based on the result of the questionnaire, there were two perceptions toward the use of *YukBlajar* as e-learning platform in English leraning was *YukBlajar*, they were ease and



usefull to use. Perceived ease of use *YukBlajar* were *YukBlajar* is interesting in English learning, *YukBlajar* is enjoyable in English learning, students learn more easily using *YukBlajar*, *YukBlajar* is efficient in English leraning, students do not find difficulties in using *YukBlajar* as application in English learning, students do not find difficulty to access *YukBlajar* because the school always provide internet connection and *YukBlajar* is not complicated to be implemented in English learning. Moreover, perceived usefulness of use *YukBlajar* were students motivation in English learning increase due to implementation of *YukBlajar*, students believe that *YukBlajar* is better way to learn English and the students prefer to learn English by *YukBlajar* than usual method.

## **B. Research Discussion**

In this discussion, the researcher will reviews those findings by reflecting on some theories related foe each problem that are the implementation and students' perception toward the use of *YukBlajar* as e-learning platform in English learning. Then, the discussion is classified based on the research question of the study.

### **1. The Implementation of *YukBlajar* as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya**

Based on the findings, there are five stages of e-moderating that are used by the teacher at 8-B grade students of SMP Islam Al-Azhar 13 Surabaya. Those strategies have some aspect which are applied and there is an aspect which is not applied by the teacher. Therefore, the discussion of the finding as follows:

#### **a. Access and motivation**

##### **1) Access**

Based on the findings, the teacher implemented this aspect not only in the classroom but also in the virtual meeting. In the classroom, the teacher gave instruction to the students before using *YukBlajar* in English learning. The teacher not only give the students instruction directly but also show the steps to access *YukBlajar* on screen.



Also, in the virtual meeting the teacher asked the students to open *YukBlajar* after He upload the materials by sending message in *Line*. The researcher found that the teacher always give the students an access code before ask them to do the assignment both in the classroom and virtual meeting. In accessing aspect which was done are really helpful for the students, it made them in good feeling and readiness to use e-learning platform in English learning. However the teacher did not give the students interesting introduction to access *YukBlajar* in English learning, it was not suitable enough with Salmon's theory. According to Salmon, in accessing, the teacher help the students require individual access in using the communication tools, the teacher should give interesting introduction to use an e-learning platform.<sup>82</sup>

Besides have the benefit for the students feeling and readiness, this stages also have benefit for the teacher which help the teacher in giving appreciation to the students that did not familiar with the use of e-learning platform in English learning, because the teacher should give acknowledgement to the students feeling during learning process use technology because there are students maybe unfamiliar with the use of technological in learning process.<sup>83</sup>

Therefore, this strategy is really important for both teacher and students to prevent any unwanted things happened during English learning use *YukBlajar*. It can help the students readiness when prepare themself to use e-learning platform in learning process. Also, based on the observations, the way the teacher gave the students instruction in

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<sup>82</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>83</sup> Ibid

accessing *YukBlajar* is good but it is less suitable with Salmon's theory.

## 2) Motivation

Based on the observations result, the teacher always give motivation to the students in the classroom and virtual meeting. It happened when the students got some problem to access *YukBlajar* in English learning. In the classroom, the teacher did this aspect when there was student did not bring laptop or got internet trouble by asking him to join with their friend. Also, the teacher often motivate the students by giving advice to the students who open other site during learning process. Furthermore, in the virtual meeting the teacher did this aspect whe there was student who got trouble with the quiz deadline by giving him new access code. The way the teacher done was really important to help the problems faced by the students in using *YukBlajar* in English learning. Therefore, the teacher gave motivation orally during English learning process and through *Line* application. It is suitable with Salmon's theory that in online leraning process, the students may be embarrassed when they got some problems in using e-learning platform, the teacher's role is work with the technical staff to resolve the issues about e-learning, He can alleviate the student's anxiety by sharing email messages to support and motivate the students.<sup>84</sup>

Therefore, this aspect was beneficial for both teacher and students in using *YukBlajar* as e-learning platform in English learning. It not only helped the teacher hendle the problem but also the students success in using *YukBlajar*. That is similar with Keller's theory that the students motivation is

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<sup>84</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

considered a crucial factor for success in online learning environment.<sup>85</sup>

### 3) Arriving

Based on the findings result, the teacher implemented this aspect by giving stimulus to the students for starting English learning process. After the teacher asked the students to log in with their account, He usually asked the students open slideshare, video and song which already provided by him in *YukBlajar* to make them keep in online learning platform. It did by the teacher in classroom and virtual meeting. It is suitable with Salmon's theory saying that in arriving, the teacher try to get all participant online before interacting with other in e-learning platform by providing stimulation before beginning of the main lesson.<sup>86</sup>

