

**THE IMPLEMENTATION OF LEARNING MANAGEMENT SYSTEMS
FOR ONLINE LEARNING IN ENGLISH AS FOREIGN LANGUAGE (EFL)
AT SMAN 1 JATILAWANG**



THESIS

**Submitted to The Faculty of Tarbiyah and Teacher Training of UIN Prof.
K.H. Saifuddin Zuhri as a Partial Fulfillment of the Requirements for
Achieving the Degree of Sarjana Pendidikan (S. Pd) in English Education**

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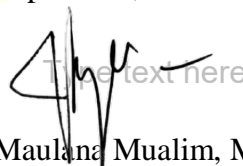
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MOTTO

Believed that God always gives the best for His creatures,

Accepts all of your destiny, don't deny it

And keep on your thanks full to God



DEDICATION

I dedicate this thesis to:

My beloved parents (Nursalim and Jumini)

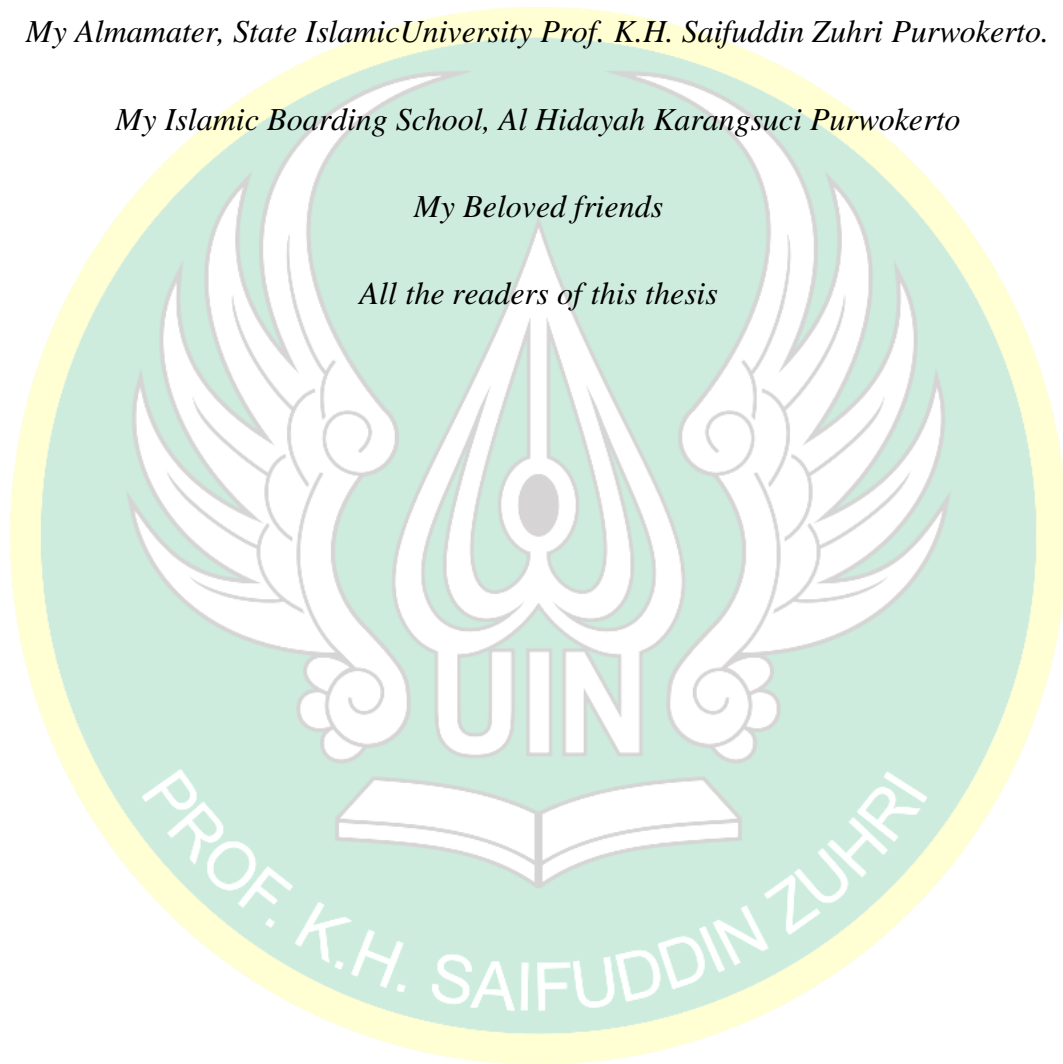
My beloved brothers (Kamilin, Mujiono, and Andriyan Widodo)

My Almamater, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

My Islamic Boarding School, Al Hidayah Karangsucu Purwokerto

My Beloved friends

All the readers of this thesis



ACKNOWLEDGE



All praises and thanks be to Allah SWT, the Lord of the universe, who has given blessing, guidance, loves, and helps thus the researcher could complete this thesis. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis presented as partial fulfillment of the requirement for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. During the arrangement of this thesis and as long as the researcher learns in State Islamic University Prof. K.H. Saifuddin Zuhri, there are many parties have provided helps, motivations supports, aids, and suggestions which are useful for the completion of this thesis as the final assignment of English Education Study Program. The deep gratitude and appreciation are expressed to the honorable:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri.
2. Dr. Suparjo, M.A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri.
3. Dr. Subur, M.Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri.
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5. Dr. Maria Ulpah, M.Si. as the Head of Tadris in Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri.
6. Desi Wijayanti Ma'rufah, M.Pd as the Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri.
6. Maulana Mualim, S. Pd. M.A. as the Thesis Advisor who has given all best guidance for me until I could accomplish this Thesis. All goodness, attention,

praying and amazing advice, you show your student success. I hope a good back will be for you by Allah.

7. All lecturers of Faculty of Tarbiyah and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri especially lecturers of English Education Study Program (Mr. Maulana Mualim, Mrs. Desi Wijayanti, Mrs. Muflihah, et.al.), who always patiently convey the knowledge and open up the insights as provisions for the future.
8. All of the staffs and officials of UIN Prof. K.H. Saifuddin Zuhri.
9. Agung Cahyono M. Pd as the headmaster of SMA N 1 Jatilawang who has given the researcher permission to conduct research at this school.
10. All teachers, staff, and students of SMA N 1Jatilawang who has been pleased to be the research source of this research.
11. My beloved parents, Nursalim and Djumini whose prayers and supports have always been an infinite power.
12. My comrade in arms who never tired to transmit the spirit and strength, Kamilin, Mujiono, Andriyan Widodo, Astri Utami, Uswatun Khasanah, Yusuf Ali Rojab, Ismi Mahmudatunnisa, Naila Nur 'Izzati, Imelda Nailits Tsuruya, Ranti Setyoningsih, Dwi Handini, Ari Prayudi, Hestin Winika, Iqbal Saputra, and Difi Fernanda.
13. All of my friends TBI UIN Prof. K.H. Saifudin Zuhri, who has been a part of my 4 years of life.

There is no sentence that is more appropriate than the deepest thanks for all helps, supports, and suggestions. Only Allah can reply with better replies. Hopefully, this thesis can be useful for the writer and all readers.

Purwokerto, 23 November 2021



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**THE IMPLEMENTATION OF LEARNING MANAGEMENT SYSTEM
FOR ONLINE LEARNING IN ENGLISH AS FOREIGN LANGUAGE
(EFL) AT SMAN 1 JATILAWANG**

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ABSTRACT

SMAN 1 Jatilawang becomes one of the schools that implement online learning. At SMAN 1 Jatilawang, online learning is done using LMS SMAN 1 Jatilawang. LMS SMAN 1 Jatilawang is made by SMAN 1 Jatilawang self. This research describes the implementation of LMS SMAN 1 Jatilawang, the advantages, and the disadvantages of LMS SMAN 1 Jatilawang for online learning in EFL. The research finding shows that online learning through LMS SMAN 1 Jatilawang is done by the process of make the participant account, make the course, prepare the materials, sending materials, process of discussion between teacher and students, giving an assessment, and also giving the feedback of students' worksheet. The advantages of LMS SMAN 1 Jatilawang for online learning were easy to use, flexible, and it has complete features. The disadvantages of LMS SMAN 1 Jatilawang for online learning were need a very good internet connection, and sometimes error occurs.

Keywords: Learning Management System, Online Learning, and LMS SMAN 1 Jatilawang, and EFL.

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ABSTRAK

SMAN 1 Jatilawang merupakan salah satu sekolah yang melaksanakan pembelajaran online. Di SMAN 1 Jatilawang, pembelajaran online dilaksanakan menggunakan LMS SMAN 1 Jatilawang. LMS SMAN 1 Jatilawang dibuat oleh SMAN 1 Jatilawang. penelitian ini mendeskripsikan implementasi, keunggulan, dan kekurangan LMS SMAN 1 Jatilawang untuk pembelajaran online di kelas bahasa. Hasil penelitian menunjukkan bahwa pembelajaran online menggunakan LMS SMAN 1 Jatilawang dilaksanakan dengan melalui proses pembuatan akun partisipan, pembuatan kelas, pembuatan materi, pemberian materi, diskusi kelas, pemberian tugas, pemberian nilai hasil kerja siswa. Keunggulan dari LMS SMAN 1 Jatilawang yaitu mudah digunakan, fleksibel, dan memiliki fitur yang lengkap. Kekurangan dari LMS SMAN 1 Jatilawang yaitu sangat membutuhkan koneksi internet yang baik dan terkadang terjadi error.

Kata Kunci: Learning Management System, Pembelajaran Online, LMS SMAN 1 Jatilawang, dan EFL

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CHAPTER I INTRODUCTION

A. Background of Study

In this globalization era, the utilization of technology in education is increasing rapidly. The development of technology has transformed the culture of teaching and learning. Various new technologies have contributed to education such as online learning, the internet, and other technology. One of the alternative methods that are highly relevant to the recent digital era is online learning. Online learning is a kind of teaching and learning process that uses online applications. By using the online applications, the class can be done at the same or different times without face-to-face classes. Online learning allocates students learning resources that can be used for homework and other class project.¹ Online learning takes a range of technologies, such as email, chat, new groups and text, the worldwide web, audio, and video conference. These range of technologies delivered by the computer network to impart education.² In delivering learning materials for online learning, every school need for a software or applications. One of those software or application that usually used in every school is learning management systems.

Learning management system (LMS) is one of many kinds of ICT that are very popular to be used in many schools. It is usually used as a tool for online learning. LMS is a kind of media or tool for successful online learning. LMS is defined as an automated software application that uses for administration, tracking, reporting of the classroom and online events, and also allowing specified

¹ Alex Kumi-Yeboah, "Learning Theory and Online Learning in K-12 Education: Instructional Models and Implication", in *"Curriculum Design and Classroom Management: Concept, Methodologies, Tools, and Application"*, by Information Resources Management Association, USA: Information Science Research, 2015, P. 182

² Indira Dhull and Sakshi, "Online Learning", *IERJ (International Education & Research Journal)*, 2017, Vol. 3, No.8, P.32

data analysis of the effectiveness of training investment.³ Furthermore, LMS is defined as a kind of software used for tracking, delivering, and also managing training/education.⁴ LMS is educational software that serves multiple functions, such as course management administration, tracking, and also reporting. It is useful for the delivery of content and assessment, provides asynchronous and synchronous opportunities for collaboration and interaction.⁵ Mediation of LMS requires both the gain of competence and communication skills of teachers and students and superior concern. It is to conceive interaction moments and practical application possibilities of collaborative work, in which the learning process is happening in a participatory manner.⁶

Since the pandemic in 2020, all schools in Indonesia changed the learning process from offline to online learning. One of those schools that applies online learning is SMAN 1 Jatilawang. Based on the preliminary research through an interview with the English teachers of SMAN 1Jatilawang, namely Ms. Mardiyani and Mr. Mardiyono, the administrators of LMS of SMAN 1 Jatilawang, namely Mr. Luthfi Khamdan, and Mr. Arif, and some students of 10th and 11th grade of English for Foreign Language (EFL) at SMAN 1 Jatilawang, the school used a full online learning method. During the online learning, the school uses some applications as tools such as Google Meet, Zoom, WhatsApp, and LMS SMAN 1 Jatilawang. Another LMS used in SMAN 1Jatilawang is Google Classroom. All of the tools are important to be used for online learning. But, there is a tool that the school uses during online learning named LMS SMAN 1 Jatilawang. LMS SMAN 1 Jatilawang is a software used as a tool for online

³ Fazidah Nishtar and AzizahAbdul Rahman, "a Frame for Implementation of a Web-Based Learning Management", *Proceedings of the Postgraduate Annual Research Seminar*, 2006, P. 234

⁴ Nadire Cavus and Muhammed Sharif Alhih, "Learning Management System Use in Science Education", *Procedia – Social and Behavioral Sciences*, 2014, Vol. 143, P.518

⁵ Sophia Palahicky, "Utilizing Learning Management System (LMS) Tools to Achieve Differentiated Instruction", in *"Models for Improving and Optimizing Online and Blended Learning in Higher Education"* by Jared Keengwe and Joachim Jack Agamba, USA: Library of Congress Cataloging-in-Publication Data, 2015, P.12

⁶ Paulo Cristiano de Oliveira, Cristiano Jose Castro de Almeida Cunha, and Marina Keiko Nakayama, "Learning Management System (LMS) and E-Learning Management: an Integrative Review and Research Agenda", *JISTEM (Journal of System and Technology Management)*, 2016, Vol. 13, No. 2, P.160

classes. LMS SMAN 1 Jatilawang is obligatory for 10th and 11th grade, and for 12th grade, the use of LMS SMAN 1 Jatilawang during the online learning process is not obligatory but suggested by the school for teachers and students to be used during online learning. But this policy is not impossible in allowing other software or application to be used to integrate with LMS SMAN 1 Jatilawang. Based on the preliminary interview with Mr. Lutfi Khamdan as one of the administrators of LMS SMAN 1 Jatilawang, all of the learning activity deliver by using LMS SMAN 1 Jatilawang, such as giving the materials, collecting students' assignment, providing a room for the midterm test, proving a room for the final test, and other examination can be used LMS SMAN 1 Jatilawang.

There are some uses of LMS SMAN 1 Jatilawang, such as (1) students' worksheets, (2) sharing the materials, (3) discussion forums, (4) sending messages, and (5) the automatic students' attendance list. LMS SMAN 1 Jatilawang can be used to send many types of materials, such as word files, PowerPoint, audio, and video files. All of the materials are made and share by the teachers, and the administrators become a monitor of the learning process. When a teacher wants to share materials, a teacher should fill in the content of the material sheets, such as the introduction, mind mapping, materials contents, the page of the file, attendance list, assignment, discussion forum, and scoring. LMS SMAN 1 Jatilawang can be accessed by anyone who becomes a part of SMAN 1 Jatilawang, such as headmaster, teacher, or student. LMS SMAN 1 Jatilawang is software with web basic so that it is easy to use. LMS SMAN 1 Jatilawang can be accessed anytime and anywhere. It just needs the media to access such as a handphone or laptop, and an internet connection. To log in to the LMS SMAN 1 Jatilawang, it just needs to write a link to LMS SMAN 1 Jatilawang, username, and password. In the process of delivering materials to students, it need some steps to be done by the administrators and teachers. It needs the process of preparations, implementations, and evaluations.

The reason why the researcher chooses SMAN 1 Jatilawang as the place to conduct the research is because according to the first administrator it is one of two schools that have made LMS by self in Banyumas. Moreover, the support

facility of LMS SMAN 1 Jatilawang is already complete. But the LMS used by SMAN 1 Jatilawang has its own license. So it no needs to download because it is a kind of web basic software. LMS SMAN 1 Jatilawang is not a trial, so it can be used anytime without a limited time. LMS SMAN 1 Jatilawang is a software application to help teachers in teaching the learning process in online learning in EFL. LMS SMAN 1 Jatilawang is only used in SMAN 1 Jatilawang because it is originally made by SMAN 1 Jatilawang with the help of SMAN 2 Purwokerto. LMS SMAN 1 Jatilawang is used as a teaching tool, students' worksheets, attendance lists, and also used as the main media to share the materials. Moreover, SMAN 1 Jatilawang should be exemplified by the other school because of the creativity and enthusiasm from each member in implementing online learning using LMS SMAN 1 Jatilawang. It could be seen by the effort from school to provide many new mediums and infrastructures such as bought new computers as a server and engage the hosting. Another effort that the school has been done is providing many services to increase teachers' and students' ability in using LMS SMAN 1 Jatilawang. The kind of schools' service is giving socialization and training for teachers and students. Those socialization and training are held to face teachers and students' challenges in using LMS SMAN 1 Jatilawang. So, it can make the implementation more effective and it went as planned as school needs. So, the researcher is interested in getting to know the implementation of the LMS SMAN 1 Jatilawang for online learning in EFL (English for Foreign Language) classes at SMAN 1 Jatilawang.

B. Operational Definition

Related to this research, there are three key terms to guide to conduct this research. Those are:

1. Learning Management System

A learning management system or LMS is a kind of web-based software that provides interactive online learning. A learning management system is known as an information system that focused on educational purposes. There are many kinds of learning management systems that are used in every school in Indonesia,

such as Ruang Guru, Schoology, Google Classroom, etc. This research focused on LMS SMAN 1 Jatilawang.

2. Online Learning

Online learning is a kind of learning method, in which the learning process uses online applications. This method allows students to follow the learning process at different times and places without face-to-face class. It takes a range of technologies such as the world wide web, audio and video conference that delivered over the computer networks to impart the educations.

3. EFL

The word EFL is regarded as English as a Foreign Language. EFL defined as English is learned by a foreign country or English is used by non-native English learners.⁷ This research focused on the EFL Classes of SMAN 1 Jatilawang.

C. Research Questions

Based on the background of the research that has been explained above, the research question is formulated as follow:

“How is the implementation of LMS SMAN 1 Jatilawang for Online Learning in EFL at SMAN 1 Jatilawang?”

The main research question is divided into two sub-questions as follow:

1. How do administrators, teachers, and students implement LMS SMAN 1 Jatilawang for online learning in EFL at SMAN 1 Jatilawang including the stages of preparation, implementation, and evaluation?
2. What are the advantages and disadvantages of implementing LMS SMAN 1 Jatilawang for online learning in EFL at SMAN 1 Jatilawang?

D. Objectives and Significances of The Research

1. The Objectives of the Research are:
 - a. To describe the implementation of LMS SMAN 1 Jatilawang for online learning in EFL at SMAN 1 Jatilawang.

⁷ Peng Si, “A Study of the Differences Between EFL and ESL for English Classroom Teaching in China”, *IRA-International Journal of Education & Multidisciplinary Studies*, 2019, Vol.15, No.1, P.33

- b. To describe the advantages and disadvantages of implementing the LMS SMAN 1 Jatilawang for online learning in EFL at SMAN 1 Jatilawang.

2. Significances of The Research

a. Theoretical Significances

- 1) The researcher expects this research can be useful to improve EFL teaching and learning quality using technology.
- 2) The researcher hopes this research can be used as a reference for further researches.

b. Practical Significances

1) For Teachers

Through this research, teachers are expected can provide information about the advantages, the disadvantages, and the complete features of an LMS before selecting a certain LMS, a kind of LMS that is suitable for teachers', and students' needs in their learning process.

2) For Schools

Through this research, the schools are expected to be able to provide many strategies for helping and support the teachers to do online learning classes. Thus, it can improve the quality of the English learning process.

E. Structure of The Research

The structure of the research will be explained as follow:

Chapter I presents the introduction, which consists of the background of the study, operational definition, research questions, objectives and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II presents the theories of the implementation of learning management system on online learning of EFL at SMAN 1 Jatilawang which consists of explanations of those key terms, are implementation, learning management system, online learning, and EFL.

Chapter III presents the research method which consists of the type of the research, sources of data, the technique of collecting data, and the technique of analyzing data.

Chapter IV presents the result of the research which consists of the implementation of LMS SMAN 1 Jatilawang of SMAN 1 Jatilawang based on the observation, interview, and also documentations. In this chapter, there are finding and discussions about the implementation of the learning management system or online learning (from the preparation, implementation, until the evaluation), the problems in using LMS SMAN 1 Jatilawang, strategies in solving the problems, and the advantages and disadvantages of using LMS SMAN 1 Jatilawang.

Chapter V presents the conclusion and the suggestion of the research. This chapter consists of conclusions and suggestions from the researcher related to the research.



CHAPTER II

THEORETICAL REVIEW

In this modern era, technology has been captured as an alternative tool for language teaching and learning. There are many tools used to encourage online classes to replace the traditional teaching and learning process with blended learning. Some teachers choose many software/applications/worldwide web that will be used for online learning. One of which is the learning management system (LMS). LMS has been known in online education. It is a medium that helps the process of online learning.

A. Learning Management System

1. Definitions of Learning Management System (LMS)

A learning management system (LMS) is a type of software that is designed to administer, deliver, tracker, and manage online training and education.⁸ LMS is a course management system platform designed to deliver adult and higher education to adult learners without standing geographical location.⁹ LMS is also defined as management software packages enabling the delivery of learning content, resources, and activities and also handles the associated administration.¹⁰

According to Aldiab, et.al (as cited in R. Taufiqurrochman et al), a learning management system is software that can automate the administration of

⁸ Fazidah Nishtar and Azizah Abdul Rahman, “a Framework for Implementation of a Web-Based Learning Management System”, *Proceedings of the Postgraduate Annual Research Seminar, 2006*, P. 234

⁹ Lester Reid, “Learning Management System: The Game Changer for Traditional Teaching and Learning at Adult and Higher Education Institution”, *Global Journal of Human-Social Science: G Linguistic & Education*, 2019, Vol. 19, No. 6, P. 6

¹⁰ Kim Mahoney and Leanne Cameron, “*An Introduction to Learning Management System*”, *Reading in Education and Technology*, 2008, P. 314

the learning process. It can combine conventional learning models and e-learning.¹¹ Learning Management System (LMS) is known as an information system that focused on the processes of communication, collaboration, and well-defined educational purposes.¹² LMS is a software application that gives a place for teaching and learning activities with no dependence on time and space boundaries.¹³ LMS is an asset of tools and a framework that allows the relatively easy creation of online course content and subsequent teaching and management of that course. It includes the various interactions with the students taking the course.¹⁴

LMS is digital teaching and learning platform for the administration, documentation, tracking, reporting, and delivery of curricula. LMS can be used to facilitate students and teachers to distribute audio/video podcasts, exchange office documents, give an online assessment, and also conduct an online discussion.¹⁵ LMS helps teachers for managing their students, especially in the language learning process. It can be available everywhere and anytime without having face-to-face classes. In other words, it makes the learning process more flexible.¹⁶ The interaction in LMS happens through device enable communication either synchronously and asynchronously. It is allowing the creation of different strategies to encourage dialogue and the active participation of students.¹⁷ LMS

¹¹ R. Taufiqurrochman, Imam Muslimin, Imam Rofiki, Joshua Abah ABAH, "Students' Perception on Learning Management System of Arabic Learning through Blended Learning Models", *Jurnal Al Bayan: Jurusan Pendidikan Bahasa Arab*, 2020, Vol.12, No.1, P. 24

¹² Sofia B. Dias, et all, "*Towards an Intelligent Learning Management System Under Blended Learning (trends, profiles, and modeling perspective)*", Switzerland: Springer International Publishing, 2014, P. 42

¹³ Anthony A. Pina, "An Overview of Learning Management System", in "*Learning Management System Technologies and Software Solutions for Online Teaching*", by Yefim Kats, USA: IGI Global, 2010, P.2

¹⁴ Nor Azura Adzharuddin and Lee Hwei Ling, "Learning Management System (LMS) among University students: Does it work?", *International Journal of e-Education, e-Business, e-Management and e-Learning*, Vol.3, No. 3, June 2013. P.250

¹⁵ Todo F. B. Sibuea, "Students' Perception on The Use Of Google Classroom To Support Blended Learning For The Pengantar Linguistik Umum Course", *Lingua-Jurnal Ilmiah* 14(2), 2018, P.

