

Reflection of English Language Teaching for High School Students Using E-LISDA E-Learning Platform

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ABSTRACT

This study aims to describe the implementation of E-LISDA e-learning platform in English language teaching and the teachers' challenges in using it in English language teaching at SMA Islam Sudirman Ambarawa. Two English teachers from SMA Islam Sudirman Ambarawa served as the study's subjects. Researchers used a descriptive qualitative approach to gather data through observation, documentation, and interviews. The results showed that teachers used E-LISDA to manage online learning sessions such as in the forms of sharing English materials, conducting distant classroom activities, exchanging information, and motivating students, where they have followed four out of Salmon's five required e-learning stages, namely access and motivation, information exchange, knowledge construction, and development; the online socializing stage was absent. In using E-LISDA, teachers faced several challenges, such as unstable internet networks, electricity cuts, students' low academic performances, and students' practice of cheating.

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Introduction

Due to the demands of the times, the development of science and technology encourages people to renew their businesses in the use of technological goods (Ahmadi, 2018). English language education is not exceptional as it grows along with technological advancement. It is also one of the reasons why technology has always been integrated tremendously into English pedagogy throughout teaching preparation, and classroom activities up to evaluation (Hastomo, 2021). Eady & Lockyer (2013) underlined technology becomes part of the learning experience and a significant

problem for teachers, starting with preparing the learning experience and continuing through the teaching and learning process. Not few teachers, especially the elderly have been faced with challenges when it comes to implementing technology in English language teaching (Hastomo et al., 2024), yet it should not become one big issue because its uses keep helping resolve many problems rising in the world of ELT from time to time such as when COVID-19 pandemic hit since 2020 causing not only a devastating global health issues and restricting people's social interactions but also challenging the English education process at its peak since it had to be turned into a distance learning or e-learning (Ginting et al., 2022; Hasbi, 2020).

According to Permendikbud (Sofyan, 2016), several learning systems need to be changed, including the one-way learning system (teacher-student interaction) which needs to be converted into interactive learning, isolated learning systems that needs to be converted into networked learning which utilizes e-learning media by utilizing information and communication technology tools. E-learning is the use of electronic media, educational technology, and information and communication technologies (ICT) in education (Hastomo & Septiyana, 2022). E-learning is defined as learning conducted via electronic media, typically on the Internet (Pavel et al., 2015). It includes the delivery of content via the Internet, intranet/extranet (LAN/WAN), audio- and videotape, and satellite (Al-maqtri, 2014).

As the letter 'e' in e-learning stands for the word 'electronic', e-learning will combine all educational activities carried out by individuals or groups who work online or offline and synchronously or asynchronously through a network or standalone computer and other electronic devices (Naidu, 2006). E-learning can also be defined as a learning and development approach: a collection of learning methods that use digital technology to enable, distribute, and enhance learning (Hastomo et al., 2024). According to Urdan & Weggen (2000), another term for e-learning is technology-based learning, which includes a wide range of applications and processes such as computer-based learning, web-based learning, virtual classrooms, and digital collaboration (Kholid & Hastomo, 2022). Based on those definitions, it is clear that e-learning is concerned with using electronic media to transfer or support the teaching and learning process and provides a wide range of solutions for learning and performance improvement.

Due to the COVID-19 pandemic, all educational institutions, including schools, colleges, and universities, are unable to use classroom teaching, thus conventional learning in the classroom is suddenly replaced by an online-based distance learning system. Schools immediately had to equip themselves with a full set of e-learning facilities and trained both teachers and students to use multiple online tools for conducting their e-classes, including maneuvering certain e-learning platforms, namely learning management systems (LMSs) (Andewi et al., 2023). A LMS is a platform that facilitates e-learning through multiple media, as it allows for managing, monitoring students, delivering materials, communicating, testing, scheduling, and tracking learning (Cavus, 2015). Schools in the country used different LMSs for their e-classes based on their respective reasons, such as SMP Islam AL-AZHAR 13 Surabaya using YukBlajar (Nur, 2020) and Madrasah Aliyah Negeri 2 Bandung using

Madrasah (Zuhri, 2020). Despite its controversy and obvious dissatisfaction expressed by students (such as in Febrianto, 2020), the LMSs practices at schools kept being utilized for English and other subject courses as it also offered many benefits.

E-LISDA is the online learning management system used by SMA Islam Sudirman Ambarawa for teaching and learning since COVID-19 hit and impacted the education process in Indonesia. An online learning management system is a type of software tool that allows for the administration and facilitation of various teaching and learning processes and services (Naidu, 2006). Lonn & Teasley (2009) defined LMS as a web-based system that allows teachers and students to share course material, submit and receive additional assignments, and interact with other users. This system is a software package that enables teachers to deliver learning content, resources, and student activities while also handling class administrative tasks (Mahoney & Cameron, 2008). These tools can help teachers plan and create syllabi, manage learning materials, manage student learning activities, manage grades, recapitulate student absenteeism, display grade transcripts, and manage e-learning displays. There are several types of LMS, among the popular ones are Moodle, Google Classroom, Edmodo, and Schoology (Hasbi & Sari, 2021). The difference between E-LISDA and the platforms above is that E-LISDA is a learning management web system designed by teachers at SMA Islam Sudirman so the designs and facilities or features have been adapted to the needs of teachers and students at SMA Islam Sudirman.