#### **b. Online Socialization**

According to Salmon, online socialization is activity which builds foundation for online community by using short e-tivities that cultivate trust between students, they create an identity online and finding others to interact.<sup>87</sup> Based on the observation result, the teacher did not implemented this stage during English learning use *YukBlajar* in the classroom and virtual meeting. After the teacher implemented the stage of access and motivation, the teacher did not ask the students to interact with others use *YukBlajar*. The interaction between the teacher and students was only in face to face. Therefore, face to face interaction which had done by the teacher is not suitable with Salmon's theory.

According to Irwin, the value of interaction in online learning lies in its contribution to the teacher and students ability as participant to establish a sense of

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<sup>85</sup> Keller, J. M, *First Principle of Motivation to Learn E-learning. Distance Education*, 2008, p,175

<sup>86</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>87</sup> Ibid

being in the virtual environment.<sup>88</sup> The teacher should implement this stage in English learning use *YukBlajar* because it had beneficial for both teacher and students. From online socialization, the students become more comfortable with the online learning. They can move into sharing and exchanging information using online learning.<sup>89</sup> Therefore, based on the observations, the way the teacher interact with the students in English learning is not suitable with the theory.

### c. Information Exchange

Based on the observations result, the teacher implemented this stage in the classroom and virtual meeting by providing learning materials in *YukBlajar*. The teacher asked the students to open slideshare and watch the video related to the material in their home, then the teacher explain it in the classroom. In the virtual meeting, the teacher gave explanation through video which uploaded in *YukBlajar*. The way the teacher done as information exchange in English learning use e-learning platform similar with Salmon's theory that Information exchange is the activity is provided by the teacher to train the students to interact each other in the learning process.<sup>90</sup>

Besides that, the teacher also provided games trough Quizizz and Quizlet for the student's assignment in *YukBlajar*. The assignments which provided by the teacher in *YukBlajar* made the students active in English learning process. After doing assignment in *YukBlajar*, the teacher discussed it together then gave the students chance to do their assignment again. In information exchange, the teacher should utilize e-tivities to design the assignment that make the students active in e-learning process because the students need the assignments that give them opportunities to explore and

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<sup>88</sup> Irwin, Christopher., *Socialization in the Online Classroom*, University of Maryland Baltimore Country 2006

<sup>89</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>90</sup> Ibid

share knowledge in group discussion and give information each other related to the course.<sup>91</sup>

#### d. Knowledge Construction

Based on the findings result, the teacher implemented this stage by giving explanation and example to the students as knowledge construction in English learning use *YukBlajar*. This stage did by the teacher in the classroom and virtual meeting before asking the students to play games in Quizizz and Quizlet. In the classroom, the teacher gave explanation orally and in the virtual meeting He gave explanation through video. The way the teacher done as knowledge construction is similar with Lock's theory. Lock stated that knowledge construction is interaction for sharing, constructing and negotiating meaning in learning process.<sup>92</sup>

However, both in the classroom and virtual meeting, the teacher did not give the students assignment which made the students to use their critical thinking such as an project. He only asked the students to do game in Quizizz and Quizlet. The way the teacher implemented this stage is not suitable with Salmon's theory that knowledge construction is the activity which make the students construct their critical thinking skill, the teacher develops e-tivities that help the students to use higher order thinking skill and become independent learners.

#### e. Development

Based on the observation result, the teacher implemented this stage only in the classroom. The teacher gave the students homework in Quizizz as development of this stage. The homework which was given by the teacher is aimed to evaluate the students learning. Moreover, the teacher did not ask the students to share their experience and problem as reflection after

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<sup>91</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>92</sup> Lock, J. ., *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education* 3 (4), p 395

they learn English using *YukBlajar* in both classroom and virtual learning. There was no online discussion to facilitate the students to share their experience or problem faced during English learning using *YukBlajar*. Therefore, it is not suitable with Salmon theory that development is the activity which helps the students review what they have learned by themselves.<sup>93</sup>

This stage was beneficial both teacher and students. According to Salmon, in development the teacher selects activities that encourage reflective thinking by sharing the problem to test assumptions to help the students explore how to integrate their online discussions into other forms of learning and reflect on their learning processes.<sup>94</sup> Therefore, the teacher should make an online discussion to facilitate the students share their learning experience each other.