¹⁶ Agustin Dwi Trisiana, "The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers' Consideration and Challenges ", *Thesis*, Surabaya: State Islamic University of Sunan Ampel, 2020, P. 6

¹⁷ Paulo Cristiano de Oliveira, Cristiano Jose Castro de Almeida Cunha, and Marina Keiko Nakayama, "Learning Management System (LMS) and E-Learning Management: an

tools allow instructors and teachers to differentiate learning activities through the students' needs. There are some examples of LMS, such as Blackboard, Angel, Moodle, and Desire2 Learn.¹⁸

LMS is a term to describe web-based technology. It is designed for a specific learning process, with the process of planning, implementing, and assessing. Furthermore, it is referred to as a learning platform to put e-learning content on the web. Moreover, LMS provides an instructor method so that it can co-create and deliver content. It also provides monitoring of students' participants and assessing students' performances.¹⁹ LMS is a term to define a wide range of systems to provide and organize access to online learning services for learners, teachers, and administrators. These online learning services include access control, providing the learning content, administration of user, and also communication tools. Two examples of well-known commercial LMS are WebCT and Blackboard. The term LMS is also used to describe a range of applications that track students learning activities and may or may not include some functions, such as authoring, classroom management, competency management, knowledge management, certification or compliance training, personalization, mentoring, chat, and also discussion board.²⁰

From all the definition above, it can be concluded that learning management systems is software or web-based technology to put all the process and the content of learning become online and use many media such as mobile phones, computers, and the need for internet connection. Some schools are still confused about using LMS or e-learning terms. Generally, e-learning defines as a method used in online learning which has educational purposes to share

Integrative Review and Research Agenda”, *JISTEM (Journal of Information Systems and Technology Management)*, 2016, Vol. 13, No. 2. P. 20

¹⁸ Sophia Palahicky, “Utilizing Learning Management System (LMS) Tools to Achieve Differentiated Instructor”, in “*Models for Improving and Optimizing Online and Blended Learning in Higher Education*” by Jared Keengwe and Joachim Jack Agamba, USA: IGI Global, 2015, P. 14

¹⁹ Stephan Tinschert, “Implementation of a Learning Management System for a Small American Company”, *Graduation Thesis*, Wildau: University of Applied Science Wildau, 2006, P. 5

²⁰ Morten Flate Paulsen, *Online Education: Learning Management Systems (Global E-Learning in a Scandinavian Perspective)*, Norway: NKI Farlaget, 2003, P. 30

information and collaborate electronically.²¹ While LMS is a kind of tool used as a platform to implement the e-learning process.²² So, between LMS and e-learning are two different terms and definitions. E-learning is an online learning method, while LMS is a platform to implement e-learning.

2. Features of Learning Management System

Generally, LMS mostly included some features that can be classified into some tools. The tools are content development tools, communication tools, productivity tools, and student involvement tools. Those tools are divided into some features as follow:

a. Synchronous communication

It is included in a real-time virtual classroom with a two-way voice, interactive whiteboard, multipoint video, file transferring, or application sharing.

b. Email

It can use to send and receive messages internally or within the LMS.

c. Discussion

These features are used to post the questions and as a response room in a discussion board.

d. Calendar

It is for writing the schedule, sharing the events, and also a deadline.

e. Blog

This feature is to share the online journal and reflection.

f. Instant messaging

It is for sending a private message to other LMS users.

g. Quizzes

It used to share online quizzes with many question types.

h. Survey and Polls

It can be used to receive feedback from other users.

i. Dropbox

²¹ Muhamed Fathima Rashida, "Learning Mngament System (LMS) in Higher Educational Institutions", *Journal of Information Systems and Information Technology (JISIT)*, 2018, Vol. 3, No.2, P. 18

²² Muhamed Fathima Rashida, "Learning Mngament System (LMS).....P. 15

These features are used to submit both individual and group assignments.

j. Rubrics

It is the definition of assessment criteria to provide structured feedback.

k. Grade book

It is such a grading system for assignments.

l. User Pages

It is enabling learners/users to create their webpage.

m. Class list

Generally, this feature provides information about the learners, their activities, and also learners' contact information.²³

3. Types of LMS

a. Self-hosting

This type of LMS is a platform that can be managed and designed as needed. It necessitates the role of a certain administrator in the field of IT, local-host, adequate infrastructure, and domain rental fees and hosting.

b. Vendor-hosting

This type of LMS is the contrary of self-hosting LMS. It is a platform owned by a third party that is ready to use, cheaper, does not need qualified IT skills, and without domain and fees hosting.²⁴

4. Characteristic of Learning Management System

Tekinarslan, Bradford. et.al, Balta & Duran, give some points of the characteristic of the learning management system

a. Easy to use

The learning management system is simple to use because it helps users to interface with its contents at any time and from any location using just an internet connection.

²³ Nilou Derakhshan, "Student and Faculty Perceptions of the Features of Mobile Learning Management Systems in the Context of Higher Education", *Dissertation*, Oklahoma State University, 2009, P. 10-11

²⁴ R. Taufiqurrochman, Imam Muslimin, Imam Rofifki, and Joshua Abah ABAH, "Students' Perception on Learning Management System of Arabic Learning Through Blended Learning Model", *Journal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 2020, Vol. 12, No. 1, P. 24

b. Have frequent and timely reviews

A learning management system (LMS) provides updates on the lesson, the exam date, the outcome or scoring, and everything else relevant to the students' behavior and questions.

c. Help students communicate more effectively.

Learning management systems provide services with a variety of features, such as announcements, discussions, simulated classes, and so on.

d. Observation and follow-up

Teachers can monitor students and deliver assignments using learning management system software, which also allows them to access files on any of the assigned tasks.

e. Skills development

Many students' skills, such as time management, can be improved by using this learning management program.

f. Differences account among students

The learning management system software has different contents, such as a soft file of the documents, audios, recordings, animations, photographs, games, and others, which the work takes into account individually for each student so that it can be effective.²⁵

5. The advantages of Learning Management System (LMS)

According to Kim Mahoney and Leanne Cameron there are many advantages of LMS, those are:

- a. LMS is flexible to access anywhere and anytime with internet access.
- b. LMS is a good software/application to support learning process.
- c. The materials can be accessed by students and teachers anytime.
- d. A LMS support contents in many format, such as multimedia, videos, text, etc.
- e. LMS is shown to transform the teaching and learning process.
- f. LMS is easy to offer students' choice of activities.

²⁵ Bassam Ahmad Alshorman, Ali Khaled Bwaneh, Attitudes of Faculty Members and Students Towards the Use of the Learning Management System in Teaching and Learning, TOJET: The Turkish Online Journal of Education Technology, 2018, Vol. 17, No. 3, P.3

g. Learning activities through LMS can be shared and re-used among course.²⁶

Furthermore, according to Lonn and Teasley, LMS features also help the teacher to convey the materials. Then, students can submit the assignment through LMS. Moreover, students can interact with others and also teachers through LMS.²⁷

6. The disadvantages of Learning Management System (LMS)

According to Thouraya Anoussin there are some disadvantages of LMS:

- a. Lack of students' self-discipline.
- b. Lack of instructors' input.
- c. Disproportion with certain academic programs.
- d. Need technical literacy.²⁸

Furthermore, according to Leanne Cameron and Kim Mahoney, LMS tend to be course-centric than student-centric. Then, it can be difficult to establish a supportive environment. Moreover, it can also lead to teacher dissatisfaction with quality of the teaching experience.²⁹

B. Online Learning

1. Definition of Online Learning

The online learning term is used interchangeably with the e-learning term.³⁰ Gikandi et al. define online learning as the use of technologies undertaken to learn and teaching such as mobile phones, television, CD ROM, and the internet, or it is called ICT (Information Communication Technology).³¹ Besides, John Clayton defines that online learning as the process of participating in

²⁶ Kim Mahoney. and Leanne Cameron. "An Introduction to Learning Management Systems". *Readings in Education and Technology: Proceedings of ICICTE*. 2008. P. 316

²⁷ 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

²⁸ Thouraya Snoussi, Learning Management System in Education: Opportunities and Challenges, *Internation Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 2019, Vol. 8, P. 666

²⁹ Kim Mahoney. and Leanne Cameron. "An Introduction.....P. 317

³⁰ Jennifer V. Lock, Petrea Redmond, "Empowering Learners to Engage in Their Authentic Online Assessment", in *"Assessment in Online and Blended Learning Environments"*, by Selma Koc, Xiongyi Liu, and Patrick Wachira, 2015, USA: Information Age Publishing, P. 22

³¹ J.W. Gikandi, D. Morrow, N.E. Davis, "Online Formative Assessment in Higher Education: A Review of the Literature", *Computers & Education*, 2011, Vol. 57, P. 3336

educational activities (learning process), which need connected or online computers by learners and tutors.³² Online learning is also defined as learning experiences using different devices such as mobile phones, laptops, etc. with internet connections in synchronous and asynchronous environments. The synchronous environment is a structured environment where between the learners and teachers, there are real-time interactions. It is a possibility to have instant feedback. The asynchronous environment is not properly structured. Besides, in this environment, instant feedback is not possible.³³ So, synchronous and asynchronous can be differentiated on the structured and unstructured environment and the possibility of instant feedback.

Online learning is the use of the internet to access learning materials. It has a function to interact with the content, instructor, and other learners. Besides, it is also supported during the learning process, so that it acquired knowledge, constructs personal meaning, and grows from the learning experience.³⁴ All of those definitions that have been mentioned above, can be concluded that online learning is the process of learning which needs the use of technology and the internet to access the learning materials.

2. Students Characteristics in Online Learning

According to Neo, student actions in an effective online learning environment can:

- a. Be responsible for making decisions and negotiations in the group
- b. Be responsible for the learning outcomes
- c. Conducted the meeting to determine every possible solution to solve group tasks.
- d. Conducted and acquired information by using the internet
- e. Solve and manage group dynamics and conflict

³² John Clayton, “*Investigating Online Learning Environments*”, 2014, P. 197

³³ Shivangi Dhawan, “Online Learning: A Panacea in the Time of COVID-19 Crisis”, *Journal of Educational Technology Systems*, 2020, P. 3

³⁴ Mohamed Ally, “Foundation of Educational Theory for Online Learning”, in “*Theory and Practice of Online Learning*”, by Terry Anderson and Fathi Elloumi, Canada: Athabasca University, 2016, P.5

f. Work cooperatively with team members and group leaders³⁵

3. Instructors or teachers characteristic in Online Learning

Effective online learning can reach by some factors. One of them is the instructors or teachers. According to Neo, there are some roles of effective online teachers. First, the teachers provide instruction and prerequisite knowledge to their students. Second, teachers should prescribe the group project and content. Third, teachers take responsibility notably in monitoring and evaluating students' tasks and students' outcomes process. Fourth, teachers should act as an external consultant. Fifth, teachers use technology in every process of online learning, such as using technology to modify the curriculum, update materials, and also keep in touch with their students. Sixth, teachers verify students' web links in their papers. Lastly, teachers assess their students.³⁶

4. The dimension of Online Learning

There are four dimensions of online learning that are used to describe an online program. Those are:

a. Comprehensiveness

There are two comprehensive classifications of online learning: Supplemental Program and full-time program. The supplement program often refers to a part-time program. Within a supplemental or full-time program, it is accountable for students' achievements and considers the variety of the courses available to the learners so that it helps to define the comprehensive of the program.

b. Reach

The reach of learners intended or enrolled define the meaning of online learning. The online programs reach a limit into three levels based on the restrictive policies and legislative variances: State, multi-district, and district.

³⁵ Renee Chew Shiun Yee, "Perception of Online Learning in an Australian University" Malaysian Students' Perspective", *Dissertation*, Australia: Queensland University of Technology, 2011, P. 32

³⁶ Renee Chew Shiun Yee, "Perception of Online Learning.....P. 28-29

c. Delivery

The delivery of the online program is asynchronous and at different times between the instructor and the learners. Both synchronous and asynchronous need to focus on synchronous learning

d. Type of Instruction

Learners are given a full spectrum of learning types from fully online to face-to-face. Although the online program is implemented into a supplement program or a full-time program, some programs mix both of them into blended learning programs.³⁷

5. Types of online learning environment

According to Robin Mason (as cited in Indira Dhull and Sakshi), most online learning has two types of environments, those are:

a. Partial Online Course

It means that the course's existing resource materials that are available either in print or non-print form such as textbooks etc. with some elements of online learning. It might be included in the learning management system for some asynchronous discussion.

b. Fully Online Course

These types of online learning mean that most teaching and learning activities are carried out online.³⁸ It means that all the instruments and the assessment are carried out using online, internet-based delivery. In this environment, teachers led and instruct the instructional and resources exclusively through the internet.³⁹

According to Brittany Gilbert, there are three central groups categorized as online learning environments. Those are:

³⁷ Erica Lynn Kolat, "Blended and Online Learning in K-12 Traditional School Districts of Southwestern Pennsylvania", *Dissertation*, 2014, Pittsburg: The University of Pittsburg, P. 13-15

³⁸ Indira Dhull and Sakshi, "Online Learning"..... P. 32

³⁹ Marianne Bakia, Linda Shear, Yukie Toyama, and Austin Lasseter, "*Understanding the Implications of Online Learning for Educational Productivity*", 2012, America: U.S. Department of Education, P. 2

a. Fully web-based

This categorized of online learning environment is all aspect of the course being conducted on online learning environment using the internet connection without face-to-face interaction.

b. Hybrid or blended format

It is consist of varying degree of time allotted for classroom sessions and web-based (online class).⁴⁰ It is up to the discretion of the instructor and the nature of the class. In other words, the course blends between online and face-to-face delivery. The course is delivered online in a blended learning environment between thirty and seventy-nine percent.⁴¹ A blended environment allows students to receive the portion of the instruction and the learning process both face-to-face and online. It means that the learning process between fully face-to-face and fully online instruction.⁴²

c. Traditional course using web-based supplements

Traditional course using web-based supplements means that the course is designed in the traditional environment but it needs online technology uses to present the materials.⁴³

6. Rules of creating an Online Learning

Creating online learning should be a warning by the schools. There are some rules in designing online learning. Those roles described as follow:

a. Be concise

Online learning puts a focus on students' attention. Teachers should identify the content and carried out more information so that students can get the information that teachers have been explained to them.

⁴⁰ Brittany Gilbert, "Online Learning Revealing the Benefits and Challenges", *Educational Masters*, 2005, P. 4

⁴¹ Edwige Simon, "The Impact of Online Teaching on Higher Education Faculty's Professional Identity and the Role of Technology: the Coming of Age of the Virtual Teacher", *Dissertation*, 2012, Colorado: University of Colorado, P. 6

⁴² Marianne Bakia, et. al., "*Understanding the Implications*.....P. 2

⁴³ Brittany Gilbert, "Online Learning RevealingP. 4

b. Organize contain into modules

In the process of learning, online learning needs to convey every material and information from the media or modules as a whole so that it can decrease the risk of students confused.

c. Activate, activate, activate

Online learning should involve activities design to connect and interact between teachers and students. The active processing of online learning should be committed by the active information. Active learning can be developed by giving short quizzes, writing exercises, and discussions.

d. Provide a channel for social interaction

Online learning should provide a large part constructed socially and a channel for interaction.

e. Manage Expectation

Motivation helps students to orient and motivate themselves. By doing the motivation letters, teachers also allow to require their students to prepare for the learning process.

f. Give Feedback and Assess Continuously

Constructive feedback is one of the most effective ways to promote learning. Whenever students are given a chance to improve their work, they have an opportunity to learn from the feedback. It means that online learning should provide an assessment tool.⁴⁴

Any instructional system has a goal to promote learning. Before learning materials are developed, there are many principles to develop effective online learning materials. To designed online learning materials first thing that should be known is finding the theories to follow. It can be one theory and also combinations of theories to develop online learning materials. These new theories should be developing online materials and should know the different approaches to learning to select the appropriate instructional strategies. The instructional strategies can be selected if they can motivate the learners, facilitate during the

⁴⁴ Akseli Huhtanen, “*The Design Book for Online Learning (Practical Tools for Designing High-Quality Online Learning)*”, 2019, Aalto University: FiTech Network University, P. 9

learning process, build the whole person, encourage interaction, facilitate contextual learning, cater for individual differences, promote meaningful learning, provide feedback, and also provide support during the online learning process.⁴⁵

7. The Role of Interaction in Online Learning

Interaction is one of the critical components in the educational process and context. To enhance interaction between all participants in the educational field, it should use communication technologies. According to Sims, there are many functions of the interaction between the participants in the educational fields, such as its use as learners control, allow many kinds of participation and communication, facilitating program adaptation, and as an aid to meaningful learning.⁴⁶

8. Factors Affecting Online Learning

Meaningful online learning can be affected by five attributes. These attributes include:

a. Students Responsibilities and Initiatives

In managing the learning process, students are well-positioned to manage it. Students should initiative to plan their time and involve their selves in doing their homework. The main point of student responsibilities and initiatives is students' right in making their decision, or accepting their responsibilities for their learning process.

b. Generative Learning Activities

These attributes provide students in getting the opportunity to investigate, research, and solve problems. In this context, students become investigators and teachers are the facilitators. The goals of this learning theory are to encourage students' understanding and students take action in finding more

⁴⁵ Mohamed Ally, "Foundation of Educational Theory for Online Learning", in *"Theory and Practice of Online Learning"*, by Terry Anderson and Fathi Elloumi, Canada: Athabasca University, 2016, P.6

⁴⁶ Terry Anderson, "Toward a Theory of Online Learning", in *"Theory and Practice of Online Learning"*, by Terry Anderson and Fathi Elloumi, Canada: Athabasca University, 2016, P. 43

information during the learning process. According to Doctorow, et.al generative learning impacts students' recall, retention, and comprehension.

c. Authentic Learning Contexts

It is a kind of learning context in which the learning environment is in realistic situation and condition, and the task given to the students can create a deeper knowledge. This learning model should be meaningful, logical, and purposeful.

d. Authentic Assessments Strategies

Authentic assessments design as an evaluation. The authentic assessment shows how students act or students perform to solve a problem in real life. It will require students and their teachers to employing skill varieties, such as project management, research, organization and representation, presentation, and reflection. In this context, teachers also need to use many methods. Those are observing students, distributing questionnaires, depth review of students' documents, and other work products.

e. Collaborative Learning

Collaborative learning students will work together to access resources and experiences and develop their appreciations with multiple perspectives. In this learning, students have presented a problem, then, they will develop their new knowledge to develop the solution of the problem.⁴⁷

C. Teaching English for Foreign Language (EFL) through LMS

1. Definition English for Foreign Language

English for Foreign Language means English is learned in a foreign country. The term "Foreign language" means the language used outside the country. According to Yoko Iwai (as cited in Peng Si), EFL refers to those who learn in non-English-speaking countries or a foreign country, for example, Japanese people who learn English in their country, so they can be named as EFL

⁴⁷ Heather Robinson, et.al., "A Rich Environment for Active Learning (REAL): A Model for Online Instruction", in Jared Keengwe and Joachim Jack Agamba, "*Models for Improving and Optimizing Online and Blende Learning in Higher Education*", United States of America: Information Science Reference, 2015, P. 38-45.

learners.⁴⁸ From these explanations, it can make the line that English for Foreign Language means that English is studied when someone has learned English subject in non-speaking English.

2. Differences between EFL and ESL

According to D. Krieger, between ESL and EFL are quite distinct. The main differences stem from four areas. One of them is the students' motivation level. In EFL, usually, extrinsic motivation is stronger than intrinsic. Furthermore, students do not have much real-life access to English, and students need to study English often just to pass the examination. While, in the ESL setting, intrinsic motivation is stronger than extrinsic. Students are more relevant to use English in their daily life.⁴⁹ So, between ESL and EFL can be differentiated easily. In ESL environments, English is used more frequently than in EFL environments. For students who are in EFL, learning and speaking English are a formality. But, for an ESL student, learning and speaking English are a habit in their life. It means that English need to uses in their life to interact with people around them.

3. Teaching EFL through LMS

An effective online learning process needs effective technology uses. Teachers should choose and select the effective applications that will be used to conduct the online learning process. One of the effective ways in implementing online learning is by using learning management systems (LMS). Using the LMS as the instructions and a tool has started gaining attention for achieving integrations during the learning process. Using the LMS as the tool and as part of practice medium gives advantages to supplement in-class instruction and to incorporate students' self-learning in the learning activities.⁵⁰ According to Agustin Dwi, using LMS can improve teachers' and learners' speaking skills. For

⁴⁸ Peng Si, "A Study of the Differences Between EFL and ESL for English Classroom Teaching in China", *IRA-International Journal of Education & Multidisciplinary Studies*, 2019, Vol.15, No.1, P.33

⁴⁹ Andrea Dimitroff, Ashley Dimitroff, and Rebekah Alhashimi, "Students Motivation: A Comparison and Investigation of ESL and EFL Environments", *IJCI (International Journal of Curriculum and Instruction)*, 2018, Vol. 10, No. 2, P. 3

⁵⁰ Seiji Sumi, and Osamu Takeuchi, "Using LMS for Foreign Language Teaching/Learnin: An Attempt Based on the "Cyclic Model of Learning"", *Journal of Information Systems Education*, 2018, P. 1

example, generally, LMS used the English language, so it can improve their vocabulary implicitly. Furthermore, the use of LMS in teaching EFL gives an opportunity to students speaking, reading, and listening skills because of the feedback or features that they can get by using LMS, such as they can get authentic materials that can improve their skills.⁵¹

D. Review of Relevant Study

Based on the sources related to this research, there are previous researches related to the topic of this research. The following discussion explains the comparison of the previous studies.

First, a thesis written by Nur Afrizahin in 2020 entitled “The Implementation of Yuk Belajar as E-Learning Platform in English Learning at SMP Al-Azhar 13 Surabaya”. This research aimed to examine the use of Yuk Belajar application as an e-learning platform in both the classroom and virtual English learning in SMP Islam Al-Azhar 13 Surabaya for 8-B grade students. The result of Nur Afrizahin’s thesis is teachers decided to use a learning management system in the EFL classroom for many reasons such as features, cost, accessibility, and students’ needs. Then, the challenges in the use of the Learning Management System in the classroom and limitation of teachers in designing the materials are technological support and students’ problems. The differences between this thesis and Nur Afrizahin’s thesis are investigating the students’ perception of the use of Yuk Belajar application and in analyzing the data, the thesis above-used questionnaire to find out the students’ perception. The similarity to this research is the discussions of the learning management system for online learning.

Second, a thesis written by Agustin Dwi Trisiana in 2020 entitled “The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers’ Consideration and Challenges”. The thesis above aimed to investigate teachers’ consideration in selecting LMS in EFL within the context of high school

⁵¹ Agustin Dwi Trisiana, Thesis “*The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers’ Consideration and Challenges*”, Surabaya: State Islamic University of Sunan Ampel Surabaya, 2020, P. 19-20

educations. The result of the thesis is first, teachers implemented four from five steps in implementing e-moderating, and one step that was not implemented is the online socialization step. Second, students' perception in implemented Yuk Belajar is easy to use in the English learning process, so it can affect them to use this application during the learning process. The distinction between the research which was conducted by Agustin Dwi Trisiana and the thesis above is investigating the 6 EFL teachers in UNISA. It is about teachers' consideration and the challenge of using the LMS. The similarity of the research discussed the use of learning management systems in the EFL Classroom.