SMA Islam Sudirman Ambarawa, a high school near where researchers reside, has implemented the use of an e-learning platform of their customization named E-LISDA. We are interested to know further how its implementation has gone so far. These two primary questions outline the study report written in this article:

1. How do the teachers implement the E-LISDA platform to teach English to students at SMA Islam Sudirman Ambarawa?
2. What are the teachers' challenges in teaching English using the E-LISDA platform at SMA Islam Sudirman Ambarawa?

Method

This research was carried out at SMA Islam Sudirman Ambarawa, Semarang Regency, Central Java. The information was gathered from data about the use of e-learning media in English language instruction by conducting offline and virtual classroom observations on E-LISDA application with 10th-grade social studies students at SMA Islam Sudirman Ambarawa and their two English teachers and collecting the necessary documents and interviews with the English teachers at SMA Islam Sudirman Ambarawa. In this study, the observation technique used is a non-participant observation, meaning that researchers are not involved in these activities but only observe, listen, and draw conclusions (Widi, 2015). With such observation equipped with an observation checklist, an in-depth understanding and view of the entire learning process in the classroom including the situations and activities that occurred in the classroom starting from the initial preparation carried out by the teacher. The stimulation and attendance of students, the provision of material, and assignments made by the teacher in e-learning activities through E-LISDA are obtained. Researchers also

conducted interviews with English teachers at SMA Islam Sudirman Ambarawa to find out more information related to the observed use of E-LISDA in their English classes and the challenges teachers faced in the process of their English teaching.

Results

Based on the results of observations, documentation, and interviews conducted at SMA Islam Sudirman Ambarawa about the application of E-LISDA as an e-learning platform in English lessons, here are the data obtained:

1. *The implementation of E-LISDA in English language teaching with students of SMA Islam Sudirman Ambarawa*

The researchers used Salmon's (2003) hypothesis to outline the e-learning observation checklist which covered five steps in the application of e-moderation in this study. Here are various activities the teachers did during each stage of e-activities, as shown in the table below.

Table 1 Result of the observation in the implementation of E-LISDA

No	Implementation Stages	Yes	No	Activities
1.	<i>Access & motivation</i>			
	<i>Access</i>	√		1. Teachers asked students to log in to the E-LISDA platform 2. Teachers ensured that all students had joined the class
	<i>Motivation</i>	√		1. Teachers asked students who had internet connection problems to join the class 2. Teachers encouraged so that students stayed focused on learning even though the class was held online
2.	<i>Online Socializing</i>		√	-
3.	<i>Information exchange</i>	√		1. Teachers asked students to watch learning videos provided by the teachers on E-LISDA 2. Teachers asked students to study the material and do the assignments prepared on E-LISDA 3. Teachers discussed the materials on E-LISDA
4.	<i>Knowledge construction</i>	√		1. Before instructing students to take the E-LISDA quiz, the teachers provided an explanation and an example
5.	<i>Development</i>	√		1. Teachers gave assignments to assess students' understanding of the learning materials

2. *The teachers' challenges in teaching English using E-LISDA*

The first challenge faced by teachers is related to unstable internet networks and electricity cuts which caused delays in information and learning materials delivery. Teacher A said in an interview: "This is related to the internet signal, here we use *Indihome*, and sometimes when it is used it crashes. Then the electrical problem is also often problematic

so we have to use a cellphone.” This problem also hampered students and it affected the class run of the learning process, as Teacher B added, “Some students experience difficulties such as network difficulties or internet quota. However, the school allows students who experience these problems to come to school and take advantage of existing facilities at the school on the condition that they maintain health protocols.”

The second challenge exclusively deals with the student factor. By saying, “I was more challenged by the fact that not all students are diligent such as not following our material, not doing our evaluations, and sometimes they just play games,” Teacher A found a relatively major issue regarding students’ poor participation throughout various learning activities held in the e-classes which could result from several reasons. Teacher B also witnessed that some students copied others’ works which was against the task regulation. He explained, “I have come across interesting events in class several times, so there are students who take photos of their friends’ assignments and then collect them. This is if the teacher does not check it carefully, of course, the teacher does not know that the student is cheating on a friend’s assignment because learning is not done face-to-face.”