## 2. Students' Perception toward The Implementation of *YukBlajar* as E-Learning Platform in English Learning

The previous research by Davis and Venkathes tested the positive relationship between perceived ease of use and usefulness with behavioral intention to use the technology.<sup>95</sup> In this research, to answer the second research question, the researcher investigated the students' perception toward the use of *YukBlajar* as e-learning platform in English learning regarding with the perceived easy to use and perceived usefulness.

Based on the questionnaire given to the 21 students, 16 students (76%) agreed that *YukBlajar* is interesting, 17 students (81%) enjoyable in doing assignment use *YukBlajar*, 10 students (48%) find it more easily to learn English using *YukBlajar* and 19 students (90.5%) agreed that *YukBlajar* is an efficient in English learning. Meanwhile, 17 students (81%) did not find difficulty in using *YukBlajar*, 11 students (52.5%) did not find difficulty in accessing because the

<sup>93</sup> Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

<sup>94</sup> Ibid

<sup>95</sup> Venkathes, V., Davis, F. D, *A Model of the Antecedents of Perceived Ease of Use: Development and Test*, 27(3), 1996., p. 451-481

school provide internet connection and all students (100%) agreed that *YukBlajar* is not complicated to be implemented in English learning. Based on the data above, the students aware that *YukBlajar* is easy to use in English learning. Perceived ease of use can be seen when the online course users did not find difficulty or great effort in using online learning.<sup>96</sup> When the students did not find any difficulties in using online learning, they have desire to use *YukBlajar* in English learning. It is similar with Davis theory that perceived ease to use is defined as an indicator of the extent to which a person believes that the use of particular technology will be free of effort and therefore represents and individual's intrinsic motivation to use a technology.<sup>97</sup>

Furthermore, based on the findings the students reported that 8 students (38%) agreed that their motivation in English learning increase due to implementation of *YukBlajar*. Meanwhile, 11 students (53%) believe that *YukBlajar* is a better way to learn English and 7 students (33.5%) prefer to learn English by *YukBlajar* than usual method. Based on the data above, the students aware that *YukBlajar* is useful for improving their English learning. It is similar with Sung Mi Song saying that perceived usefulness can be seen when the online course users find the online learning system as well as the service as a useful tool in improving their performance in learning.<sup>98</sup> When the students believe using the online course improves their performance in English learning, they are motivated to use *YukBlajar* in English learning. According to Davis in Sung Mi Song stated that perceived usefulness is an indicator of the extent to which a person believes that using a particular technology will enhance their performance and therefore represents and individual's extrinsic motivation to use a technology.<sup>99</sup>

Therefore, based on the result above we can conclude that the students' perception toward the use of *YukBlajar* as e-

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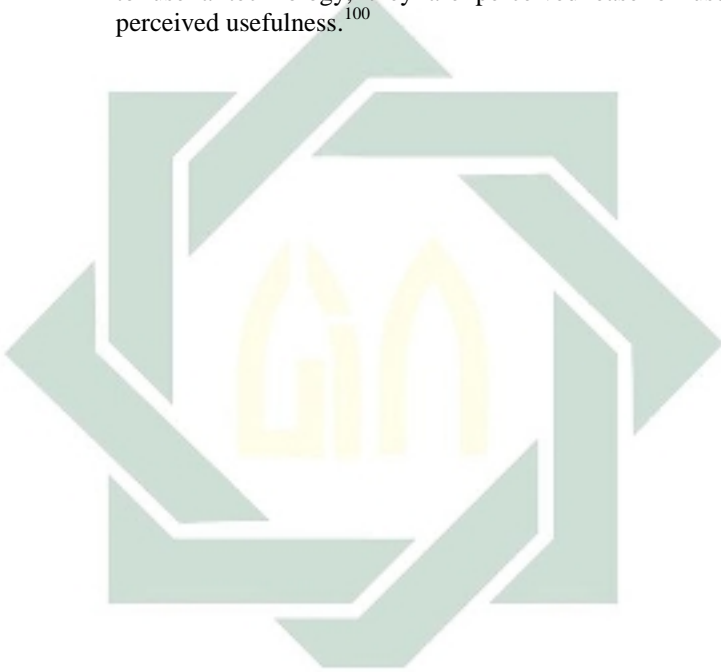
<sup>96</sup> Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

<sup>97</sup> Ibid

<sup>98</sup> Ibid

<sup>99</sup> Ibid

learning platform in English learning was *YukBlajar* is ease and usefull to use in English learning. This perception made the students have a desire to use *YukBlajar* in English learning. It suitable with the Technology Acceptance Model (TAM) by Davis in Sung Mi Song 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.<sup>100</sup>



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<sup>100</sup> Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)



## CHAPTER V

### CONCLUSION AND SUGGESTION

This research discusses the area of the study that has been explain in the previous chapter. This chapter is divided into two part, those are conclusion and suggestion. In conclusion, the researcher conclude the research based on the findings. Meanwhile, in Suggestion the researcher give suggesstion for the English teacher, the next researcher and for the readers.