Third, a thesis written by Maylin Yohana in 2020 entitled, "Students' Learning Performance in Using Google Classroom as Learning Management System in English Education Department UIN SUSKA Riau". This research aimed to find out students' learning performance using Google Classroom as a Learning Management System. The result of the thesis is there are many factors affecting students' learning performances in the use of Google Classroom, (1) communication and interactions, (2) collaborations, (3) Coordination, and (4) Ease to access. The distinction is the research was focused on exploring students' performance in the use of Google Classroom. The similarity of the research discussed learning management systems.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of The Research

The type of this research is field research and descriptive qualitative method. The result of this research is the qualitative data that deals with descriptions. The qualitative data are not in the form of numbers, but they can be observed.⁵² The data is conducted by visiting the place of the object and observing the object of the research. This research used a qualitative approach in which the data of this research explain through the descriptive method. In this research, the researcher describes the implementation of a learning management system (LMS) for online learning in EFL at SMAN 1 Jatilawang. It discussed detailed information about the implementation of the learning management system, starting from the preparation, implementation, until the evaluation.

B. Location of The Research

The research is conducted in SMAN 1 Jatilawang which is located in Jl. Raya Jatilawang, Tunjung, Kec. Jatilawang, Kab. Banyumas, Jawa Tengah 53174.

C. The Object of The Research

The object of the research is something that should be focused on finding the result of the research. The object of this research is LMS SMAN 1 Jatilawang. This research related to the learning materials, learning media, learning process, problems, advantages, and disadvantages of the use of SMAN 1 Jatilawang Learning Management System for online learning. Learning process using the LMS of SMAN 1 Jatilawang related to the preparation, the implementation, and also evaluations.

⁵² Glenda Nugent, Sakil Malik, and Sandra Holingsworth, *A Practical Guide to Action Research for Literacy Educators*, USA: International Reading Association, Nokia Corporation, and Pearson Foundation, 2012, P, 35

D. The Subjects of The Research

A research subject is a person of the research that is the target observation. The main subject that becomes the information sources in this research are:

1. Two administrators of LMS SMAN 1 Jatilawang
2. Three English teachers in EFL at SMAN 1 Jatilawang.
3. Five students of 10th grade and Five students of 11th grade in EFL at SMAN 1 Jatilawang through stratified random sampling.

Those informants above are data sources of this research. They make the result can be recognized. It is because they are undergoing the task of following the institution where the research is studying and conducting the data. In getting the information, there are some methods used by the researcher. In the process of interviews with the administrators, English teachers, this research uses online interviews using WhatsApp chat and WhatsApp call. For getting the data from the students, this research uses written interviews through Google form with help from the English teachers to share the link of Google form.

E. Techniques of Collecting Data

The purpose of the research is to gain the data and the most important step in the research is techniques of collecting data. By using the technique of collecting data, the data of the research obtained. This research uses the triangulation technique to combine the various techniques to collecting data and existing data sources. According to Berg & Lune; Denzin; and Patton, triangulation refers to the combination of methods or sources of data in a single study.⁵³ In this research, the researcher uses three methods to collect the data. The methods that will be used are observation, interview, and documentation. Those methods explained as follows.

⁵³ Steven J. Taylor, Robert Bodgan, and Marjorie L. De Vault, *Introduction to Qualitative Research Methods, a Guidebook and Resource*, United State of America: Library of Congress Cataloging-in-Publication Data, P. 93

1. Observation

Observation is the process of collecting data by observing something or someone to gain information. Observation has a specific characteristic that is not limited to the subject of the research but also the other objects.⁵⁴ In this research, the observation uses to conduct the data about the implementation of LMS SMAN 1 Jatilawang for online learning in EFL at SMAN 1 Jatilawang. This research will apply a passive participatory observation, where the researcher does not engage in the student activity and only observes the objects of this research. The instruments of observation of this research are observation sheets and field note. The observation sheets are used to write questions. Those questions are used to gain information. It is proposed to the informant. The field note is used to write any information from the process of observation. It means that a field note is used to write the result of the observation.

The observation of this research was done in eight times. It was gained during the process of interview with administrators, teachers, and students. Moreover, the researcher was given an account by the administrators. The researcher used the account to observe LMS SMAN 1 Jatilawang by log in to the LMS SMAN 1 Jatilawang. After log in to LMS SMAN 1 Jatilawang, the researcher observed the features of LMS SMAN 1 Jatilawang and online learning activity through LMS SMAN 1 Jatlawang.

2. Interview

The interview is a process of gaining information uses conversation. The conversation is the process of question and answer between the interviewer and the informants.⁵⁵ Anyone who to be the interviewees are the people that are accustomed to participating in this research. They will give any information about the topic of the research. The interview is the process of gaining a clear understanding of students' though, teachers' though, actions,

⁵⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Bandung: Alfabeta, 2018, P. 203

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan*.....P.194

and views.⁵⁶ This research will use semi-structured interviews. A semi-structured interview is known as an open-ended interview. In this kind of interview, the researcher should design the questions that they want to ask of the participants.⁵⁷ Semi-structured is a kind of in-depth interview. There is more independence than another interview. The purpose of the semi-structured interview is to find the wide-open problem, where interviewees are asked for their overview and idea about the problem. During the interview, the researcher should give more attention to the interviewees and notes information from the interviewees.⁵⁸ Before conducting the interview, the researcher prepares some questions that will be used to gain the information. The questions are related to this research.

The interviewees of this research are the headmaster, administrators, curriculum, English teachers, and some students of 10th and 11th grade in EFL. The instruments of this research are interview sheets, notes, and smartphones. The interview sheets are used to guide during the interview sessions. Then, notes are used to write the whole of the conversation. The last, the smartphone is used to record and to help in the process of online interviews.

The interview of this research is used to know the implementation of LMS SMAN 1 Jatilawang starting from preparing stages, implementing stages, until evaluating stages in EFL, the advantages of LMS SMAN 1 Jatilawang, and disadvantages of LMS SMAN 1 Jatilawang for online learning

3. Documentation

Documentation is a set of documents that are used as the data of this research. It is provided on paper, online, digital media, and during the process of observation and interview. The documentation of this research is English

⁵⁶ Glenda Nugent, Sakil Malik, and Sandra Holingsworth, *A Practical Guide*.....P. 40

⁵⁷ Kathryn Roulston, and Myungweon Choi, "Qualitative Interview", in *The SAGE Handbook of Qualitative Data Collection*", by Uwe Flick, United Kingdom: SAGE Publications, 2018, P. 233

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan*P. 320

course books, lesson plan, syllabus, screenshots of interview process, and pictures of LMS SMAN 1 Jatilawang.

F. Techniques of Analyzing Data

According to Bodgan as cited in Sugiyono, data analysis is the process of searching and arranging the interview sheets or interview transcript, and other materials that accumulated to increase the understanding to enable in present the data to others.⁵⁹ In this research, the researcher used the steps proposed by Cresswell to analyze the data, which are divided into some steps. Those are:

1. Collecting the data

In collecting the data, the researcher uses interviews and observation with the headmasters, the administrators of the learning management system, the English teachers, and some students of 10th and 11th grade in EFL at SMAN 1 Jatilawang. In this research, the researcher uses an online interview using the WhatsApp application used to chat and call with the administrators and also English teachers of SMAN 1 Jatilawang. Moreover, this research uses written interviews through Google form to gain data from the students. There are some steps in getting the data from the students. The first step is giving the link of Google Form to the teachers and asking for teachers' permission to involve their students to give opinions about the implementation of LMS. Then, the researcher shares the link to the teachers which the teachers send the link to the students by using these LMS. The data of students' opinions, will automatically save in the excel sheets. After getting more information about LMS according to students' opinions, then the data should be analyzed and discuss to find valid data.

2. Preparing the data for analysis

The second step in analyzing data is preparing data for analysis. In analyzing the data, there some things that should be prepared such as the notes during the interview with the administrators namely Mr. Luthfi Khamdan, English teachers namely Ms. Mardiyani and Ms. Yuni Widiastuti. Then

⁵⁹ Sugiyono, *Metode Penelitian Pendidikan* P.334

another data is getting over the interview through WhatsApp message/chat with English teacher namely Mr. Mardiyono. The next data that should be prepared is a spreadsheet that consists of the result of students' opinions.

3. Reading through the data

After preparing the data for analysis, the researcher should read the data and understanding it. Reading the data will ease the researcher in analyzing the data and separate each data that has been found during the process of collecting the data. After reading the data, the researcher should be coding the data to make it easy to prepare the data analysis.

4. Coding the subjects of the data.

The next step is coding the subjects of data. Coding means the process of sorting data that have been collected. So, the process of coding data used a similar code to the similar data so it can replace the original data contiguity-based ordering.⁶⁰ Moreover, coding defines as a method to discover the sections of data.⁶¹

The functions of coding the data are as a way to patterning, classifying, and recognizing the data into the emergent categories for further analysis. It is often a word or short phrase that can give the symbol or assigns a summative, essence-capturing, salient, and/or evocative attribute for visual data.⁶² This research is used code for coding the subject of the research. The first administrator is as A1, and the second administrator as A2. Moreover, the first teacher is as T1, the second teachers as A2, and the third teachers as A3. The last, for code the students, the researcher used S1 (first student), S2 (second student), S3 (third student), S4 (fourth student), S5 (fifth student), S6 (sixth student), S7 (seventh student), S8 (eight student), S9 (ninth student), and S10 (tenth student).

⁶⁰ Joseph A. Maxwell, and Margaret Chmiel, "Notes Toward a Theory of Qualitative Data Analysis", in *"The SAGE Handbook of Qualitative Data Analysis"*, by Uwe Flick, United Kingdom: SAGE Publications, 2014, P. 23

⁶¹ Johnny Saldana, "Coding and Analysis Strategies", in *"The Oxford Handbook of Qualitative Research"*, by Patricia Leavy, USA: Oxford University Press, 2014, P. 284

⁶² Johnny Saldana, "Coding and Analysis Strategies", in *"The Oxford Handbook of Qualitative Research"*, by Patricia Leavy, USA: Oxford University Press, 2014, P. 284

5. Coding the text to be described.

After coding the text, then the data makes into descriptive. The first data got by the researcher should be discussed in the form of descriptive text.

This research uses several techniques based on Miles and Huberman model to carry out the steps in analyzing the data. Those are:

1. Data Reduction

This research conducts the interviews with the two administrators of the learning management system, three English teachers of EFL at SMAN 1 Jatilawang, and 5 students of 10th grades and 5 students of 11th grade in EFL at SMAN 1 Jatilawang.

2. Data Display

The purpose of this step is to describe the next plan that should be done by the researcher. The data display makes it easier for the researcher to plan further work and understand what is happening. The data will be arranged so that the structure of this research can be understood. It is can be displayed in charts, with some categories, and so on. In this research, to display the achievement will use descriptive text.

In this research, the researcher arranged the result of data reduction. Firstly, the researcher collected the result of the interview, observation, and also documentation. Second, the researcher made the point of the result. Last, the researcher arranged the result through descriptive text.

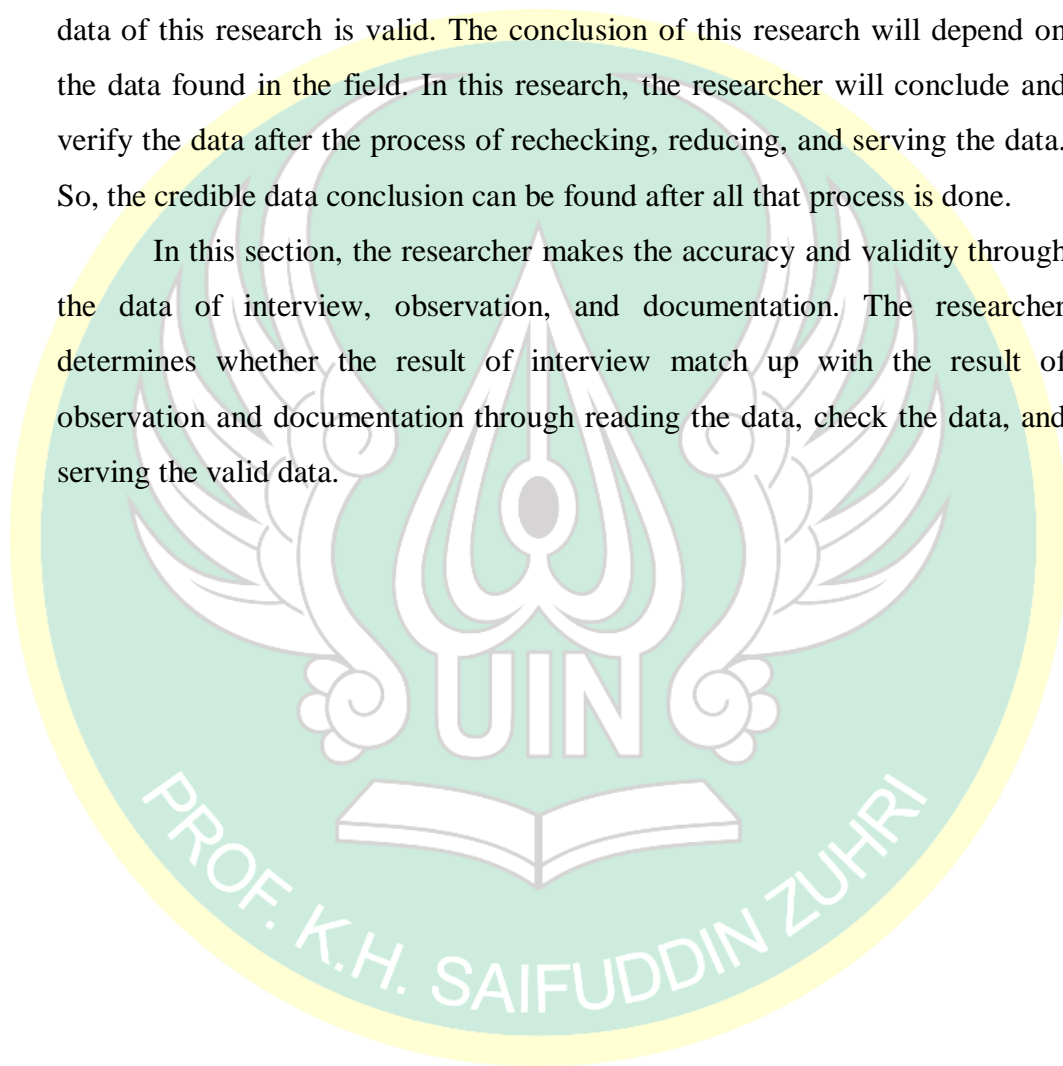
3. Verification

Verification is the process of deciding the validity and accuracy of the data research. Likewise, validity is the process of making accuracy and meaningfulness of the data that has been collected during the research. To get the valid data, the ways that should be done is the process of triangulating data, number checking, and collaboration.⁶³ Triangulation is a process of checking the truth (verification) by incorporating three different viewpoints and kinds of informants. Triangulations help to improve the quality of the research finding. Triangulation also can be defined as the use of at least three

⁶³ Glenda Nugent, Sakil Malik, and Sandra Holingsworth, *A Practical Guide*P. 36

independent techniques of collecting data to observe a phenomenon or problem so that it can help to ensure the quality of data in research.⁶⁴ So in other words, triangulation is the process of collecting the data to improve the quality of the findings. Moreover, triangulation has many benefits such as imperfection of the data, increase confidence in the result of the research, and it can raise follow-up questions.⁶⁵ It is needed to check whether the supporting data of this research is valid. The conclusion of this research will depend on the data found in the field. In this research, the researcher will conclude and verify the data after the process of rechecking, reducing, and serving the data. So, the credible data conclusion can be found after all that process is done.

In this section, the researcher makes the accuracy and validity through the data of interview, observation, and documentation. The researcher determines whether the result of interview match up with the result of observation and documentation through reading the data, check the data, and serving the valid data.



⁶⁴ Glenda Nugent, Sakil Malik, and Sandra Holingsworth, *A Practical Guide*P. 37

⁶⁵ Glenda Nugent, Sakil Malik, and Sandra Holingsworth, *A Practical Guide*P. 37

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents two aspects; they are data presentation and discussion of the research. It describes the implementation of The Learning Management System for online learning in EFL at SMAN 1 Jatilawang and some problems during the implementation. Before presenting the data and discussion, it is important to know the description of the school profile. The description of the school is important to picture out that the data is valid.

A. Implementation of Online Learning Through LMS SMAN 1 Jatilawang

1. Preparing Online Learning through LMS SMAN 1 Jatilawang

a. Administrators Preparation

Online learning is a learning model that needs online applications/software. One of the popular software to support online learning is Learning Management Systems. According to the second administrator of the LMS, in SMAN 1 Jatilawang, online learning through the learning management system began before the covid-19 pandemic. Its uses as the instrument of the distances learning process to collect students' assignments, but after the pandemic was more terrible and the number of people contracted the covid-19, the use of LMS was more enhanced. Moreover, the first administrator said that LMS is a kind of a basic web that is easy to use.

According to the first administrator (A1) of LMS SMAN 1 Jatilawang, the background of the use of LMS SMAN 1 Jatilawang is the pandemic of covid-19. This pandemic makes the use of LMS SMAN 1 Jatilawang enhanced. He also said that the use of LMS SMAN 1 Jatilawang to utilize an already existing tool. The A1 is explained as below:

“The background of the use of LMS SMAN 1 Jatilawang is the pandemic of Covid-19. Because of this pandemic so the school decided to utilize the existing tool (LMS). Moreover, the reason for the use of LMS SMAN 1 Jatilawang is the completeness of its features.”

Besides, the second administrator (A2) said that the background of the use of LMS SMAN 1 Jatilawang as the tool for online learning is the complete

facilities. He said that that LMS SMAN 1 Jatilawang gives the complete of the facilities so the school decides to use it as the tool for online learning.

“Between another software/application, features and facilities of LMS SMAN 1 Jatilawang are more complete. So, the school decides to use LMS SMAN 1 Jatilawang for online learning although it should be updated the newest news by using another application such as WhatsApp.”

Here are the LMS SMAN 1 Jatilawang features:

a. Calendar

As another common LMS, this LMS SMAN 1 Jatilawang had a features name calendar. This feature consists of upcoming events, events key, and a monthly view calendar.

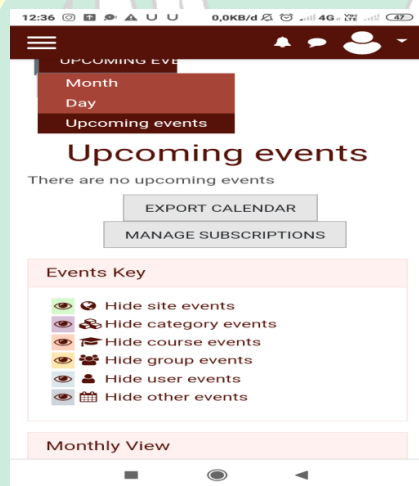


Figure 1: Calendar



Figure 2: Calendar

b. User

Features users used to know 18 users in the last 5 minutes.



Figure 3: Users

c. Profile

The profile features consist of an account profile. The users could edit their account profiles by using these features.

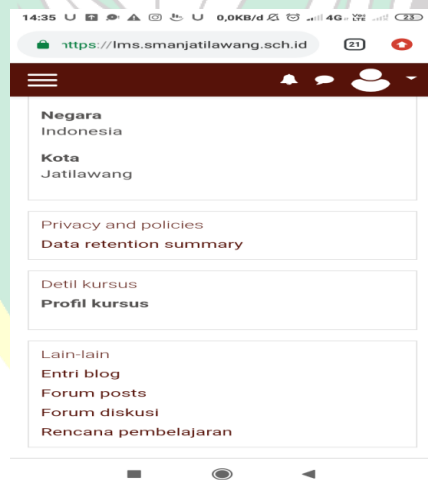


Figure 4: Profile

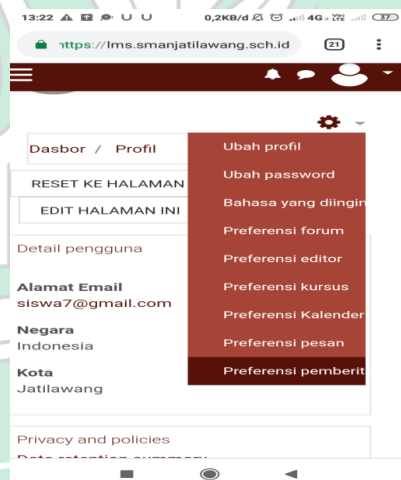


Figure 5: Profile

d. Message

Features messages consist of three kinds of messages that users need. It could be a group and also a private message. If the users would send a message they could find it in the search column.

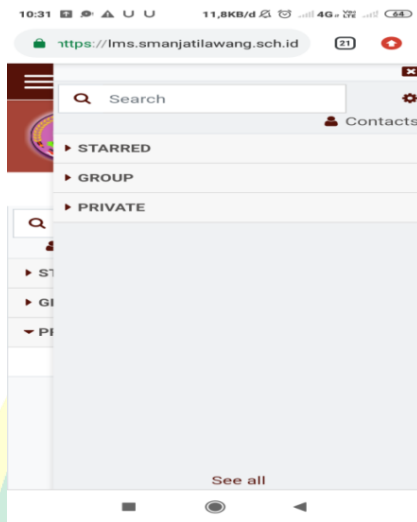


Figure 6: Message

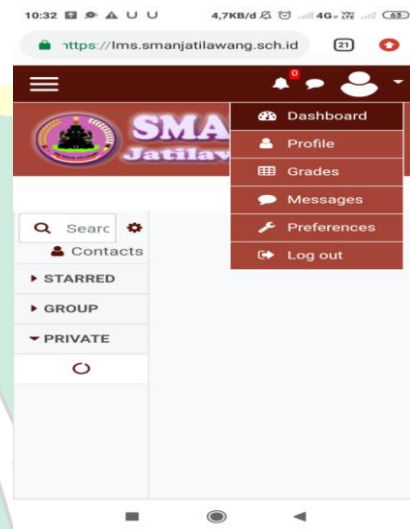


Figure 7: Message

e. Course Overview

This feature consists of all courses, course names, and summaries. The name of the course could be sorted up to the alphabet by pressing the course name button. Furthermore, all courses consist of my course. It was the course that should be done during the school year.



Figure 8: Course overview

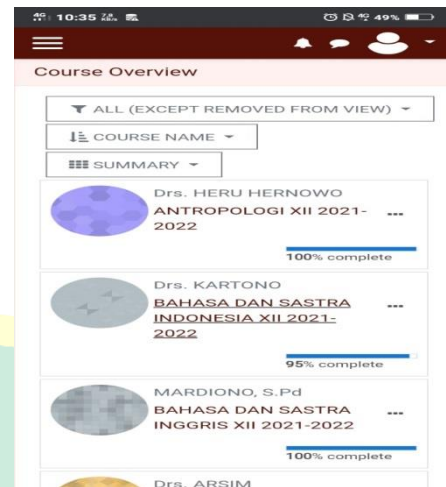


Figure 9: Course overview

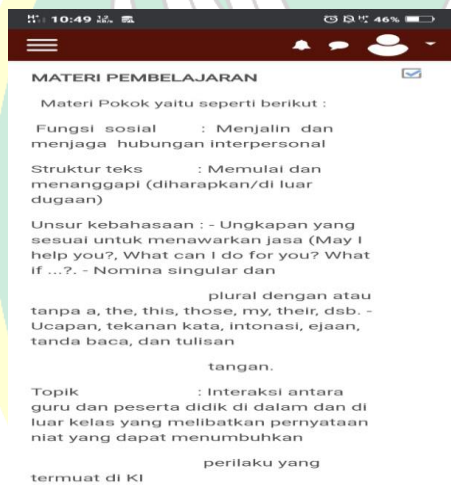


Figure 10: Course overview

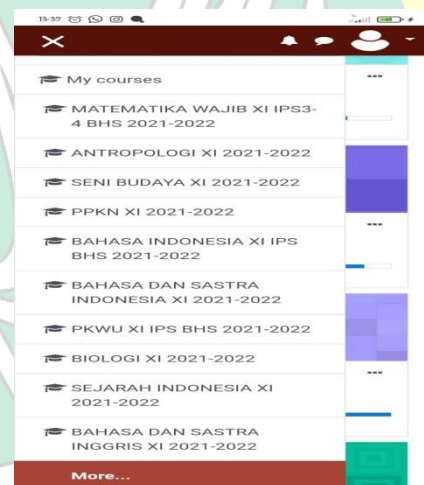


Figure 11: Course overview

f. timeline

These features helped students to know the upcoming activities to do. It consists of many options, such as all activities, overdue activities, due date, next 7 days, next 30 days, next 3 months, and next 6 months.