Discussion

Based on the above findings, teachers applied four out of Salmon’s five e-learning implementation stages. Teachers practiced the access and motivation component in virtual meetings in addition to the classroom. Before students used E-LISDA to study English in the classroom, the teacher provided clear instructions and even displayed on the screen the information on how to access the E-LISDA. Additionally, the teacher asked students to open the E-LISDA during a virtual meeting after uploading the materials by sending a WhatsApp message. The study discovered that both in-person and virtually teachers usually reminded students of the time restriction before giving them assignments. However, the teachers missed giving students a compelling introduction to E-LISDA, an important step not to be left out, which was inconsistent with Salmon’s theory. According to Salmon, the teacher must give an engaging and in-depth introduction to this e-learning platform before assisting students who require individual access to communication tools (Salmon, 2003). Secondly, the teachers consistently motivated students in the classroom and during online meetings, especially when students dealt with technical and non-technical issues such as when having trouble logging in or operating certain features on E-LISDA. When students faced internet issues in the classroom, the teacher took care of it by requesting them to use the accessible school facilities. Teachers also frequently encouraged learners by keeping an eye on and offering pieces of advice to students who browse other websites while learning, for instance. Lastly, suppose these strategies by teachers have not been able to solve students’ problems. In this case, they could attempt to follow Salmon’s (2003) formula which recommended teachers collaborate with technical staff to find solutions to problems that students may experience when using the e-learning platform since they might feel ashamed.

According to Salmon (2003), online socializing consists of short e-activities that promote trust among students, help them establish an online identity, and help them find other people to communicate with. Irwin & Berge (2006) also contended that the importance of contact in online learning is found in how it helps participants - teachers and students - create a sense of being in a virtual space. These two theories have underlined the importance

of these virtual bonds, yet unfortunately, researchers did not find this element to be employed by the teachers. Our theory is that this could be one of the reasons why many students did not participate actively in some series of activities held by the English teachers. Therefore, it is suggested that in further e-classes, teachers should make sure that there are enough activities done by students where they exchange questions, replies, opinions, and other forms of information so that their communicative bonds are established well so it could generate more frequent engagements in the e-classes.

The teachers used the E-LISDA learning resources to implement this information exchange stage in the classroom and at virtual meetings based on the findings of the observations, such as by instructing the class to view instructional videos on E-LISDA at home containing explanations on the LMS operating procedure, material contents, and class information. According to Salmon's theory (2003), such information exchange is salient to be maintained such as by supplying the instructors to prepare students to engage with each other during the learning process. Following the completion of assignments in E-LISDA, the teachers and the class discussed also it before the students were given the chance to improve their work. Since students need assignments that allow them to explore and share knowledge in group discussions and give each other information connected to the learning, teachers should employ e-activities to build projects that make students engaged in the e-learning process (Salmon, 2003).

Next, the teachers implemented the knowledge instruction step by giving students explanations and examples as part of knowledge development. At the same time, they studied English using the E-LISDA platform, in accordance with the findings. Before asking students to move on to the following stages of learning, the teachers completed this stage in a virtual meeting. Unlike in a physical meeting where the teachers explained things verbally, in these e-classes, they explained things through learning videos. Locke in Nur (2020) explained that sharing, creating, and negotiating meaning during the learning process is the creation of knowledge. Thus, in future E-LISDA classes, teachers are suggested to design more activities that trigger those three processes in order to maximize students' knowledge instruction.

In E-LISDA, the teachers applied the development stage by assigning homework to the students as a progression from the prior learning phase. The purpose of teacher-assigned homework is to assess students' learning progress (Venkatesh & Davis, 1996), so it could help build gradual development. In addition, after using E-LISDA both in-person and virtually to study English, the teachers encouraged the class to discuss their experiences and challenges. Although having not been running optimally, the teacher had also tried to facilitate online chats so that students could share their successes or setbacks while using E-LISDA to study English.

Reflecting on the above 5 stages of e-class activities, the English language learning process at SMA Islam Ambarawa has generally gone well. However, several challenges were still unavoidable by the teachers. Internet access instability, power cuts, students' low performances, and students' cheating are the four major issues found around the E-LISDA practices in the English e-classes. The first two problems could be resolved by encouraging students and their parents to get better access to the internet from the closest sources they could reach and facilitating wifi or even computers with good internet networks at school

where students could use them in turn to follow health protocol. Meanwhile, students' low performances and students doing tasks unfairly in various e-class activities could be managed by building closer and more personal approaches with both students and their parents in order to identify its causes and offer effective solutions to these student-related challenges.

Conclusion

Based on the discussion above, the researchers conclude that E-LISDA for English classes at SMA Islam Ambarawa has been implemented very well following most of the required e-learning stages. Teachers' activities that represent four major stages of e-activities including (a) access and motivation, (b) information exchange, (c) knowledge construction, and (d) development, are apparent during E-LISDA e-classes observation. Meanwhile, activities that correlate to the online socialization stage were absent; however, in an interview, one of the teachers attempted to internalize it as well, but it could not work due to certain reasons. Despite having this good rapport, there are still several challenges concerning the English teachers namely unstable internet access, power cuts, students' low performances, and students' practice of cheating which require actions from the school and teachers that involve students themselves and their parents for these problems to be resolved.

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