#### A. Conclusion

The result of the research are implemented and students perception toward the use of *YukBlajar* as e-learning platform in English learning at SMP Islam Al-Azhar 13 Surabaya. The conclusion of the research can be explained as follow:

##### 1. The Implementation of *YukBlajar* as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya

The teacher only impelemted four of five stages in the implemmentation *YukBlajar* as e-learning platform in English learning. Moreover, the stage which is not implemented by the teacher is online socialization. Therefore, the implementation as follow:

- a. Access and motivation: included three aspects they are access, motivation and arriving. The finding showed that the teacher implemented all aspects in classroom and virtual meeting. In access aspect, the teacher gave the students instruction before asked them to access *YukBlajar*. In motivation aspect, the teacher gave motivation to the students when they got problem in accessing *YukBlajar* in English learning. In arriving aspect, the teacher gave the students stimulate to keep them in online learning.
- b. Online socialization: the finding showed that the teacher did not implement this stage in the classroom and virtual meeting. There was no online discussion which made the students interact with each others during English learning use *YukBlajar*.

- c. Information Exchange: the finding showed that the teacher implemented this stage in the classroom and virtual meeting. In the classroom, The teacher delivered the materials directly than in the virtual meeting, he gave explanation through video uploaded in *YukBlajar*.
- d. Knowledge construction: the finding showed that the teacher implemented this stage in the classroom and virtual meeting by giving the students explanation before asking them to do assignment. However, the assignment which was given by the teacher in *YukBlajar* did not make facilitate the students' critical thinking much, which can be done actually trough providing class project and case studies.
- e. Development: the finding showed that the teacher implemented this stage only in the first meeting by giving the students homework as to the reflection which can be part of development. The tecaher did not asked the students to make it after using *YukBlajar* in English learning both in the classroom and virtual meeting.

## 2. Students' Perception toward The Implementation of *YukBlajar* as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya.

Based on the questionnaire that were distributed to the students about their perception toward the use of *YukBlajar* as e-learning platform in English learning at SMP Islam Al-Azhar 13 Surabaya generally can be concluded that there were two perceptions toward the implementation of *YukBlajar* as e-learning platform in English leraning as follow:

- a. Perception toward *YukBlajar* is easy to use in English learning

Perceived ease of use *YukBlajar* were *YukBlajar* is interesting in English learning, *YukBlajar* is enjoyable in English learning, students learn more easily using *YukBlajar*, *YukBlajar* is efficient in English leraning, students do not find difficulties in using *YukBlajar* as application in English learning, students do not find difficulty to access *YukBlajar* because the school always

provide internet connection and *YukBlajar* is not complicated to be implemented in English learning.

- b. Perception toward *YukBlajar* is useful in English learning

Perceived usefulness of use *YukBlajar* were students motivation in English learning increase due to implementation of *YukBlajar*, students believe that *YukBlajar* is better way to learn English and the students prefer to learn English by *YukBlajar* than usual method.

Therefore, the use of *YukBlajar* as e-learning platform in English learning affected by the students perception toward perceived ease of use and perceived usefulness of use the technology.

## **B. Suggestion**

Based on the result of the study the researcher recommends some suggestion in the following:

1. For the teacher

The result of this research indicates that are implementing *YukBlajar*, the teacher did not implement online discussion. The researcher suggests that the teacher should make online discussion to discuss the material and share the idea with each others. In *YukBlajar*, there is menu for making online discussion. Also, the teacher should ask the students to make reflection to help the students solve the problem in English learning using *YukBlajar*. Therefore, the online learning will be more active and interesting.

2. For further researcher

The finding of this study are expected to be used as consideration for the next researcher who want to conduct the study related to the use of e-learning platform in English learning. Regarding with the result of this study, the future researcher can conduct the resaerch about classroom interaction using *YukBlajar* in teaching English, teachers' and students' challenge in implementing *YukBlajar* in English learning and the effect of using *YukBlajar*. The next researcher also can conduct the resaerch about teacher's perception toward the use of *YukBlajar*. Hopefully, the result

of this research can become inspiration for the further researcher.



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