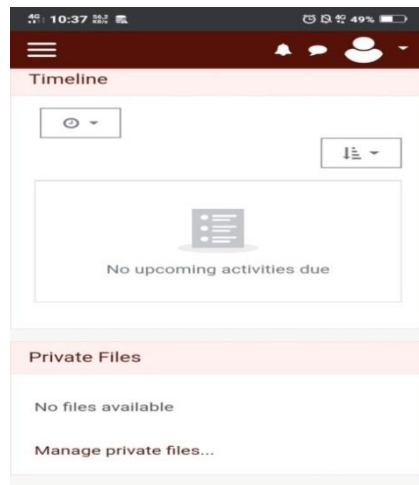


Figure 12: Timeline

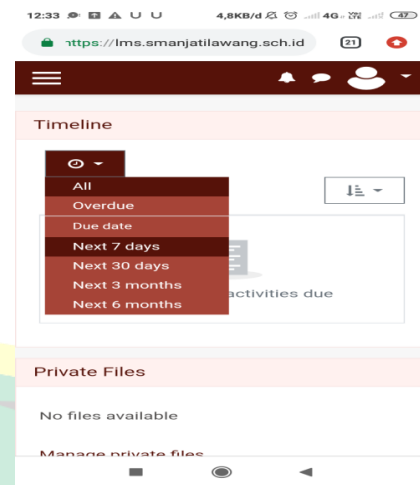


Figure 13: Timeline

g. notification

The notification could be the newest and also the previous notification. It could show the previous notification by pressing the “see all” buttons on the bottom of the page.

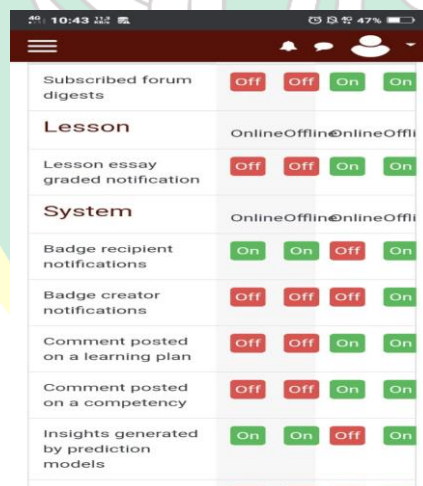


Figure 14: notification

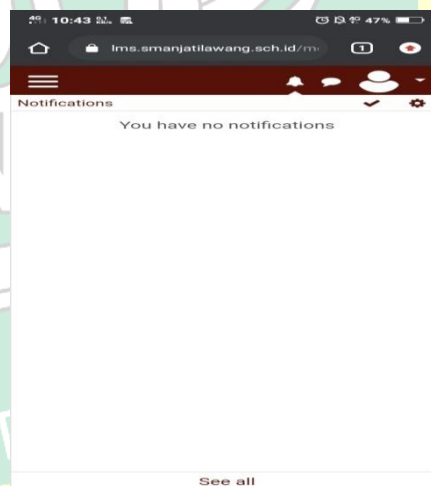


Figure 15: notification

h. File

This feature consists of a file picker and a new folder name. The file picker consists of the recent files, upload a file, URL downloader,

private files, and Wikimedia. The maximum size for new files is 40 MB and the overall limit to 9.8 GB.



Figure 16: File

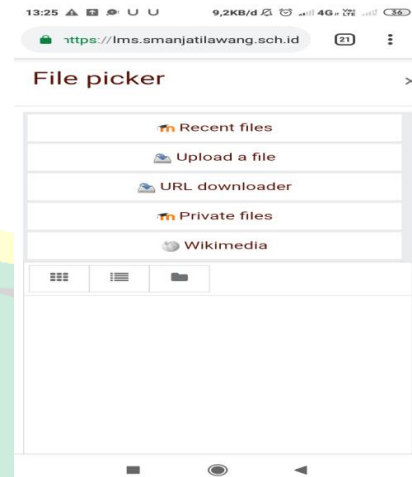


Figure 17: File

In conclusion, according to both administrators, there are three points of the background of the use of LMS SMAN 1 Jatilawang as the tool for online learning; (a) the pandemic of covid-19, (b) utilize an already existing tool, and (c) the complete facilities and features of LMS SMAN 1 Jatilawang. Moreover, according to the interview and observation through online, LMS SMAN 1 Jatilawang is a kind of self-hosting LMS, because LMS SMAN 1 Jatilawang can be manage and designed as needed.

According to the A1, in the beginning, the administrators should be prepared for the class or course. It means that the administrators should make the class. From that class, they should enroll the participants of that course. They should enroll the class, who the teacher is, and who the students are. In other words, the administrators should make the directory and the room for the course.

“In the beginning of teaching and learning process through LMS SMAN 1 Jatilawang, administrators should make the course/class. Then, the administrators should enroll the participant of the course. The administrators should enroll the teachers and the students of the course.”

The A2 also gave his explanation for the preparation stage of the uses of LMS SMAN 1 Jatilawang for online learning:

“Administrators make the class, make students’ username and password, and the last enroll the teacher and the students of the class”

He also said that there were some tools used for online learning through LMS SMAN 1 Jatilawang, such as server computer which 16 GB RAM, internet dedicated from As Net.

As A1 said, LMS SMAN 1 Jatilawang was already in the web house. The purpose is to have the licenses so it was not such a trial. Moreover, it could use as a web basic. So, it could be used easily.

b. English Teachers Preparation

Education in this pandemic must be maintained. Even it has to be run online. Although, it gave the positive impact also the negative impact. The negative impact of education through online learning is the process of teaching and learning became less than maximum. Besides, today's education allows the teachers to choose what kind of teaching and learning process they want and the medium that would be used in their learning process. It gave fullness independence to both teachers and students. It is good for the active students and the productive and professional teachers.

LMS SMAN 1 Jatilawang is an obligatory medium used in SMAN 1 Jatilawangi. It is a kind of an easy web of SMAN 1 Jatilawang. The reason for using LMS SMAN 1 Jatilawang for online learning is its complete features. The complete features of the LMS SMAN 1 Jatilawang gave much feedback to the teachers. According to the first teachers, the use of LMS SMAN 1 Jatilawang for online learning in EFL is a good choice because of its features. The complete features of LMS SMAN 1 Jatilawang could be a good backup.

Online learning through LMS SMAN 1 Jatilawang in EFL classes should be prepared by the teachers. According to the first teacher (T1), at the beginning of the use of LMS SMAN 1 Jatilawang for online learning, teachers

should set the absence list, prepare for the teaching and learning process, then set the materials. She said that in setting the materials, she fill the materials that will be shared. It is consists of explanations, questions or quizzes, and sources (books, journals, PowerPoints, videos, images, or links).

“The preparations of the use of LMS SMAN 1 Jatilawang for online learning consist of setting the absences lists, preparing the materials (lesson plan), preparing the explanations of the materials, and assignment or quizzes.”

Here are some pictures for students' sources:



Figure 18: sources



Figure 19: Sources

The second teachers (T2) give more additions about the explanation of the preparations in using LMS SMAN 1 Jatilawang for online learning:

“The preparation is up to each teacher. Usually, I prepare presence lists, the syllabus that consists of main competence and basic competence, and lesson plan.”

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	SMAN 1 Jatilawang
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XI (Rangkap)
Materi Pokok	Expressing Suggestions and Offers
Alokasi Waktu	4 x 45 Menit
A. Tujuan Pembelajaran	
Melalui kegiatan pembelajaran dengan menggunakan pendekatan saintifik, menggunakan model Task Based Learning peserta didik dapat menemukan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional dengan ungkapan saran dan tawaran, menyusun teks interaksi transaksional dengan ungkapan saran dan tawaran sesuai konteks dengan cara menggunakan ungkapan, dialog, korespondensi, mandiri serta dapat bekerja sama selama proses pembelajaran dan berakap jujur, percaya diri serta pantang menyerah.	
B. Media/Alat, Bahan dan Sumber Belajar	
Media:	Alat/Bahan:
<ul style="list-style-type: none"> Worksheet atau lembar kerja (siswa) Lembar penilaian LCD Proyektor/Slide presentasi (ppt) 	<ul style="list-style-type: none"> Penggaris, spidol, papan tulis Laptop & infocus
C. LANGKAH-LANGKAH PEMBELAJARAN	
PENDAHULUAN	<ul style="list-style-type: none"> Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK) Guru mengecek kehadiran peserta didik dan memberi motivasi (get your life started) Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan Guru menyiapkan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti	<p>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskan kembali. Mereka diberi kesempatan dan bahan diskusi tentang materi yang akan dipelajari. Mereka diarahkan agar dapat mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, menyampaikan informasi, dan mempresentasikan ulang dan saling berinteraksi. Mereka diberi kesempatan untuk mengemukakan pendapat dan pertanyaan yang mereka miliki.</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, menyampaikan informasi, dan mempresentasikan ulang dan saling berinteraksi. Mereka diberi kesempatan dan bahan diskusi tentang materi yang akan dipelajari. Mereka diarahkan agar dapat mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, menyampaikan informasi, dan mempresentasikan ulang dan saling berinteraksi. Mereka diberi kesempatan dan bahan diskusi tentang materi yang akan dipelajari. Mereka diarahkan agar dapat mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p>
KOMUNIKASI	<p>Collaboration</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, menyampaikan informasi, dan mempresentasikan ulang dan saling berinteraksi. Mereka diberi kesempatan dan bahan diskusi tentang materi yang akan dipelajari. Mereka diarahkan agar dapat mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p> <p>Communication</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, menyampaikan informasi, dan mempresentasikan ulang dan saling berinteraksi. Mereka diberi kesempatan dan bahan diskusi tentang materi yang akan dipelajari. Mereka diarahkan agar dapat mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p> <p>Creativity</p> <p>Peserta didik diberikan waktu untuk mengorganisasikan pengetahuan mereka dalam bentuk tulisan. Mereka diberi pertanyaan-pertanyaan yang dapat mendorong mereka untuk berpartisipasi aktif. Mereka diminta untuk mendiskusikan pengalaman, pemikiran, perasaan dan cara-cara pandang mereka terhadap materi pembelajaran yang akan dipelajari.</p>
PENUTUP	<ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar Guru memberikan penilaian lisan secara acak dan singkat Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Figure 20: Lesson plan

Creativity	Guru dan peserta didik memuat kemampuan tentang hal-hal yang telah dipelajari terkait materi yang akan dipelajari. Peserta didik kemudian diberi kesempatan untuk mengemukakan kembali hal-hal yang telah dipelajari.	
PENUTUP	<ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar Guru memberikan penilaian lisan secara acak dan singkat Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa. 	
A. PENILAIAN		
- Sikap	- Pengetahuan	- Keterampilan
- Lembar pengamatan, kerja	- LK peserta didik	- Unjuk kerja
Jatilawang, Juli 2020		
Mengetahui, Kepala SMA Negeri 1 Jatilawang		Guru Mata Pelajaran
Agung Cahyono, M.Pd. NIP. 196912041998021002		Mardiono, S.Pd NIP. 196802132005011007

Figure 21: Lesson plan

According to the second teacher (T2), the preparations of the use of LMS SMAN 1 Jatilawang for online learning are up to each teacher. The preparation between the first teacher and the second teacher is almost the same. Based on T2, she gave some addition in the process of preparation. She said that she should fill the main competencies (KI) and basic competencies (KD) of learning the materials. Furthermore, she can share the videos and voice notes. The duration of the videos and voice notes is about 2-3 minutes.

While according to the T3 said that the preparation was almost the same as the common teaching-learning preparation. He said that it consists of many steps of preparation, such as planning, giving the materials, evaluating, analyzing, and follow-up. Therefore, it still needed the syllabus and lesson plan. However, the syllabus and lesson plan should be adapted to pandemic conditions.

The T3 gave his overview as below:

“For the preparation of using LMS SMAN 1 Jatilawang for online learning is same with the preparation as usual. It consists of planning, showing/giving the materials, evaluating, analyzing, and follow-up. So the syllabus and lesson plan is still needed as the race for the teaching and learning process. The differences only adapted to the pandemic situations.”

All of the teachers said that at the beginning of the use of LMS SMAN 1 Jatilawang for online learning, it was difficult to follow. Teachers felt confused and complicated. They said that many rules should be finished before sharing the materials with their students. They felt complicated at began of designing the materials. T1 explained as follow:

“At began of designing the materials, it felt complicated for me. Because it is the first time to use LMS SMAN 1 Jatilawang after using Google Classroom. It is maybe because of the differences between both of them. Sometimes, it is difficult because of the limited time and the agitated facilities.”

c. Students Preparation

The students' preparation is easier than administrators' and teachers' preparations. The S1 said that:

“For the preparation, the things that should be prepared are books, stationery, and internet connections.”

Likewise, the S6 said that for the preparation, the signals should be good. Then, she prepared for the internet connection. The other thing that should be prepared was the lesson book for that day. Moreover, the S8 said that she prepared the internet connection, logged in to the LMS SMAN 1 Jatilawang website, and last filled the attendance list. Furthermore, according to S2 and S3, before starting online learning through LMS SMAN 1 Jatilawang they should prepare the laptop or smartphone, the good signal, and stationary. While, according to S4, S5, S7, S9, and S10 said that for the preparation they should prepare stationery, internet connection, and good signals. In conclusion, students' preparation consists of preparing a laptop or smartphone, the internet connection, good signals, books, and stationary.

2. Implementing Online Learning through LMS SMAN 1 Jatilawang

a. Administrators Implementation

According to both administrators, the implementation of online learning through LMS SMAN 1 Jatilawang was good enough. The difficulties only at began of designing the materials. Such as the A1 said:

“The implementation of online learning by using LMS SMAN 1 Jatilawang is good enough. The only thing that should be noticed is students’ participation”

Moreover, both administrators said that during the process of implementation, the administrators just become a monitor of the teaching and learning process. They also help the teacher fix the problems. Moreover, the administrators provide a consultation facility and socialization/simulation facility to the teachers and students. The simulation is like a training system for checking their readiness and competence in using LMS SMAN 1 Jatilawang.

b. Teachers implementation

The implementation of online learning through LMS SMAN 1 Jatilawang in EFL class is good but it is less than maximum. The complete features of it could be a good backup. The learning skills could to lade with its’ complete features. As to say of the first teacher as bellow:

“The implementation of LMS SMAN 1 Jatilawang in EFL is good enough. The features are complete, and I think it allows us to lade learning skills. The materials need could be fulfilled with its features, such as videos, PowerPoint, links, images, etc.”

According to T2 as well as the time run, the implementation of LMS SMAN 1 Jatilawang for online learning also runs well. Every class got one time met of every lesson. Whenever a teacher made/shared the materials, it can also auto-share them with the other class she wants to share. In other words, the materials can be used as a parallel to the other class of teacher has taught. Some of the materials could be made at a time, but each of the materials was shared up to the deadline.

According to the T2, online learning gave many impacts on students’ understanding of the material. Teachers gave some advice to decrease those impacts. Such as the first teacher said, she gave some additions to make students understand the materials that had been shared. First, she shared the material then asked students to watch these videos. She said that it can improve students’ understanding of the material.

“We shared native speaker videos to improve students’ understanding. They could understand the materials by watching and hearing those videos. These videos improved students’ understanding.”

According to T2, online learning made it teachers hard to know the development of students’ skills. Moreover, it also gave an impact on students’ understanding. To decrease these impacts, she gave reinforcement to the students by giving those materials repetitively. She gave the example on report text material. She said that reposting text is a kind of difficult material. It was because those materials were new for students. So, she gave the materials not only a once or twice meeting, but she gave in many times meetings. Then, she gave an analysis of the materials.

“We gave repetitively for the new materials such as report text. Report text is a kind of difficult material. It is a new material for high school students so we gave it in many meetings, then we gave the analysis of the materials.”

While, T3 said that he gave the topic of the materials, the main competencies of learning the materials, basic competencies of learning materials both the experience and practice, mind mapping, attendance lists, materials, and evaluation (assignment) in the beginning.

“In the process of giving the materials, we gave the topic of materials, main competences, basic competence both experiences and practice, mind mapping, attendance list, materials, and evaluation (assignment)”

Likewise, T3 said that he asked students to make a video of their material understanding after the learning process. He said that It was the way to make the teaching variation.

“Because of the pandemic, we (the third teacher and students) never met. So, sometimes I asked students to make a video of their material understanding after the learning process.”

Then, according to T3, he gave intensive escorts and monitoring to cultivate students' enthusiasm. Likewise, he also opened a message/inbox service to ask about the difficulty of the assignment and also the student problems.

“We gave an intensive escort and also monitoring. Then we opened message/inbox service to ask students difficulties and problems.”

c. Students implementation

Students' implementation of online learning through LMS SMAN 1 Jatilawang is important to know. It is needed to know the students' conditions during online learning. According to S8 and S6, they should log in to LMS SMAN 1 Jatilawang, then, students filled the attendance list, and do the assignment. According to S1, the implementation of online learning through LMS SMAN 1 Jatilawang was not an effective way. She said that online learning needed a good signal, while she had a bad signal in her house. Moreover, she said that sometimes the material was hard to understand. So, it took many times of meetings to get more explanations about the material.

“I think, online learning is not effective. It need a good signal, while in my house, the signal was bad. The material is also really hard to understand.”

According to S2, apart from the other opinions, she said that the implementation of online learning through LMS SMAN 1 Jatilawang was enjoyable. She said that it was easy to access so it was really enjoyable.

“It was enjoyable because it was easy to use”

While, according to S3 she said that sometimes, the implementation of online learning through LMS SMAN 1 Jatilawang was hard. It was hard when the signal was not supported. Bad connection/bad signal detained the process of signing in on LMS SMAN 1 Jatilawang.

“In my opinion, sometimes, online learning through LMS SMAN 1 Jatilawang was hard to do. It was especially when we had a bad signal/bad connection. It was detained the process of signing in on the LMS.”

Likewise, based on S4, the use of LMS SMAN 1 Jatilawang for online learning was not too effective. It was because of the notification. In every learning process, it needed notification, but LMS SMAN 1 Jatilawang could not send the notification in every meeting. So, He said that he should set his alarm to make him remember the schedule/time.

“It was not too effective in the teaching and learning process. It could not show the schedule and notification in every new assignment and material. So, we should set the alarm as a reminder.”

According to S5, the implementation of online learning through LMS SMAN 1 Jatilawang was easy to use and understand. But, he said that sometimes there was a problem with the signal/internet connection. Sometimes, the internet connection was so bad. The bad internet connection took so long times to load on the page of LMS SMAN 1 Jatilawang. So, it gave the effect on the task or assignment gathering.

“In my opinion, online learning through LMS SMAN 1 Jatilawang was easy to use and understand. But, sometimes it took so long time to load on the LMS page. It was because of the bad internet connection.”

Likewise, S6 also said that online learning through LMS SMAN 1 Jatilawang was not too effective. It could be seen from sometimes the assignments were hard to collect, although the signals were really good and the internet package was full.

“It was not effective because sometimes there was a problem in collected assignments. Sometimes, the assignment was hard to collect although the signal was really good and the internet package was full.”

Apart from the previous opinion, S7 said that the implementation of online learning through LMS SMAN 1 Jatilawang was going quite well. But, sometimes we were late to absent due to the lack of notification from the LMS SMAN 1 Jatilawang itself. He thought that may be the lack of notification made students more enthusiastic about the process of online learning.

“In my opinion, so far online learning through LMS SMAN 1 Jatilawang was quite well. But, there was a lack of notification from the LMS SMAN 1 Jatilawang about the schedule or task. So, sometimes we were late to absent. Due to this problem, maybe it made students more enthusiastic about the online learning process. I thought.”

While, according to S8, she said that online learning through LMS SMAN 1 Jatilawang was not so effective way. It was because of the limited internet connection. Moreover, she said that sometimes, the materials had been sent hard to be understood.

“In my opinion, online learning through LMS SMAN 1 Jatilawang was not effective because of the limited internet connection and sometimes the material was hard to be understood.”

Moreover, S9 said that online learning through LMS SMAN 1 Jatilawang was difficult. She said that it was because of the limitation of the internet connection and also the signals. While, apart from S9, S10 said that online learning through LMS SMAN 1 Jatilawang was easy.

In conclusion, the implementation of online learning through LMS SMAN 1 Jatilawang was easy but it was not effective because of some problems. Those problems were limited to internet connection and also the signals.

3. Evaluating Online Learning through LMS SMAN 1 Jatilawang

a. Administrators evaluations

According to the first administrator, as a monitor, both of the administrators had a private journal about LMS SMAN 1 Jatilawang. The journal was used to evaluate the process of online learning through LMS SMAN 1 Jatilawang. It could evaluate the teacher activation and students activation n using LMS SMAN 1 Jatilawang. If there was a problem with teachers' activation, the administrators had to cooperate with the curriculum to give information that teachers should be active in class. The administrators also gave socialization to the teachers and also students. Socialization is a kind of training system. It

was a simulation for checking teachers' and students' understanding of using LMS SMAN 1 Jatilawang.

“There is a journal about the use of LMS SMAN 1 Jatilawang for online learning. The journals show not active teachers, not active students, and also some problems in the process of using LMS SMAN 1 Jatilawang for online learning. After knowing the problems, we (as the administrator) try to provide a socialization/simulation for teachers and also students. The simulation is for checking both of teachers and students.”

b. Teachers Evaluation

According to the first teacher (T1), for the evaluation through LMS SMAN 1 Jatilawang, the result is automatic can be seen it. For the assignment, sometimes the teacher asked students to make a mind mapping or to resume the material. The mid-test also used LMS SMAN 1 Jatilawang.

“Students made mind mapping or sometimes students asked to make a resume of the material. For the mid-test, we also used LMS SMAN 1 Jatilawang as the medium and the resulting automatic showed on it.”

According to the second teacher (T2), the evaluation through LMS SMAN 1 Jatilawang can use auto-corrections. But, it needed many times to write the questions both multiple-choice and essay for the mid-test. She also said that the system was also complicated. When she wrote the questions before the deadline, the questions would hide, and it would unhide when the time show the deadline.

“Mid test through LMS SMAN 1 Jatilawang need many times for write the questions. Sometimes, the system was also complicated. The questions would hide till the time show the deadline of those questions.”

While, according to the third teacher (T3), for the evaluation stages, students sent their worksheets. The worksheet was a kind of file.

“Students evaluation was by sent their (students) worksheet in the form of file”

c. Students Evaluation

According to S7, for the evaluation, they could send the worksheet through LMS SMAN 1 Jatilawang. S7 said that if they had a problem with signal or error occurred whenever they want to send the assignment to LMS SMAN 1 Jatilawang, they could send it by private message. While, according to S10, the teacher informed the assignment in the class group then they sent the worksheet through LMS SMAN 1 Jatilawang.

According to S4, the evaluation was a kind of assignment. Students made the file become Pdf, then, they sent it through LMS SMAN 1 Jatilawang. Moreover, S3 said that for the evaluation, the teacher informed through WhatsApp application then they send through LMS SMAN 1 Jatilawang. Furthermore, according to S1 and S6, the evaluation was a kind of assignment. It was already in the LMS SMAN 1 Jatilawang. Students sent their work through LMS SMAN 1 Jatilawang. They said that if there were students who have not collected, the teacher noticed through private chat.

B. The Advantages and Disadvantages of LMS SMAN 1 Jatilawang for Online Learning

1. Advantages of the LMS for online learning

According to the first administrator (A1), LMS SMAN 1 Jatilawang is a kind of web basic so it is easy to access. Moreover, according to A1 and A2, the features were complete than others. Besides, the second administrator gave the same opinion as the first administrator. He said that the facilities or features are complete than the others. Furthermore, he said that more than 80% of teachers felt comfortable using LMS SMAN 1 Jatilawang for online learning. Such as the S2 said in the paragraph below:

“The facilities/features of LMS SMAN 1 Jatilawang were complete. So, it helped teachers during the online teaching and learning process. Likewise, more than 80% of teachers felt comfortable with that.”

According to T1, there were some advantages to using LMS SMAN 1 Jatilawang for online learning, such as practice, the features were complete and easy to use.

“The positive sides of LMS SMAN 1 Jatilawang are practice, complete, and easy to use.”

Moreover, according to T2, by using LMS SMAN 1 Jatilawang the time is more effective than other software/applications. Besides, it can reach more large rooms. The last, the features were more complete than the other.

“By using LMS SMAN 1 Jatilawang, the time is more effective. Whenever we write the material once, it can be used as a parallel to the other class. Furthermore, it could reach the larges room. It was not only Pdf but also files, quizzes, assignments, games, and links. Besides, the features were also complete.”

Likewise, T3 said that using LMS SMAN 1 Jatilawang for online learning gave a good impact on technological mastery. Besides, he also said that it helped to lighten teachers' work.

“It gave good impact on technological mastery and lightened teachers' work”

According to the S7 online learning through LMS SMAN 1 Jatilawang made him become an enterprise during the learning process. Likewise, S10 said that it could save time and money, and be more secure. S4 also said that online learning through LMS SMAN 1 Jatilawang could to trained students in the discipline. Moreover, according to S3 by using LMS SMAN 1 Jatilawang for online learning, students could know a wider technology. Likewise, S1, S2, and S6 gave the same explanation which online thought LMS SMAN 1 Jatilawang was easier and more effective than another. Furthermore, S5 said that the advantage of online learning through LMS SMAN 1 Jatilawang was easier for discussion forums.

As a result, there were many advantages of LMS SMAN 1 Jatilawang for online learning such as being more effective than the other

software/application, being easy to use, having complete features than others, and being safe the time.

2. Disadvantages of the LMS for online Learning

According to the T1, everything is good. But, it is only in the first design. She said that the first design was complicated.

“The negative side of the LMS SMAN 1 Jatilawang only in the first designed, it was complicated to use.”

Besides, according to T2, in the preparation stages, it took much time to write the material and was a little bit complicated. Likewise, in the evaluation stages, the result of students' skills cannot believe 100% that it is students' real result without assistance from the other, both of something or someone.

According to S10, the disadvantage of LMS SMAN 1 Jatilawang for online learning was the internet connection. She said that it depends on a good internet connection. While, S1, S3, S4, S6, S9 gave the same overview. They said that the disadvantages of online learning through LMS SMAN 1 Jatilawang were errors occurred whenever they would upload the assignment. Moreover, they also said that the limited time to absence, so that whenever they were late to log in, they would be absent. Furthermore, S5 and S8 said that it was not effective to know students' seriousness.

As a result, the disadvantages of online learning through LMS SMAN 1 Jatilawang were (a) sometimes there was an error occurred, (b) limited time to fill the attendance list because there was nothing of notifications, and (c) it was too dependent on really good internet connection.

C. DISCUSSION

As cited in the first chapter, this research proposes to answer two proposed questions. Those are: to describe the implementation of LMS SMAN 1 Jatilawang and to describe the advantages and disadvantages of LMS SMAN 1 Jatilawang for online learning. This part explains the justification of findings according to the theories of some authorities.

According to Stephan Tinschert, LMS is a web-based technology designed for a specific online learning process. It can co-create, deliver content, monitor students participant, and also assess students' performance.⁶⁶ SMAN 1 Jatilawang as one of the high schools in Banyumas used LMS for online learning. In line with these theories LMS SMAN 1 Jatilawang is used to co-create, deliver content/material, monitor students' participants during online learning, and also used for assessing students' performance through any kind of evaluation, such as quizzes, assignments, and mid-test. SMAN 1 Jatilawang decided to use LMS SMAN 1 Jatilawang for online learning because of its' complete features. According to Nilou Derakhshan, as cited in this second chapter, the general LMS consists of some features such as Synchronous communication, email, discussion, calendar, blog, instant messaging, quizzes, survey and polls, drop-box, rubrics, grade book, user pages, and class list.⁶⁷ In line with these theories, LMS SMAN 1 Jatilawang also has those features as cited in the explanation above.

1. The Implementation of LMS SMAN 1 Jatilawang for Online Learning

Based on the findings, there are three stages of implementing LMS SMAN 1 Jatilawang for online learning. Those stages are preparation, implementation, and evaluation. The discussion of findings explains as follow:

a. Preparation Stages

1) Administrators preparation

Based on the findings, the administrators' preparation for online learning through LMS SMAN 1 Jatilawang consists of some steps. First, make the username and password for the participants. Second, make the class/course. Third, enroll the participants in the class/course.

2) Teachers preparation

Based on the findings, teachers' preparation consists of preparing and setting the absences/attendance lists. Moreover, teachers also prepare the syllabus and lesson plan that consists of main competence and basic competence. Lesson plans they used as a guide during the learning process. Then, they prepared the

⁶⁶ Stephan Tinschert, "Implementation of a Learning Management System P. 5

⁶⁷ Nilou Derakhshan, "Student and Faculty PerceptionsP. 10-11

materials and assignments or quizzes. These research findings are suitable with Akseli Huhtanen's theory. According to Akseli Huhtanen, in the preparation stage, teachers should identify the content and materials that would be shared with the students then they need to convey the materials from the media and modules.⁶⁸

3) Students preparation

Based on the findings, students' preparation was easier than the others. Students' preparation consists of preparing laptops or smartphones, finding good signals, internet connection, and stationary.

b. Implementation stages

1) Administrators implementation

According to the findings, administrators' implementation was good enough. During implementing LMS SMAN 1 Jatilawang for online learning, the administrator became a monitor during the learning process. Furthermore, administrators also provide a consultation and simulation facility. Administrator held training system simulation for checking the competence and readiness in using LMS SMAN 1 Jatilawang. Moreover, administrators also help teachers fix the problem of using LMS SMAN 1 Jatilawang for online learning.

2) Teacher implementation

According to the findings, the implementation for LMS SMAN 1 Jatilawang runs well. The complete features of LMS SMAN 1 Jatilawang could be lade students learning skills with its' complete features. According to Kim Mahoney and Leanne Cameron, the majority of an LMS has the same general features, such as general course administration, content, self-study, assignments, testing, and communication. Moreover, it also collected a range of resources and any kinds of files.⁶⁹ In line with this, LMS SMAN 1 Jatilawang also has those complete features, so that it can help the teachers to lade students learning skills.

⁶⁸ Akseli Huhtanen, "*The Design Book for Online Learning*P. 9

⁶⁹ Kim Mahoney. and Leanne Cameron. "An IntroductionP. 316

Based on the findings, teachers shared the materials using LMS SMAN 1 Jatilawang up to the time of the lesson. Then, teachers instruct their students to access/log in to LMS SMAN 1 Jatilawang and read the materials that had been sent by the teachers. Sometimes, teachers asked students to use message features to discuss the materials. These forums can be questions and answers between students and teachers and also between students and students. It was suited with the research by Nur Afrizahin. In this research, in the implementation stages teachers asked students to access the LMS. Then, teachers upload or send the materials and ask students to do the assignments.⁷⁰ While, according to Salmon, after getting access to the LMS, the teachers use the communication tools. It is to give interesting introductions and interesting learning processes.⁷¹ It was suitable between Salmons' theory and the research finding to use communication tools during the learning process through LMS SMAN 1 Jatilawang. Moreover, according to Akseli Huhtanen, in the implementation stages, teachers should activate the learning process by giving short quizzes and also discussion.⁷² So, it was suitable with the research findings.

3) Students implementation

According to findings, students' implementation is quite well. For the implementation, they should log in to the LMS SMAN 1 Jatilawang. Then, they read the materials and do the assignment. Sometimes, students and teachers use to discuss the materials by using the message feature. But, according to the findings, there are some problems during students' implementation. Those are the limited and also bad internet connections.

c. Evaluation Stage

1) Administrators Evaluation

According to the findings, for the implementation, administrators have a private journal. The journal was used to evaluate online learning through LMS

⁷⁰ Nur Afrizahin. "The Implementation of Yuk Belajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya". *Thesis*. 2018. P. 58-59

⁷¹ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁷² Akseli Huhtanen, "*The Design Book for Online Learning*P. 9

SMAN 1 Jatilawang. Administrators also make the simulations to check teachers' and students' understanding.

2) Teacher Evaluation

According to the findings, the evaluation using LMS SMAN 1 Jatilawang can be such an assignment. Moreover, sometimes, students make a mind mapping and also resume the materials. Furthermore, teachers also use LMS SMAN 1 Jatilawang for doing the mid-test and final test. According to the findings, this LMS SMAN 1 Jatilawang gives good services through auto-corrections features. Those features make the teacher's job easier. The research finding is suitable with the Akseli Huhtanen theory. This theory mentioned that teachers should assess students continuously and give feedback on their work.⁷³

3) Students Evaluation

According to the findings, students use LMS SMAN 1 Jatilawang to send the worksheet. Students should finish the assignment or tests before the deadline through the LMS SMAN 1 Jatilawang. Students are also allowed to collect the assignment through private messages. Then, after the deadline, teachers notice students who are not collected the assignment.

2. The Advantages and Disadvantages of LMS SMAN 1 Jatilawang for Online Learning

a. Advantages of LMS SMAN 1 Jatilawang for Online Learning

According to the findings, there are some advantages of using the LMS SMAN 1 Jatilawang for online learning. Firstly, the LMS SMAN 1 Jatilawang is more effective than the other software/application. Then, the LMS SMAN 1 Jatilawang is easy to use. Next, the LMS SMAN 1 Jatilawang has complete features. After that, it is a safe time because it can be used anywhere and anytime. Moreover, LMS SMAN 1 Jatilawang can support many formats of content. The research findings are suitable with Leanne's theory. According to Leanne, LMS has several advantages, such as flexibility to access. Moreover,

⁷³Akseli Huhtanen, "The Design Book for OnlineP. 9

it supports many formats of content.⁷⁴ Furthermore, according to Lonm and Teasley, LMS features also help the teacher to convey the materials. Then, students can submit the assignment through LMS. Moreover, students can interact with others and also teachers through LMS.⁷⁵

b. Disadvantages of LMS SMAN 1 Jatilawang for Online Learning

According to the findings, there are some negative sides to using LMS SMAN 1 Jatilawang for online learning. First, sometimes there was an error occurred. Second, there is nothing of notification without logging in to the LMS SMAN 1 Jatilawang. Next, it needs a good internet connection. Last, it can not know students seriously on their studies. The research finding is suitable with the Leanne Cameron and Thouray Snoussis' theory which stated that LMS gives a challenge in the learning process. According to Leanne Cameron and Thouray Snoussis' theory, LMS is difficult to establish a supportive learning environment.⁷⁶

⁷⁴ Cameron Leanne, an Introduction to Learning Management System. Reading in Education Technology: Proceedings of ICICTE 2008

⁷⁵ Lonm, S., & Teasley, S. D, *Saving Time*..... P. 686-694

⁷⁶ 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

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the research. It will show summarize of the main research findings and also en educational suggestions to enhance the online learning process. Moreover, it is attending the limitation of the study and also recommendations for additional studies.

A. Conclusion

1. The Implementation of LMS SMAN 1 Jatilawang for Online Learning in EFL at SMAN 1 Jatilawang includes three stages, namely:

a. Preparation Stage

Administrators' preparation for online learning through LMS SMAN 1 Jatilawang consists of some steps. First, make participants accounts. Then, make the course/class. Last, enroll the participants in the course/class. Teachers' preparation consists of preparing the syllabus and lesson plan, preparing and setting the absences/attendance lists, prepare the materials. Students' preparation was easier than the others. Students prepare the smartphones, stationeries, internet connections.

b. Implementation stage

Administrators' implementation was good enough. The administrator becomes a monitor during the learning process. Teachers' implementation for LMS SMAN 1 Jatilawang runs well. Teachers instruct their students to access/log in to LMS SMAN 1 Jatilawang and read the materials that had been sent by the teachers. Last, students' implementation is quite well. Students log in to the LMS SMAN 1 Jatilawang. Then, students read the materials and sometimes they discuss the materials using communication tools of LMS SMAN 1 Jatilawang.

c. Evaluation Stage

For the implementation, administrators have a private journal.

Then, teachers' evaluation using LMS SMAN 1 Jatilawang can be such an assignment. Last, for students' evaluation, students use LMS to send the worksheet.

2. Advantages and Disadvantages of LMS SMAN 1 Jatilawang for Online Learning

There are some advantages and disadvantages of using the LMS SMAN 1 Jatilawang for online learning. The advantages of LMS SMAN 1 Jatilawang for online learning are (1) easy to use, (2) flexibility to access, (3) it has complete features, (4) support many formats of content.

While there are some disadvantages of LMS SMAN 1 Jatilawang for Online Learning. There are some negative sides to using LMS SMAN 1 Jatilawang for online learning. Those are (1) the need for a good internet connection, and (2) sometimes errors occur.

B. Suggestion

After writing the previous chapter and also the conclusion, the researcher would like to give some suggestion as follow:

1. For Administrators

According to this research, the administrators are expected to be more innovative and prompt in handling students' problems in using LMS SMAN 1 Jatilawang.

2. For Teachers

According to this research, the teachers are expected to be more creative and innovative to enhance students' interest in the online learning process through the LMS SMAN 1 Jatilawang. Moreover, the teachers are also expected to give interest in the teaching process so that students are interested to join the class.

3. For Students

From this research, students are expected to be more active during online classes through the LMS SMAN 1 Jatilawang. Furthermore, students are also expected to follow the teachers' instruction during the learning process up. So, the process of online teaching-learning can run well.

4. For Future Researchers

The researcher recognizes that this research is flawed and far from perfect. Nevertheless, the researcher hopefully will be useful and give benefit for others. The researcher also hopes this research can help further researchers, to conduct their research.



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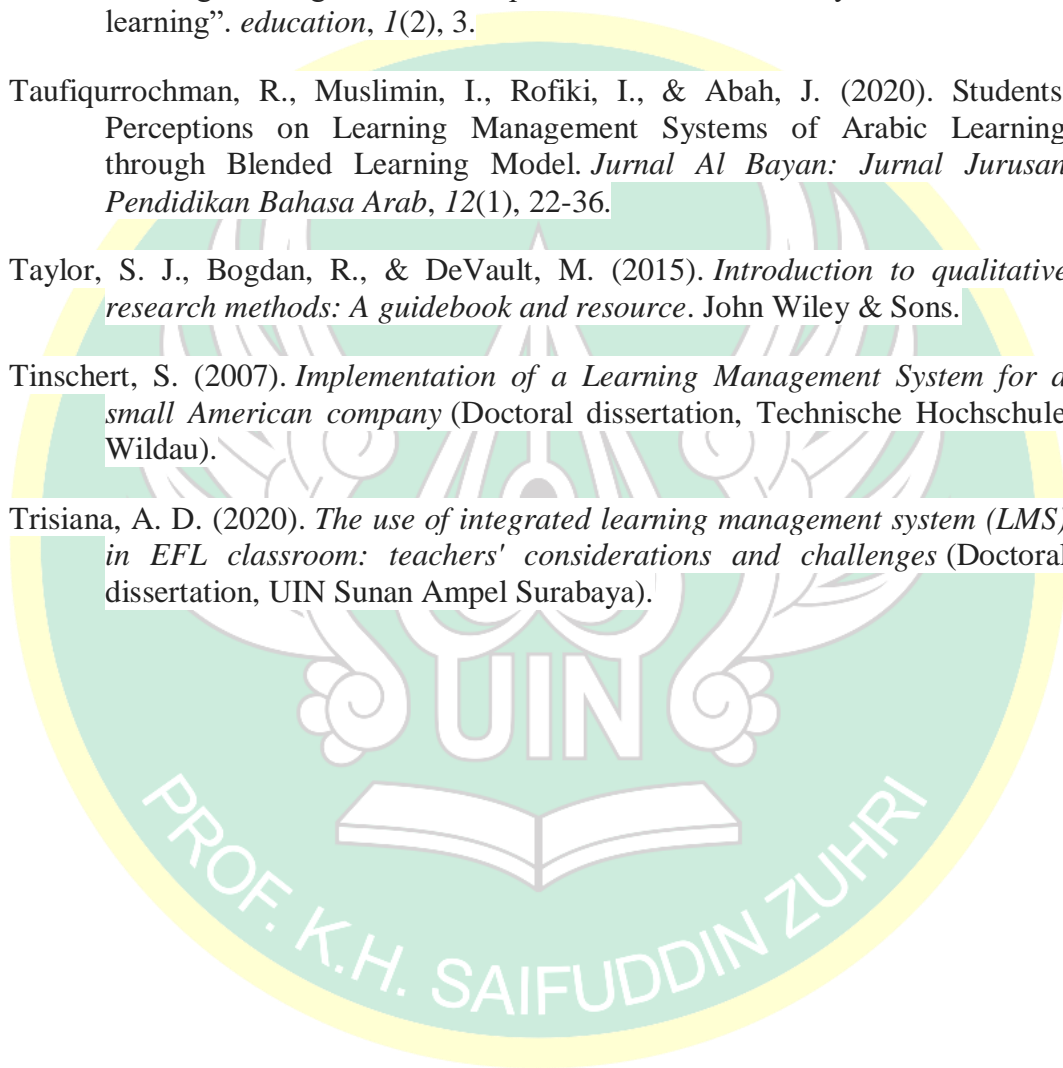
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Appendix I: Research Instruments

Research Instruments

“The Implementation of Learning Management System for Online Learning in EFL at SMAN 1 Jatilawang”

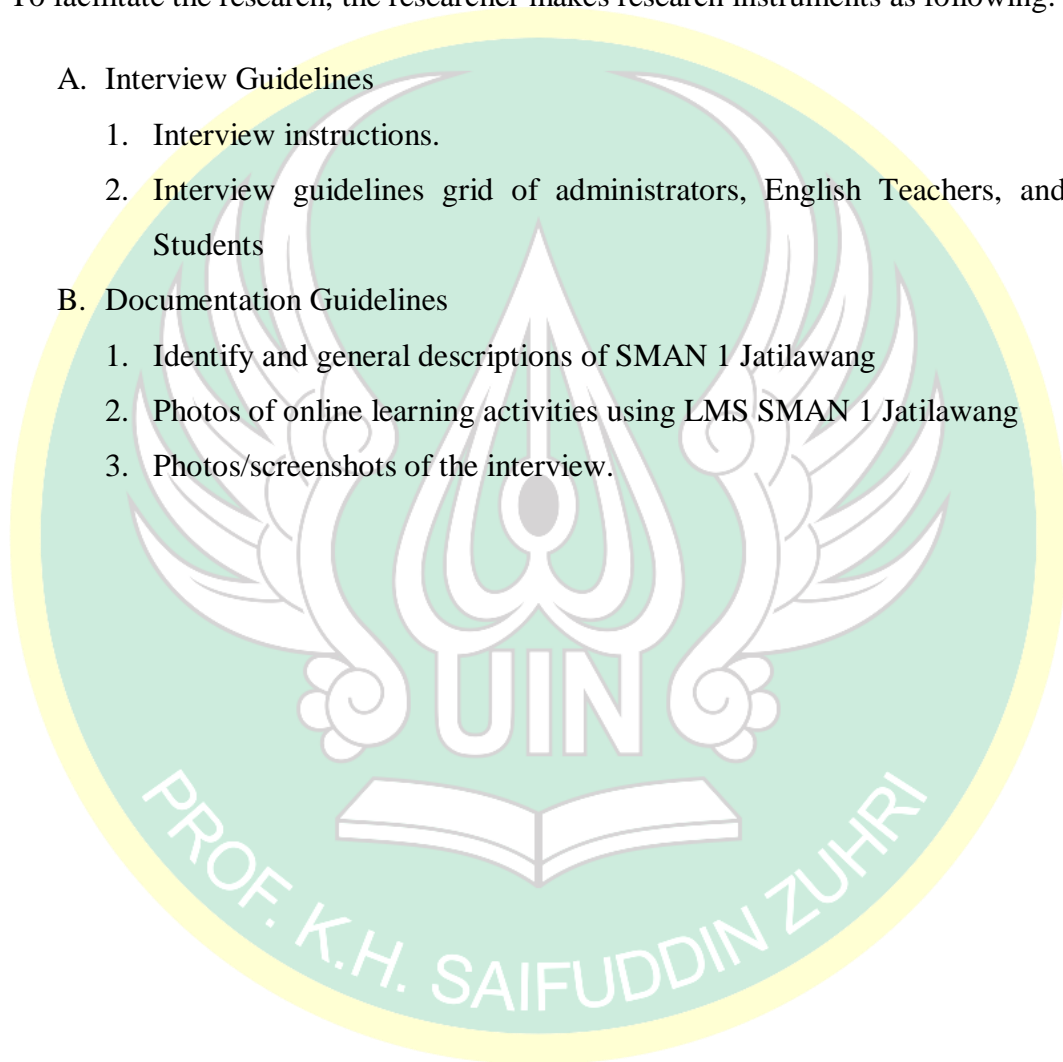
To facilitate the research, the researcher makes research instruments as following:

A. Interview Guidelines

1. Interview instructions.
2. Interview guidelines grid of administrators, English Teachers, and Students

B. Documentation Guidelines

1. Identify and general descriptions of SMAN 1 Jatilawang
2. Photos of online learning activities using LMS SMAN 1 Jatilawang
3. Photos/screenshots of the interview.



The Guidelines of Interview, Observation, and Documentation

Interview Guidelines for Administrator

Research Focus : Online Learning through LMS SMAN 1 Jatilawang in
EFL at SMAN 1 Jatilawang

Date :

Time :

Questions :

1. Apa saja yang dibutuhkan dalam merencanakan pembelajaran online?
2. Apa saja alat yang digunakan untuk merancang pembelajaran online?
3. Apa saja yang melatarbelakangi pembuatan dan penggunaan LMS SMAN 1 Jatilawang sebagai media pembelajaran online?
4. Bagaimana administrator merencanakan pembelajaran online menggunakan LMS SMAN 1 Jatilawang?
5. Apa saja layanan yang diberikan administrator kepada guru dan siswa?
6. Bagaimana cara administrator meningkatkan pembelajaran online menggunakan LMS SMAN 1 Jatilawang?
7. Apa saja hambatan atau kendala yang dihadapi administrator dalam menggunakan LMS SMAN 1 Jatilawang untuk pembelajaran online?
8. Apa saja keuntungan yang didapat dengan menggunakan LMS SMAN 1 Jatilawang untuk pembelajaran online?

Interview Guidelines for English Teacher

Research Focus : Online Learning through LMS SMAN 1 Jatilawang in EFL at SMAN 1 Jatilawang

Date :

Time :

Questions :

1. Bagaimana pendapat Bapak/Ibu dalam menanggapi pendidikan di tengah masa pandemi ini?
2. Terkait kebijakan merdeka belajar yang diungkapkan oleh menteri pendidikan Nadiem Makarim, bagaimana pendapat Bapak/ibu dalam menganggapi hal tersebut ditengah masa pandemic ini?
3. Melihat kondisi saat ini pembelajaran di SMAN 1 Jatilawang dialihkan dengan pembelajaran daring menggunakan LMS SMAN 1 Jatilawang, Apakah LMS SMAN 1 Jatilawang wajib untuk setiap guru atau menjadi kebebasan?
4. Bagaimana pendapat Bapak/Ibu terkait kebijakan dari sekolah tersebut?
5. Bagaimana persiapan pembelajaran daring di kelas bahasa yang Bapak/ Ibu lakukan menggunakan LMS SMAN 1 Jatilawang?
6. Bagaimana pelaksanaan pembelajaran daring di kelas bahasa yang Bapak/ Ibu lakukan menggunakan LMS SMAN 1 Jatilawang?
7. Bagaimana penilaian/evaluasi pembelajaran daring di kelas bahasa yang Bapak/ Ibu lakukan menggunakan LMS SMAN 1 Jatilawang?
8. Bagaimana cara yang Bapak/Ibu lakukan dalam memberikan pemahaman kepada siswa yang lebih mendalam terutama pada materi-materi abstrak atau materi yang baru pertama dipejari?
9. Bagaimana Bapak/Ibu menumbuhkan antusias siswa agar dapat mengerjakan meski pembelajaran dialihkan ke pembelajaran daring menggunakan LMS SMAN 1 Jatilawang?

10. Bagaimana Bapak/Ibu menambahkan ide/wawasan untuk mengembangkan variasi mengajar selama pandemic ini?
11. Apa saja kendala yang Bapak/Ibu alami mulai dari perencanaan, pelaksanaan, dan penilaian dalam pembelajaran daring menggunakan LMS SMAN 1 Jatilawang?
12. Bagaimana cara Ibu mengatasi kendala yang di alami selama proses belajar mengajar menggunakan LMS SMAN 1 Jatilawang? (baik dari Bapak/Ibu yang megalami maupun dari siswa)
13. Apakah sisi positif atau keuntungan menggunakan LMS SMAN 1 Jatilawang selama proses pembelajaran daring ini?
14. Apakah sisi negative atau kekurangan menggunakan LMS SMAN 1 Jatilawang selama proses pembelajaran daring ini?



Interview Guidelines for Students

Research Focus : Online Learning through LMS SMAN 1 Jatilawang in EFL at SMAN 1 Jatilawang

Date :

Time :

Questions :

1. Bagaimana pendapatmu terkait pembelajaran daring menggunakan LMS SMAN 1 Jatilawang?
2. Apa saja yang perlu saudara siapkan atau lakukan ketika hendak mengikuti pembelajaran online menggunakan menggunakan LMS SMAN 1 Jatilawang?
3. Bagaimanakah proses pembelajaran online menggunakan LMS SMAN 1 Jatilawang?
4. Bagaimana pendapatmu tentang kreativitas guru dalam mengajar menggunakan LMS SMAN 1 Jatilawang?
5. Bagaimana cara yang dilakukan guru dalam memahamkan konsep materi kepada siswa?
6. Bagaimana cara yang dilakukan guru terkait pengumpulan tugas siswa?
7. Terkait pembelajaran daring, usaha apa yang dilakukan guru untuk menumbuhkan antusias siswa dalam belajar di masa pandemic ini?
8. Kendala apa yang kamu alami selama pembelajaran online menggunakan LMS SMAN 1 Jatilawang?
9. Upaya apa yang dilakukan oleh guru untuk mengatasi kendala tersebut?
10. Apa sajakah sisi positif ataupun keuntungan yang diperoleh dengan memakai/menggunakan LMS SMAN 1 Jatilawang selama proses pembelajaran?
11. Apa sajakah sisi negative ataupun kekurangan yang diperoleh dengan memakai/menggunakan LMS SMAN 1 Jatilawang selama proses pembelajaran.

OBSERVATON CHECKLIST 1

Objek: Pembelajaran online

No		Fasilitas	Ketersediaan		catatan
			ya	Tidak	
1	Work from office (WFO) room	1. ketersediaan ruang komputer			
		1. ketersediaan ruang khusus untuk administrator			
2	media pendukung pembelajaran	1. adanya Wifi			
		2. adanya buku bahasa inggris untuk pembelajaran			
		3. adanya paket internet dari pemerintah			

OBSERVATION CHECKLIST 2

Subject : Administrator

No	Tahapan	aspek	ketersediaan		Catatan
			Ya	Tidak	
1	Tahap Persiapan	1. adanya media untuk pembelajaran online			
		2. administrator membuat akun kelas			
		3. administrator mengatur kelas			
2	Tahap implementasi	1. administrator membantu guru dalam menangani permasalahan yang timbul ketika pengimplementasian pembelajaran online menggunakan LMS			
		2. administrator mengatasi masalah teknis ketika proses implementasi			
3	Tahap evaluasi	1. administrator menerima kritik dan masukan dari guru dan siswa			
		2. administrator mencoba meningkatkan kualitas pembelajaran			

OBSERVATION CHECKLIST 3

Subject : Guru

No	Tahap Implementasi	aspek yang menjadi catatan	Praktek		Catatan
			ya	tidak	
1	Tahap Persiapan	a. media			
		1. adanya alat penunjang pembedajaran online			
		2. adanya media yang digunakan untuk pembelajaran online			
		3. adanya sambungan internet			
		b.RPP			
		1. adanya RPP			
		2. RPP yang ada berisi tentang komponen, kompetensi dasar, proses pembelajaran, indikator, dan tugas			
		3. RPP digunakan sebagai pegangan guru dalam proses mengajar di kelas			
		c. Materi/bahan pembelajaran			
		1. adanya materi instruksional			
2. guru menggunakan bahan ajar intruksional sebagai penunjang pembelajaran					
2	tahap implementasi	b. aktifitas pembuka			
		1. mengkondisikan siswa dengan memberikan salam, berdoa, dan mengisi daftar hadir siswa			

		2. guru memberikan informasi terkait materi apa saja yang akan di bahas			
		3. guru menginformasikan tujuan pembelajaran			
		b. aktifitas inti			
		1. Guru memberikan materi melalui LMS			
		2. Guru memberikan penjelasan lebih terkait materi yang disampaikan			
		3. guru meminta siswa untuk mendiskusikan dan menanyakan terkait materi yang disampaikan			
		4. guru memberikan tugas untuk siswa			
		c. aktifitas penutup			
		1. guru memberikan ringkasan atau kesimpulan dari pembelajaran			
		2. guru memberikan feedback ketika pembelajaran			
		3. Guru menutup pembelajaran dengan berdoa dan salam			
3	Tahap Evaluasi	a. penilaian			
		1. adanya lembar penilaian			
		2. guru memberikan penilaian menggunakan LMS			

OBSERVATION CHECKLIST 4

Subject: Siswa

No	Implementasi	Aspek yang yang Menjadi Catatan	Ya	Tidak	Catatan
1	Tahap Persiapan	Siswa memiliki ruang untuk mengakses LMS SMAN 1 Jatilawang			
		Siswa mempersiapkan diri mengikuti pembelajaran online menggunakan LMS SMAN 1 Jatilawang			
		Siswa Log In ke LMS SMAN 1 Jatilawang menggunakan essername dan password mereka			
2	Tahap implementasi	Siswa mengikuti kegiatan pembelajaran online menggunakan LMS SMAN 1 Jatilawang			
		siswa menikmati pembelajaran online menggunakan LMS SMAN 1 Jatilawang			
		Siswa merasa tertarik dalam mengikuti pembelajaran online menggunakan LMS SMAN 1 Jatilawang			
3	Tahap Evaluasi	Siswa memperhatikan setiap intruksi yang diberikan oleh Guru terkait pengumpulan tugas			

		siswa menggunakan LMS SMAN 1 Jatilawang dalam proses pengumpulan tugas		
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Appendix 2: Interview Transcript with First Administrator of LMS SMAN 1
Jatilawang

INTERVIEW TRANSCRIPT WITH FIRST ADMINISTRATOR OF LMS
SMAN 1 JATILAWANG

Respondent Code : A1
Date : 29th March 2021
Time :09:42-10:10
Interview Place : WhatsApp application

No	Questions	Answer
1.	What does an administrator need in planning/designing online learning?	a computer server, internet package from As Net. For the computer server school buys with RAM capacity16 GB.
2.	What is the background of using LMS SMAN 1 Jatilawang as media for online learning?	The background is because now Indonesia is in the time of pandemic so we need software or application that can support online learning. Furthermore, the use of LMS SMAN 1 Jatilawang is to take advantage of the existing facilities. Even though in a middle test or final test LMS SMAN 1 Jatilawang is still available to use.
3.	How administrator preparing online learning through LMS SMAN 1 Jatilawang?	For the preparations, administrator creates a class/course. Then, administrator enrolls the participants. Administrator needs to synchronize between teacher and students according to schedule. Then, for mid-test ad final test activities,

		administrator must create the different course according to the name of the activity.
4.	What is the service given by administrator to teacher and students?	We provide socialization services and simulations for teachers and students. It is such a training system for the periodic check.
5.	How does the administrator improve online learning through LMS SMAN 1 Jatilawang?	Administrator cooperates with the curriculum and also teachers to reminiscent of student activities participating in online learning through LMS SMAN 1 Jatilawang.
6.	How does the process of implementing LMS SMAN 1 Jatilawang for online learning?	During the process of implementing LMS SMAN 1 Jatilawang for online learning, the administrator only monitors the learning process and helps students overcome obstacles related to LMS SMAN 1 Jatilawang.
7.	How does the evaluation process of online learning through LMS SMAN 1 Jatilawang?	From the administrator, we have special journals related to online learning through LMS SMAN 1 Jatilawang which we use as evaluation material.
8.	What are the obstacles or administrator's problems during implementing LMS SMAN 1 Jatilawang for online learning?	The main obstacle is students' activeness during online learning through LMS SMAN 1 Jatilawang.
9.	What are the advantages of using LMS SMAN 1 Jatilawang for online	Features available in LMS SMAN 1 Jatilawang is complete, other than

	learning?	that, it is easily access.
10.	What are the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Everything is good, it is only some features that have not been used.



Appendix 3: Interview Transcript with Administrator of LMS SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH SECOND ADMINISTRATOR OF LMS
SMAN 1 JATILAWANG

Respondent Code : A2
 Date : 31st May 2021
 Time : 11:00-11:46
 Interview Place : WhatsApp Application

No	Questions	Answer
1.	What does administrator need in planning/designing online learning?	Computer server that costs less more than 80 million, less dedicated internet more than 10 million, and supporting software.
2.	What is the background of using LMS SMAN 1 Jatilawang as media for online learning?	The background of using LMS SMAN 1 Jatilawang as media for online learning is the complete facility, then, features in LMS SMAN 1 Jatilawang is very complete. But, it still needs to update latest news or notification use another application.
3.	How administrator preparing online learning through LMS SMAN 1 Jatilawang?	Administrator planner as in generally. From the administrator, we need to prepare class and enter the appropriate participants predetermined schedule and class.
4.	What are the service given by administrator to teacher and students?	Administrator open service constraint consultation assisted by the Expert Team, namely from the

		Software Team Ministry of Education and Culture.
5.	How does the administrator improve online learning through LMS SMAN 1 Jatilawang?	Regarding student activity in take classes through LMS SMAN 1 Jatilawang, we ask the teacher for help to remind students to log in to LMS SMAN 1 Jatilawang. On the other hand, as we already know that main problem when online learning is the availability of internet package. But school gave freedom for students to used Wi-Fi and school computer as well as possible.
6.	How does the process of implementing LMS SMAN 1 Jatilawang for online learning?	Everything is running well, administrator only monitoring the online learning process and help students or teachers if there was a problem.
7.	How does the evaluation process of online learning through LMS SMAN 1 Jatilawang?	For the evaluation, we make a simulation about LMS SMAN 1 Jatilawang for teacher and students to review the process of online learning through LMS SMAN 1 Jatilawang.
8.	What are the obstacles or administrator's problem during implementing LMS SMAN 1 Jatilawang for online learning?	Administrator problem is whenever the internet package was off from the center. It will so difficult, but so far everything was is fine related to the internet package.
9.	What are the advantages of using	Facilities or features of LMS SMAN

	LMS SMAN 1 Jatilawang for online learning?	1 Jatilawang itself are complete and it's been used before the pandemic.
10.	What are the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Actually, everything is safe, it's just at the beginning of the use of LMS SMAN 1 Jatilawang is quite difficult, however, after that more than 80% more teachers comfortable using LMS SMAN 1 Jatilawang.



Appendix 4: Interview Transcript with First English teacher

INTERVIEW TRANSCRIPT WITH FIRST ENGLISH TEACHER

Respondent Code : T1
 Date : 6th April 2021
 Time : 18:13-18:56
 Interview Place : WhatsApp Application

No	Question	Answer
1.	What do you think about educations in this pandemic?	Education in this pandemic has negative and also positive sides. In this pandemic, teachers are so less than optimal, where the students should at home, so the learning process should be online. So, teachers must maximize the facilities and time so that they can minimize the problems.
2.	Regarding the free learning policy expressed by the education minister of Nadiem Makarim, what do you think to respond to this policy?	Independence is a very good word related to learning especially for active students and productive or professional teachers. It will be very supportive of education.
3.	Looking at the current learning condition at SMAN 1 Jatilawang was transferred online learning through LMS SMAN 1 Jatilawang, Is it obligatory for every teacher or be freedom for every teacher?	The use of LMS SMAN 1 Jatilawang is required for the 10 th and 11 th grades. For 12 grades, it is free to choose the medium or software, or application they want to use. It is because they should focus on their final exam.
4.	What do you think is related to this	I think, it is good and gives good

	policy?	progress. Moreover, it can facilitate 5. During the online learning process, and it is well received.
6.	How to implement online learning through LMS SMAN 1 Jatilawang in EFL class during the pandemic?	During the implementation of online learning in EFL class, LMS SMAN 1 Jatilawang can be good support. In addition, the features of LMS SMAN 1 Jatilawang are also complete. I think with its features, all of the skills can be fulfilled.
7.	How is the preparation in using LMS SMAN 1 Jatilawang for online learning in EFL class?	For the preparation, starting from setting the attendance list and preparing the materials. Teachers should fill the material, discussion, and also assignments for the evaluation. The recapitulation is also easy because it can be automatically captured using LMS SMAN 1 Jatilawang.
8.	How do you implement LMS SMAN 1 Jatilawang for online learning?	The implementation of LMS SMAN 1 Jatilawang is running smoothly. It just has the main problem. That is bad internet connections.
9.	How do you evaluate students learning process through LMS SMAN 1 Jatilawang?	For the evaluation, we usually give an assignment for students to make conclusion of the material and video which already shared in LMS SMAN 1 Jatilawang. For the assessment, it can be seen immediately because LMS SMAN 1

		Jatilawang has an auto-correction feature. Moreover, the evaluation can be students' worksheet or test and also assignment. Then, mid-test and final-test also used LMS SMAN 1 Jatilawang.
10.	How do you do to give the deep understanding to the students especially in the abstract material?	By giving native speakers video and also listen to the material presentation. I think it make students easy to understand the materials. Moreover, we try to give teaching variation such make a fun learning. For example in the listening materials. Student can choose or listen to a song from a various media they want and interest.
11.	How do you foster students' enthusiasm to be able in online learning through LMS SMAN1 Jatilawang?	By giving motivation. It is given every day. Teacher asks students to actively participate in online learning activities.
12.	What are the positives sides/the advantages of using LMS SMAN 1Jatilawang for support the online learning?	There are some advantages by using LMS SMAN 1 Jatilawang for online learning. first, it is very practical. Other than that, LMS SMAN 1 Jatilawang has very complete features. Last, it is easy to uses.
13.	What are the negatives sides/the disadvantages of using LMS SMAN 1Jatilawang for support the online learning?	The advantages of LMS SMAN 1 Jatilawang are limited time planning, error occur, and less than optimal.

Appendix 5: Interview Transcript with Second English teacher

INTERVIEW TRANSCRIPT WITH SECOND ENGLISH TEACHER

Respondent Code : T2
 Date : 31 March 2021
 Time : 18:56-10:07
 Interview Place : WhatsApp Application

No	Questions	Answer
1.	What do you think about educations in this pandemic?	Education in this pandemic must keep running. It is just looking for a solution to keep it running although it is impossible to run in a normal condition.
2.	Regarding the free learning policy expressed by the education minister of Nadiem Makarim, what do you think to respond to this policy?	I think, it was a very good policy. The policy provides freedom especially to us as a teacher to be free to choose to learn and using whatever media we need.
3.	Looking at the current learning condition at SMAN 1 Jatilawang was transferred online learning through LMS SMAN 1 Jatilawang, Is it obligatory for every teacher or be freedom for every teacher?	LMS SMAN 1 Jatilawang is required for grades 10 and 11, for grade 12 is not required.
4.	What do you think related to this policy?	In my opinion, this policy is very good. We are helped because LMS SMAN 1 Jatilawang makes students' attendance more controlled.
5.	How to implement online learning through LMS SMAN 1 Jatilawang	Everything went smoothly. It was just in planning that felt

	in EFL class during the pandemic?	complicated.
6.	How the preparation in using LMS SMAN 1 Jatilawang for online learning in EFL class?	For the preparation depends on each teacher. For me, in the preparation we need to prepare the material. Fill the basic theory of the materials (KI, KD), and make attendance list of the class. Then, we can also prepare a video or sound with a maximum duration 2-3 minutes. Furthermore, sending material used LMS SMAN 1 Jatilawang is easier because one material can automatically sent parallel to another class we want. Moreover, the following materials also can made at the beginning, but can only be seen according to the materials deadline.
7.	How do you implement LMS SMAN 1 Jatilawang for online learning?	The implementation is fine. The materials can be accessed anytime and anywhere.
8.	How do you evaluate students learning process through LMS SMAN 1 Jatilawang?	For evaluation, LMS SMAN 1 Jatilawangs' evaluation feature is complete enough. We can choose using quizzes, games, or assignment for the evaluation, we gave 1-2 days deadline time collection. So that it make easy to each other. For example, if there is student who have not an internet connection, they still have time to work on it.

9.	How do you do to give the deep understanding to the students especially in the abstract material?	For the new and difficult materials, it will be provide reinforcement and we give in several meetings. Then, we also give some analysis to make it easier students understanding.
10.	How do you foster students' enthusiasm to be able in online learning through LMS SMAN1 Jatilawang?	We always give motivation. Moreover, we always remind students to log in and remind students who have not submit the assignment.
11.	What are the positives sides/the advantages of using LMS SMAN 1Jatilawang for support the online learning?	Time is more effective than other application because the materials can also used in parallel. Moreover, it also have very complete features. Moreover, it has auto-correction features so it helped us as teacher.
12.	What are the negatives sides/the disadvantages of using LMS SMAN 1Jatilawang for support the online learning?	In the preparation stage it takes long time. For example, mid-test question, we need to type one by one. Moreover, it need good internet connection. Then, final test system is quite complicated because the questions have to be hidden then unhide when the time of deadline.

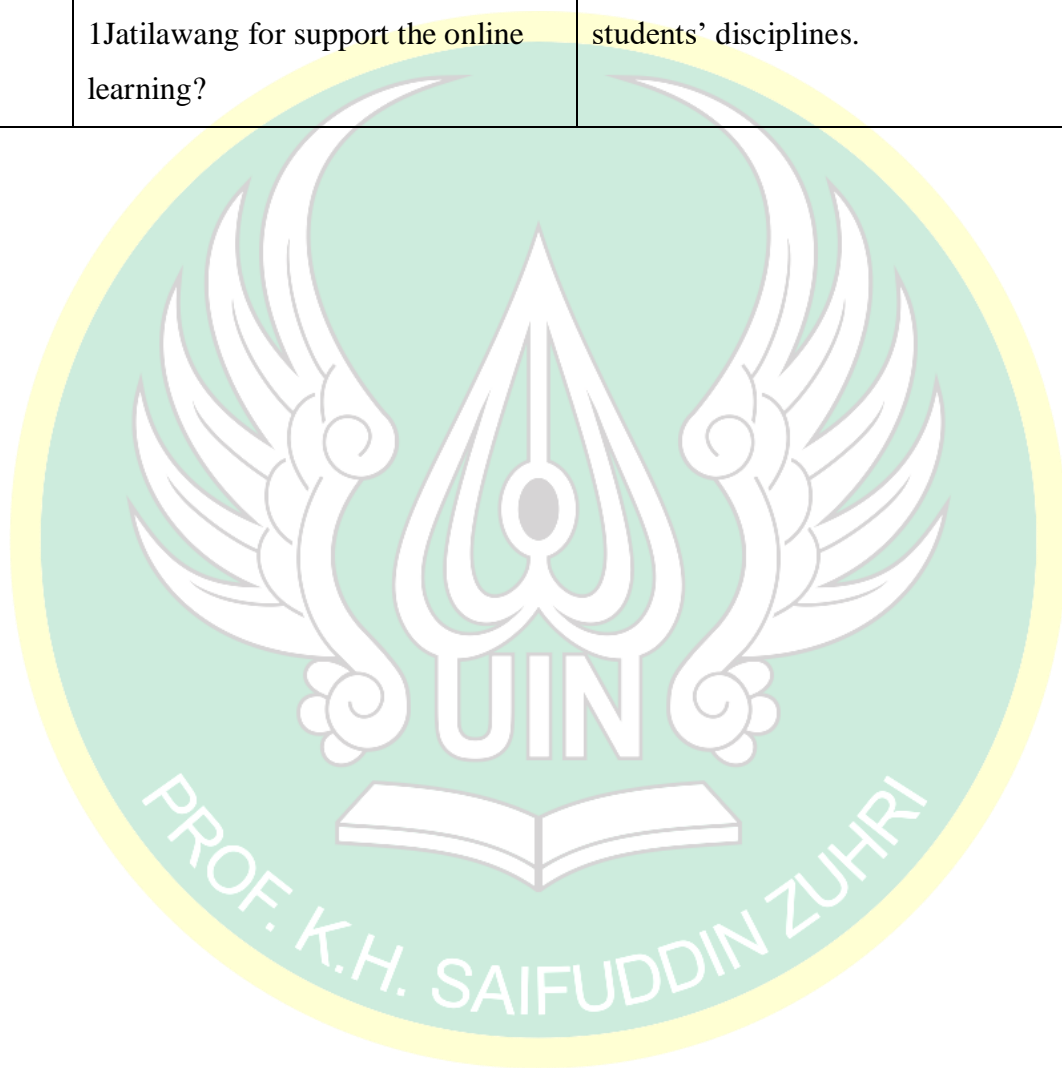
INTERVIEW TRANSCRIPT WITH THIRD ENGLISH TEACHER

Respondent Code : T3
 Date : 4th April 2021
 Time : 08:02-08:40
 Interview Place : WhatsApp Application

No	Questions	Answer
1.	What do you think about educations in this pandemic?	Education in this pandemic should be done although through online learning and need a support medium.
2.	Regarding to the free learning policy expressed by the education minister of Nadiem Makarim, what do you think to responds this policy?	Yes, I agree with this policy because this pandemic era, there are so many problems during teaching and learning process. So, teachers need a freedom to choose learning method they want to use.
3.	Looking at the current learning condition at SMAN 1 Jatilawang was transferred online learning through LMS SMAN 1 Jatilawang, Is it obligatory for every teacher or be freedom for every teacher?	This policy is obligatory for every teacher.
4.	What do you think related to this policy?	I agree with this policy. It only need a time to adapted with LMS SMAN 1 Jatilawang.
5.	How to implement online learning through LMS SMAN 1 Jatilawang in EFL class during the pandemic?	It is not too different with another learning management system.
6.	How the preparation in using LMS SMAN 1 Jatilawang for online	For the preparation stage, it same with the preparation for teaching and

	learning in EFL class?	learning process as usual such as designing learning process, giving the materials, evaluating, analyzing, and give the feedback. For the lesson plan adapted with the pandemic condition.
7.	How do you implement LMS SMAN 1 Jatilawang for online learning?	For the implementation, we need a time to adapt with the new technology, and signal. But for giving material we must to do all the steps such as showing the topic, standard competence of the materials, mid mapping, attendance list, materials, evaluation, and assignment.
8.	How do you evaluate students learning process through LMS SMAN 1 Jatilawang?	For the evaluation, usually I ask students to send the assignment through LMS SMAN 1 Jatilawang. Sometimes, I asked students to make a video about the materials after the materials have been giving to students.
9.	How do you do to give the deep understanding to the students especially in the abstract material?	Sometimes, I used zoom or google meet to give more explanation.
10.	How do you foster students' enthusiasm to be able in online learning through LMS SMAN1 Jatilawang?	Teacher give intensive assistance and also monitoring by giving inbox service, then ask students about their problems during the learning process through LMS SMAN 1 Jatilawang.

11.	What are the positives sides/the advantages of using LMS SMAN 1Jatilawang for support the online learning?	LMS SMAN 1 Jatilawang is easy to use and simplifies teacher work.
12.	What are the negatives sides/the disadvantages of using LMS SMAN 1Jatilawang for support the online learning?	I think everything is running well. The main problems is on the students' disciplines.



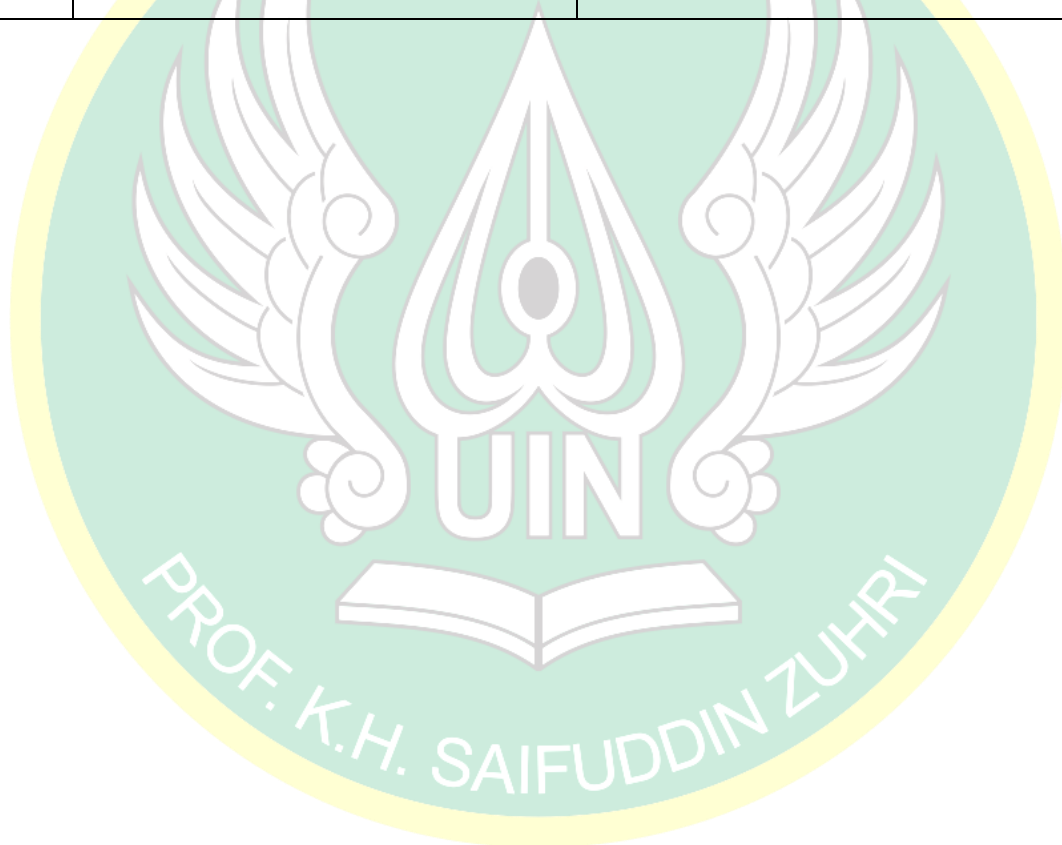
Appendix 7: Interview Transcript with EFL students of SMAN 1 Jatilawang

INTERVIEW TRANSCRIPT WITH FIRST EFL STUDENTS OF SMAN 1
JATILAWANG

Respondent Code : S1
 Date : 6th April 2021
 Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	I think, online learning through LS SMAN 1 Jatilawang is less effective because of difficult internet connection and sometime material is hard to understand.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Stationary, internet connection, and smartphone.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Very good
4.	How is the teacher method to make students understand the materials has been sent?	Teachers explained through video in Youtube, etc.
5.	How is teacher method related to the students' assignment collection?	Provide attachment/link to submit the assignments.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Presenting material delivery with as attractive as possible
7.	What are the obstacles do you face during online learning through LMS	It needs very good internet connection, but in my home is bad

	SMAN 1 Jatilawang?	internet connection.
8.	What does teacher efforts to overcome the students' obstacles?	Providing Wi-Fi at school.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	Easy to access and easy to used.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	It has limited time to absent, so when we are late to log in or submit the assignment, we marked as absent.



Appendix 8: Interview Transcript with Second EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH SECOND EFL STUDENTS OF SMAN 1

JATILAWANG

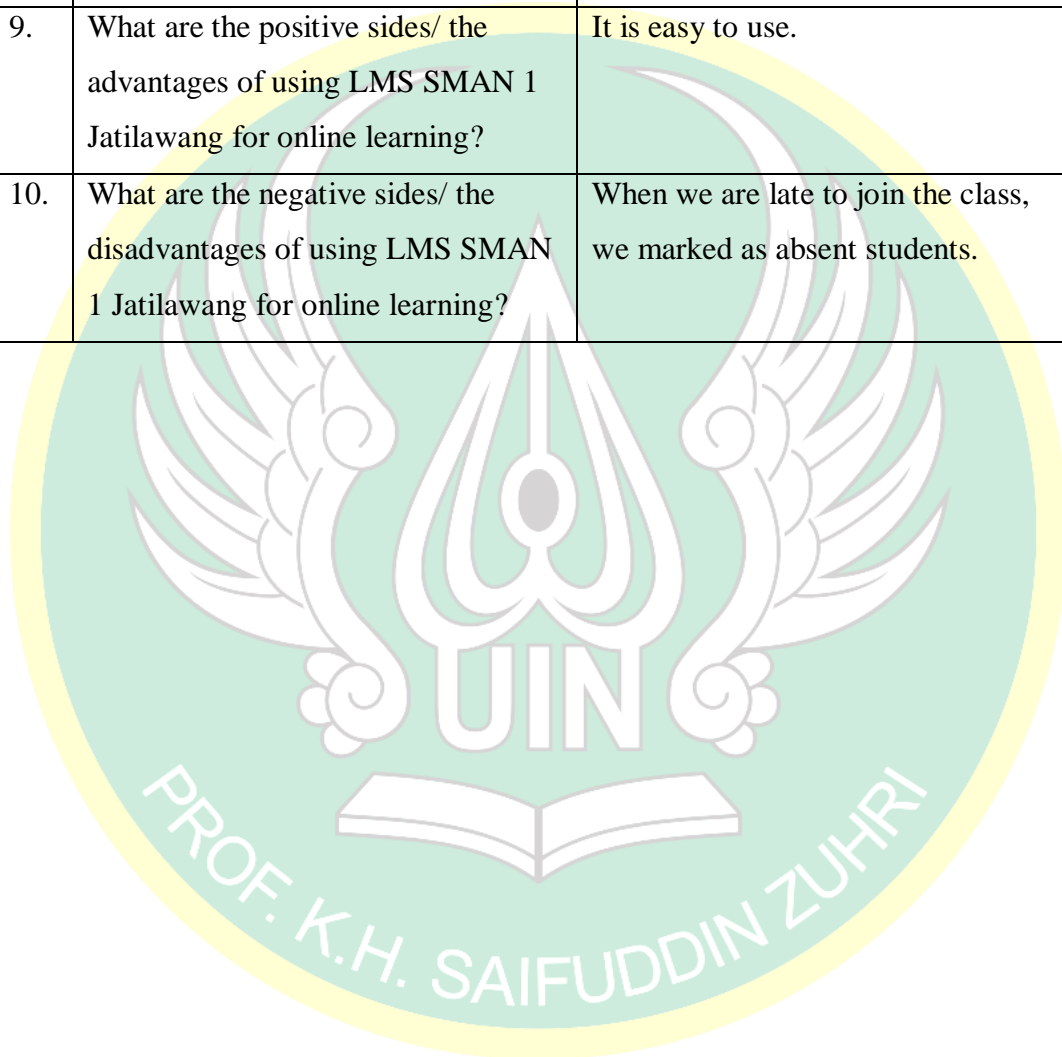
Respondent Code : S2

Date : 6th April 2021

Interview Place : Google form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	It is difficult because we need a good internet connection.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Signal and patience because the signal is very difficult.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Good
4.	How is the teacher method to make students understand the materials has been sent?	Giving assignments.
5.	How is teacher method related to the students' assignment collection?	Teacher always remind students and give the list who have already work on it.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Give spirit and motivation.
7.	What are the obstacles do you face during online learning through LMS	Bad internet connection.

	SMAN 1 Jatilawang?	
8.	What does teacher efforts to overcome the students' obstacles?	If there a problems for attendance list at LMS SMAN 1 Jatilawang, teacher conveys that students make an attendance list in the class group through another application.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	It is easy to use.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	When we are late to join the class, we marked as absent students.

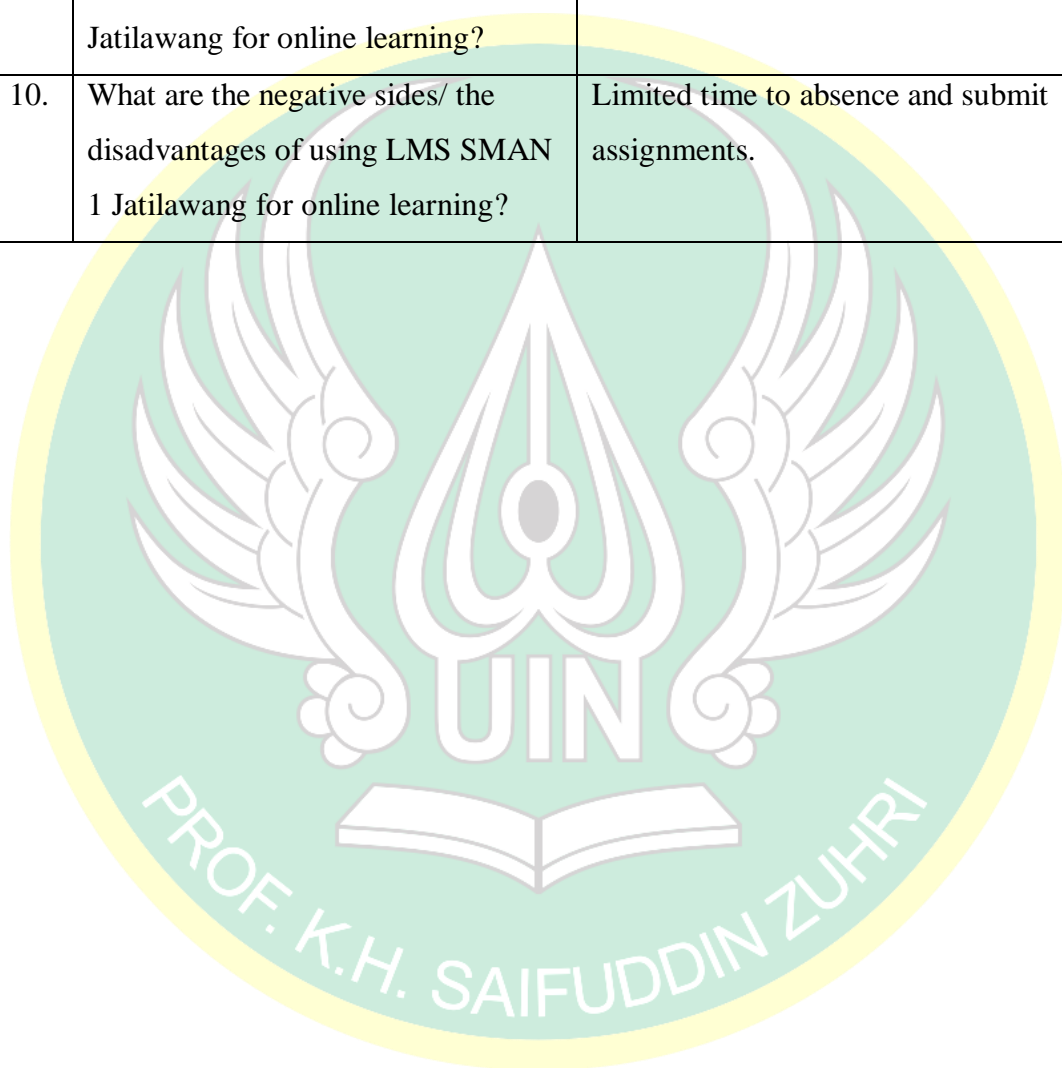


Appendix 9: Interview Transcript with Third EFL students of SMAN 1 Jatilawang
 INTERVIEW TRANSCRIPT WITH THIRD EFL STUDENTS OF SMAN 1
 JATILAWANG

Respondent Code : S3
 Date : 6th April 2021
 Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	It is very easy. But there no notification about assignment or attendance list so we have to go back and always check on LMS SMAN 1 Jatilawang.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Internet connection, book and stationary.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Pretty good.
4.	How is the teacher method to make students understand the materials has been sent?	Teacher explained through video, sometimes gives pdf materials, and sometimes used google meet.
5.	How is teacher method related to the students' assignment collection?	Teacher will mentioned the name of students who hasn't done the assignment.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Teacher gives the best as possible. Sometimes, teacher use google meet to give more explanation about the materials.
7.	What are the obstacles do you face	Sometimes, I confused with the

	during online learning through LMS SMAN 1 Jatilawang?	system of submit the task/assignment.
8.	What does teacher efforts to overcome the students' obstacles?	Trying to give more explanation used another application.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	Easy to use and easy to get and understand the materials.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Limited time to absence and submit assignments.



Appendix 10: Interview Transcript with Fourth EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH FOURTH EFL STUDENTS OF SMAN 1

JATILAWANG

Respondent Code : S4

Date : 4 June 2021

Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	I think, it is less effective than in normal condition. For example when student want to submit their assignment, it is difficult to upload even though the signal is good.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Very good internet connection, book, and stationery.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Teacher is creative. They make an innovation to help students so that student easy to understand the materials.
4.	How is the teacher method to make students understand the materials has been sent?	Teacher gives the materials through LMS SMAN 1 Jatilawang and sometimes teacher gives a video from Youtube to get more understand the material.
5.	How is teacher method related to the students' assignment collection?	Teacher gives a task or assignment through LMS SMAN 1 Jatilawang. some teachers give an opportunity to submit the assignment using another

		application if there is any problem with LMS SMAN 1 Jatilawang.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Teacher motivates their student through zoom meeting or another application.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	When we are late to log in to the LMS SMAN 1 Jatilawang, the attendance list will be absent. Then, sometimes it is difficult to upload tasks/assignments.
8.	What does teacher efforts to overcome the students' obstacles?	The teacher gives an opportunity to students by providing another application for collecting the assignment.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	During the exams/tests, students are more active and it is more effective.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Sometimes, it is difficult to upload the assignment, sometimes error occur, and late to absence.

Appendix 11: Interview Transcript with Fifth EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH FIFTH EFL STUDENTS OF SMAN 1

JATILAWANG

Respondent Code : S5
 Date : 4th June 2021
 Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	It is fun because it is easy to accessed.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Laptop/mobile phone, internet connection, and stationery.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Very good.
4.	How is the teaching method to make students understand the materials has been sent?	Sharing material by sending a video.
5.	How is the teacher method related to the students' assignment collection?	The teacher reminds students how to collect the assignment.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	The Teacher always motivates students every morning.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	Difficult internet connection.

8.	What does teacher efforts to overcome the students' obstacles?	Provide tutorials or ways to handling the obstacle.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	Easy to use.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	The signal/internet connection should be very good.



Appendix 12: Interview Transcript with Sixth EFL students of SMAN 1

Jatilawang

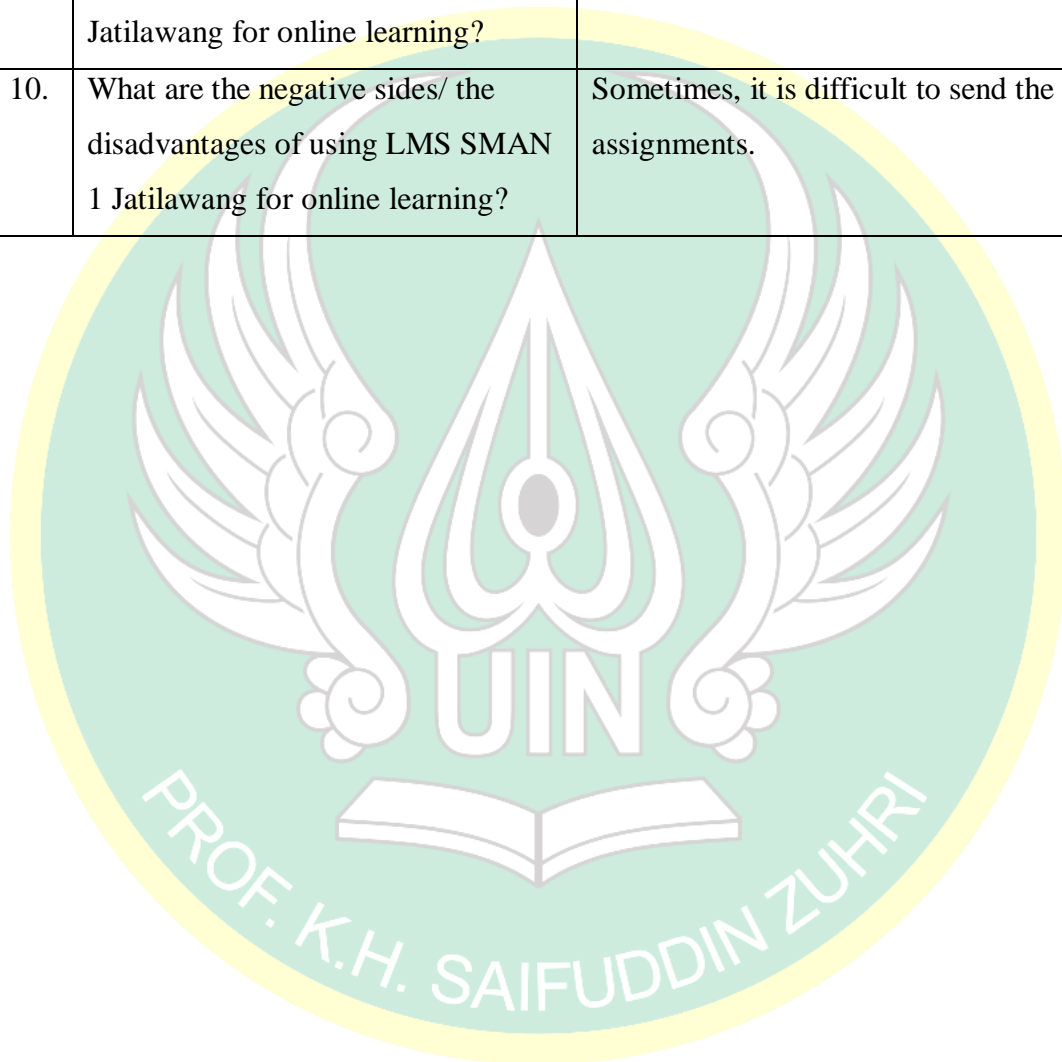
INTERVIEW TRANSCRIPT WITH SIXTH EFL STUDENTS OF SMAN 1

JATILAWANG

Respondent Code : S6
 Date : 6th April 2021
 Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	In my opinion, sometimes it is hard to open LMS SMAN 1 Jatilawang when the signal/internet connection is not support.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Fully battery of smart phone, supported signal/internet connection, and stationery.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Teacher always teaches and gives a clear explanation.
4.	How is the teacher method to make students understand the materials has been sent?	Teacher explains by sending the video.
5.	How is teacher method related to the students' assignment collection?	Teacher notifies students through WhatsApp about submitting the assignment.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Teacher always reminds and motivates students.
7.	What are the obstacles do you face	Unsupported signal/internet

	during online learning through LMS SMAN 1 Jatilawang?	connection and sometimes error occur.
8.	What does teacher efforts to overcome the students' obstacles?	Teacher gives an easy way to deal with the obstacles.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	We can know new technology.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Sometimes, it is difficult to send the assignments.



Appendix 13: Interview Transcript with Seventh EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH SEVENTH EFL STUDENTS OF SMAN 1

JATILAWANG

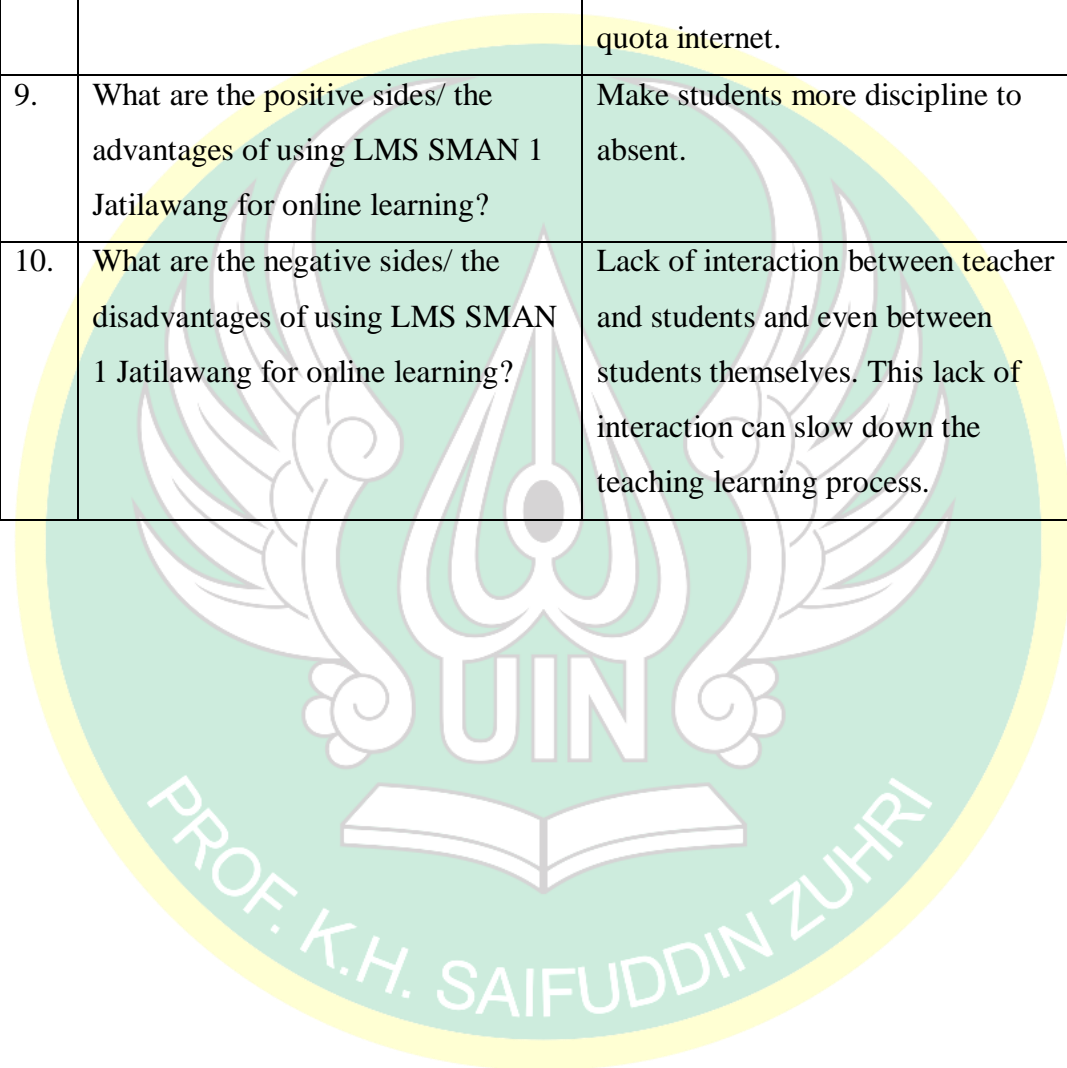
Respondent Code : S7

Date : 7th April 2021

Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	Less effective than in normal conditions. There is nothing of notification so we should set the alarm.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Set the alarm of the class, and stationery.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Teacher creativity should be appreciated because the teacher always gives the best material for students although the teacher is busy preparing grade 12 final test.
4.	How is the teacher method to make students understand the materials has been sent?	Teacher use/send the video to make the material is clear.
5.	How is teacher method related to the students' assignment collection?	Teacher reminds student how to collect the assignment though LMS SMAN 1 Jatilawang.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online	Sometimes teacher gives explanation through google meet and explain the materials will be learn. Then, teacher

	learning in this pandemic?	also gives some motivation.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	Limited and difficult internet connection.
8.	What does teacher efforts to overcome the students' obstacles?	Every month, teacher is given Rp 50.000,- to some students to buy quota internet.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	Make students more discipline to absent.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Lack of interaction between teacher and students and even between students themselves. This lack of interaction can slow down the teaching learning process.



Appendix 14: Interview Transcript with Eight EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH EIGHT EFL STUDENTS OF SMAN 1

JATILAWANG

Respondent Code : S8

Date : 4th June 2021

Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	Online learning through LMS SMAN 1 Jatilawang is easy to use.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Preparing textbook, and fill the attendance list.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Less than maximum, because sometimes students hard to understand teacher explanation.
4.	How is the teacher method to make students understand the materials has been sent?	By providing question and answer, and give explanation of the materials.
5.	How is teacher method related to the students' assignment collection?	Teacher always informed in the class group.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Giving motivation through zoom meeting.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	Internet connection and sometimes error occur with LMSSMAN 1 Jatilawang.

8.	What does teacher efforts to overcome the students' obstacles?	Teacher give or sending short video explanation to student.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	LMS SMAN 1 Jatiawang save times and money. Using LMS SMAN 1 Jatilawang can reduce material printings' costs and it id reliable.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	LMS SMAN 1 Jatilawang is too dependent on very good internet connection.



Appendix 15: Interview Transcript with Ninth EFL students of SMAN 1
Jatilawang

INTERVIEW TRANSCRIPT WITH NINTH EFL STUDENTS OF SMAN 1
JATILAWANG

Respondent Code : S9
Date : 4th June 2021
Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	I think, online learning through LMS SMAN 1 Jatilawang is running well. But, sometimes students late to absent because there is no notification. During online learning through LMS SMAN 1 Jatilawang, teacher hopes students are more active and enjoy the class.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Good internet connection.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Teacher trying to make interesting power point to make students interested and can understand the materials.
4.	How is the teacher method to make students understand the materials has been sent?	Teacher explain the material in detail and briefly. To get the deep understanding, teacher explains through Zoom or Google meet.
5.	How is teacher method related to the students' assignment collection?	Teacher reminds students to submit through LMS SMAN 1 Jatilawang .

		of there some problem with LMS SMAN 1 Jatilawang, student can submit the assignment through private chat.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Teacher gives inspirational quote through class group and always reminds students who has not been absent.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	Limited and difficult internet connection.
8.	What does teacher efforts to overcome the students' obstacles?	Providing internet quota for students and give students permission to access school Wi-Fi.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	Online learning through LMS SMAN 1 Jatilawang make student trying to be more active and enthusiastic.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	I think there is no disadvantages of LMS SMAN 1 Jatilawang.

Appendix 16: Interview Transcript with Tenth EFL students of SMAN 1

Jatilawang

INTERVIEW TRANSCRIPT WITH TENTH EFL STUDENTS OF SMAN 1

JATILAWANG

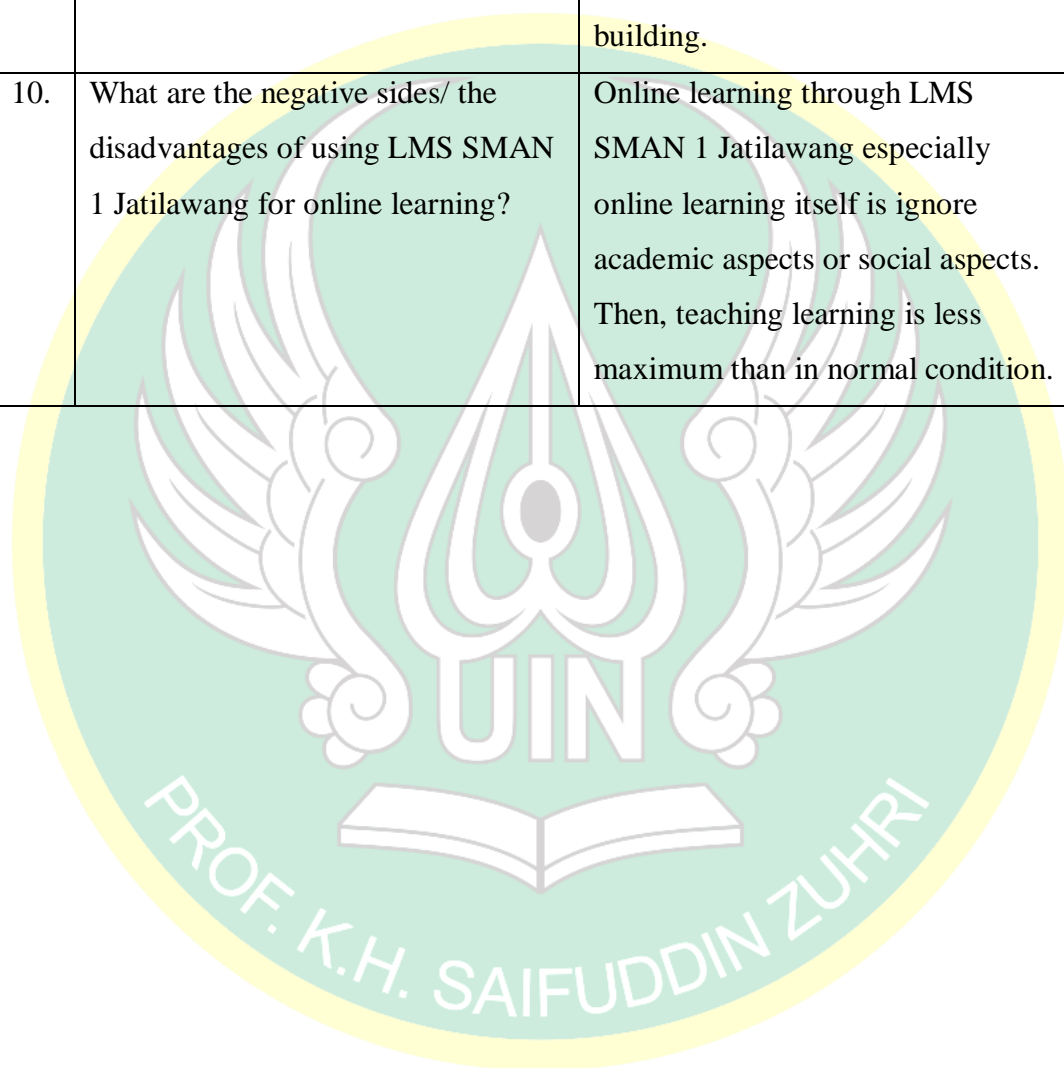
Respondent Code : S10

Date : 4th June 2021

Interview Place : Google Form

No	Question	Answer
1.	What do you think about online learning through LMS SMAN 1 Jatilawang?	Good, but sometimes it is also hard to understand the material.
2.	What do you need to prepare before following online learning through LMS SMAN 1 Jatilawang?	Stationery, good internet connection.
3.	How is your opinion about teacher creativity in teaching through LMS SMAN 1 Jatilawang?	Always trying to help students if there are difficulties and material hard to understand.
4.	How is the teacher method to make students understand the materials has been sent?	teacher send explanation video through LMS SMAN 1 Jatilawang.
5.	How is teacher method related to the students' assignment collection?	Teacher always remind students the steps to collect the assignment.
6.	Regarding to the online learning, what is the teacher doing to cultivate students' enthusiasm during online learning in this pandemic?	Teacher always help students when they are in trouble.
7.	What are the obstacles do you face during online learning through LMS SMAN 1 Jatilawang?	Difficult internet connection.

8.	What does teacher efforts to overcome the students' obstacles?	Teacher is always trying to help students when students are in trouble.
9.	What are the positive sides/ the advantages of using LMS SMAN 1 Jatilawang for online learning?	LMS SMAN 1 Jatilawang can be an effective communication medium, can reach large area and community building.
10.	What are the negative sides/ the disadvantages of using LMS SMAN 1 Jatilawang for online learning?	Online learning through LMS SMAN 1 Jatilawang especially online learning itself is ignore academic aspects or social aspects. Then, teaching learning is less maximum than in normal condition.



OBSERVATON CHECKLIST 1

Object: Online Learning

No	Supporting Media	Facilities	Availability		Notes
			Yes	Not	
1	Work from office (WFO) room	1.Availability of computer room	√		
		1. Availability of Administrator Room	√		
2	Learning Support Media	1. Wi-Fi connection	√		
		2.English book for learning	√		
		3.There is an internet package from the government	√		

OBSERVATION CHECKLIST 2

Subject : Administrator

No	Stages	Aspects	availability		Notes
			Yes	Not	
1	Preparation Stages	1. The existence of media for online learning	√		
		2. administrator creates class account	√		
		3. administrator sets the class.	√		
2	Implementation Stages	1. Administrator helps teachers in dealing with problem that arise when implementing online learning through LMS SMAN 1 Jatilawang.	√		
		2. administrator solve technical problems during the implementation process.	√		
3	Evaluation Stages	1. Administrator accepts criticism and input from teachers and students.	√		
		2. Administrator try to improve the quality of learning.	√		

OBSERVATION CHECKLIST 3

Subject : Teacher

No	Implementation Stage	aspek yang menjadi catatan	Practice		Notes
			Yes	No	
1	Preparation Stages	a. media			
		1. There are online learning support tools	√		
		2. The existence of media used for online learning.	√		
		3. There is an internet connection	√		
		b. Lesson Plan			
		1. The existence of Lesson plan	√		
		2. The existence of lesson plan contains of component, basic competencies, learning process, indicators, and tasks.	√		
		3. Lesson plan is used as a guide for teachers in the teaching process in class.	√		
		c. Learning materials			
		1. The presence of instructional materials.	√		
2. The teacher uses instructional teaching materials as a learning support.	√				
2	Implementation stages	b. opening activity			
		1. Condition students by greeting, praying, and filling in the student attendance list.	√		

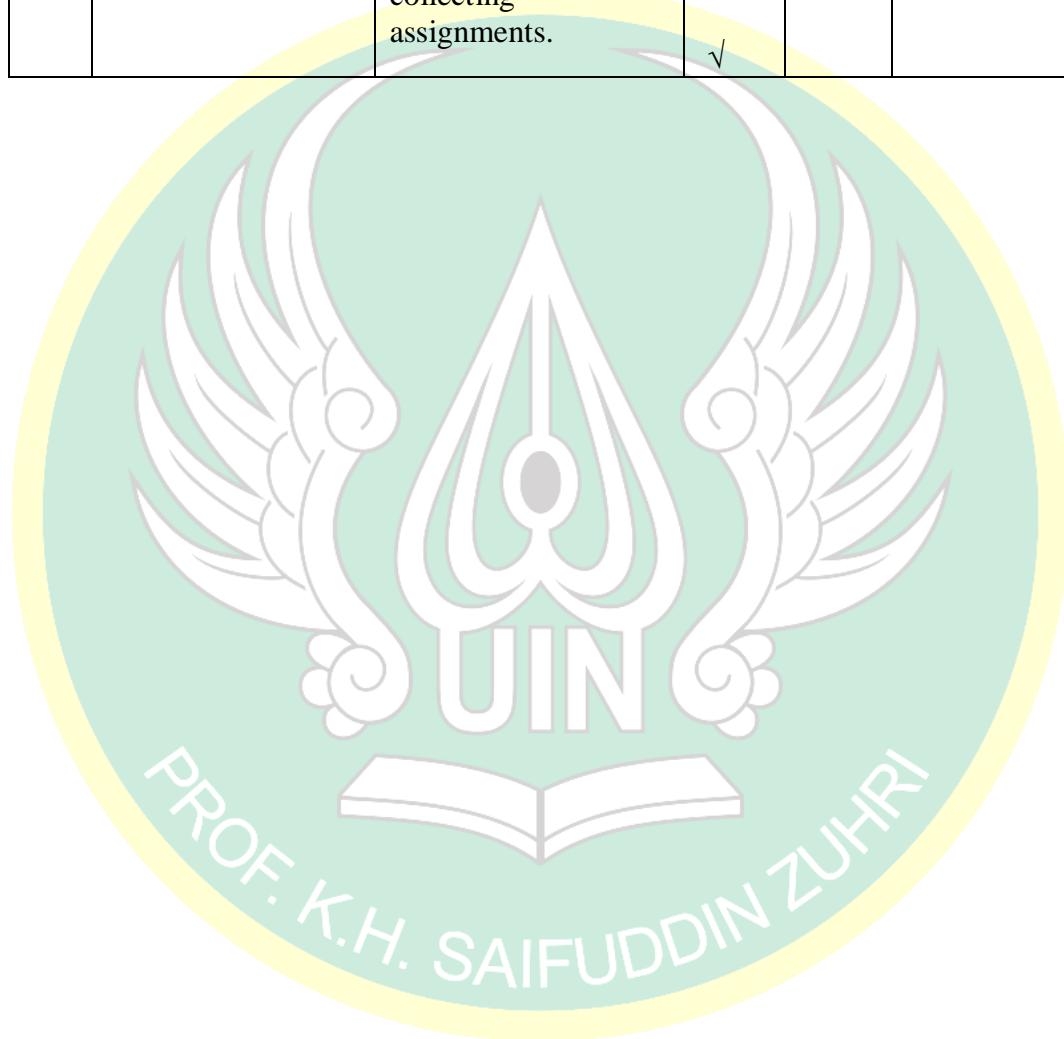
		2. Teacher provides information regarding what material will be discussed.	√		
		3. Teacher informs the learning objectives.	√		
		b. Core activity			
		1. teacher provides materials through LMS SMAN 1 Jatilawang.	√		
		2. Teacher provides more explanations related to the material presented.	√		
		3. Teacher asks students to discuss and ask questions related to the material presented.	√		
		4. Teacher gives assignment to students.	√		
		c. Closing activity			
		1. Teacher provides a summary or conclusion of the lesson.	√		
		2. Teacher gives feedback when learning.	√		
		3. Teacher closes the lesson by praying and greetings	√		
3	Evaluation Stages	a. Evaluation			
		1. There is an assessment sheet.	√		
		2. Teacher gives an assessment using LMS SMAN 1 Jatilawang.	√		

OBSERVATION CHECKLIST 4

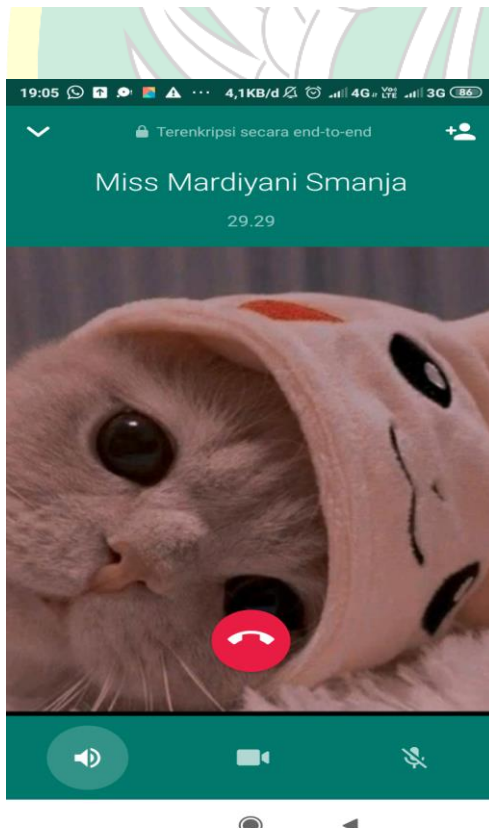
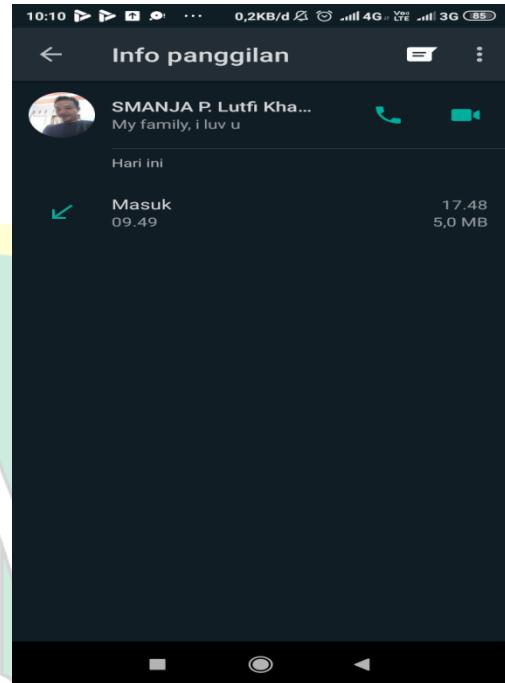
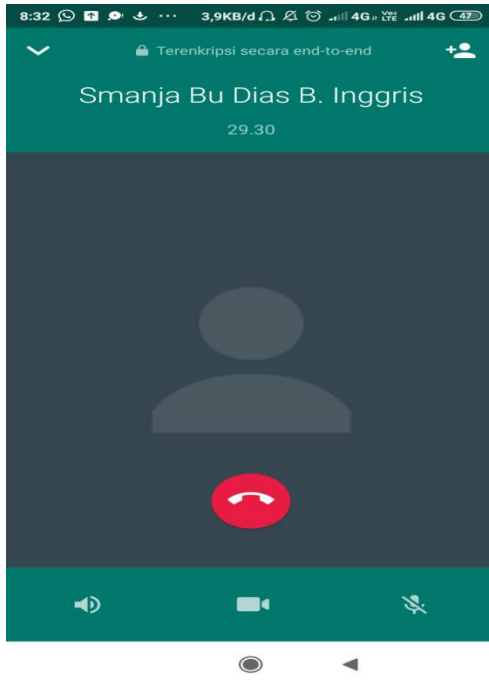
Subject: Students

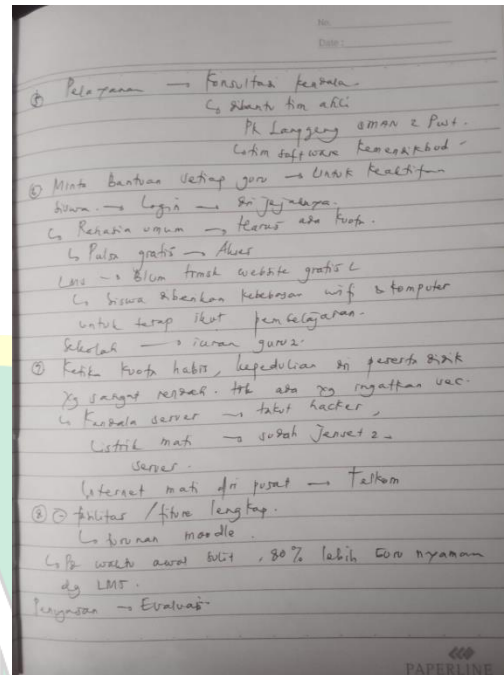
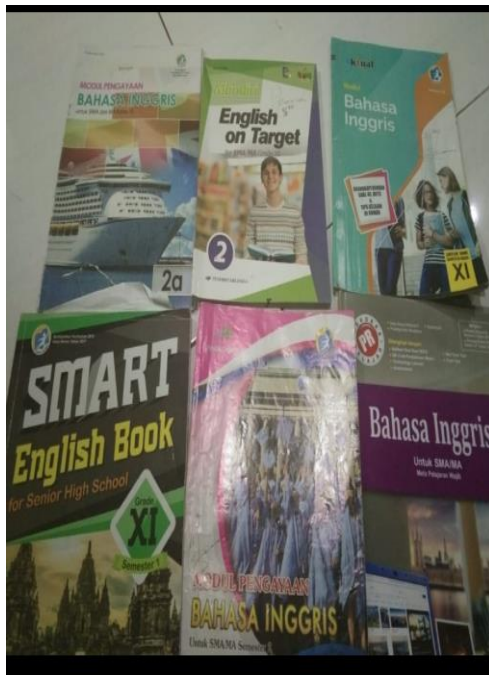
No	Implementation	Aspects to Notes	Yes	No	Notes
1	Preparation Stages	Students have space to access LMS SMAN 1 Jatilawang.	√		
		Students prepare for online learning through LMS SMAN 1 Jatilawang	√		
		Students log in to LMS SMAN 1 Jatilawang using their username and password.	√		
2	Implementation Stages	Students take part in online learning activities using LMS SMAN 1J atilawang	√		
		Students enjoy online learning using LMS SMAN 1 Jatilawang.	√		Some students are enjoy the learning process but some students also feel bored.
		Students feel interested in participating in online learning using LMS SMAN 1 Jatilawang.	√		Some students still not pay attention and uninterest with the learning process through LMS SMAN 1 Jatilawang.
3	Evaluation Stages	Students pay attention to every instruction given by the teacher regarding the collection of	√		

		assignment.			
		Students use LMS SMAN 1 Jatilawang in the process of collecting assignments.	√		



Appendix 18: Documentation





Appendix 19: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah : SMA N 1 Jatilawang Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI / Ganjil Materi Pokok : Expressing Suggestions and Offers Alokasi Waktu : 4 x 45 Menit	
A. Tujuan Pembelajaran	
Melalui kegiatan pembelajaran dengan menggunakan pendekatan saintifik, menggunakan model Task Based Learning peserta didik dapat menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional dengan ungkapan saran dan tawaran, menyusun teks interaksi transaksional dengan ungkapan saran dan tawaran sesuai konteks dengan rasa ingin tahu, tanggung jawab, disiplin, kreatif, mandiri serta dapat bekerja sama selama proses pembelajaran dan bersikap jujur, percaya diri serta pantang menyerah.	
B. Media/alat, Bahan dan Sumber Belajar	
Media : ➤ Worksheet atau lembar kerja (siswa) ➤ Lembar penilaian ➤ LCD Proyektor/ Slide presentasi (ppt)	Alat/Bahan : ➤ Penggaris, spidol, papan tulis ➤ Laptop & infocus
C. LANGKAH-LANGKAH PEMBELAJARAN	
PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK) • Guru mengecek kehadiran peserta didik dan memberi motivasi (yei-yei/ice breaking) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	Kegiatan Literasi Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ungkapan memberi saran dan tawaran.
	Critical Thinking Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ungkapan memberi saran dan tawaran.
	Collaboration Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ungkapan memberi saran dan tawaran.
	Communication Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	Creativity Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi ungkapan memberi saran dan tawaran. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi ungkapan memberi saran dan tawaran. Peserta didik kemudian diberi kesempatan untuk mempersiapkan kembali material yang belum dipahami.
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

A. PENILAIAN

- Sikap : Lembar pengamatan, kerja - Pengetahuan : LK peserta didik, - Keterampilan: Unjuk kerja

Jatilawang, Juli 2020

Mengetahui,
Kepala SMA Negeri 1 Jatilawang

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