The Using E-Learning in The English Learning Process on Students' Writing Descriptive Text During a Pandemic in Ma Ma'arif Nu Assa'adah Bungah Gresik Grade X.

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Abstract

This study aims to determine 1) the role and function of E-learning and the added value obtained by students from the use of (E-Learning) during the pandemic at Ma'arif NU Assa'adah Bungah Gresik grade x. This research was conducted at the Islamic High School in the village of Bungah, Bungah sub-district. The research method used is descriptive qualitative. The research data were obtained through recorded interviews with 4 informants, namely 3 students and teachers who taught grade X English, classroom observation, documentation, and literature study. This study used the interactive model data analysis technique of Miles and Huberman. The results showed that the role of E-Learning during a pandemic at Ma'arif NU Assa'adah Bungah Gresik grade x was as a facility to support the English learning syllabus at Ma'arif NU Assa'adah Bungah Gresik. Its function is as a means to access (ELearning), as a means of learning that is more interesting and interactive because it brings students closer to information and communication technology devices for learning English, and serves as a means of gathering and discussion for students. Students get added value by using (E-Learning). First, students get a lot of information and study materials, which are up to date easily, quickly, and in more detail. Second, students get information and learning materials in various media formats in the form of text, pictures, and videos that are of interest to them. Third, the students' English skills can develop, especially reading, writing, vocabulary, and grammar skills. Fourth, students are more active and enthusiastic in the learning process because they are directly involved in the process of obtaining information and learning materials needed in learning English.

Keywords: information and communication technology, pandemic, learning, media,

INTRODUCTION

The Covid-19 pandemic has hit all countries in the world, including Indonesia. According to the latest data from the World Health Organization (WHO) on April 24, 2020, 213 countries have contracted Covid-19, 2,631,839 of which have been confirmed positive and 182,100 have died. Covid-19 is a contagious disease, which means it can spread, either directly or indirectly, from one person to another. This condition attacks the respiratory system such as the nose, throat and lungs. The complexity of handling the outbreak, the absence of vaccines and drugs to cure Covid-19 patients and the limited personal protective equipment (PPE) for health workers have made the government implement strict policies to break the chain of Covid-19 spread.

One way to break the chain of spreading Covid-19 is by limiting community interaction which is applied using the term physical distancing. However, this physical distancing policy can inhibit the rate of growth in various fields of life, both in the economic, social and of course education sectors. The government's decision to dismiss students, move the teaching and learning process at schools to at home by implementing the Work From Home (WFH) policy makes many parties nervous.

WFH stands for work from home which means working from home. The WFH policy is contained in the Circular of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PAN & RB) Number 50/2020 concerning the Second Amendment to the Circular of the Minister of PAN & RB Number 19/2020 concerning Adjustment of the Work System of the State Civil Apparatus in Efforts to Prevent the Spread of Covid-19 in Government Agencies. As ASN, teachers in an effort to carry out the learning process need to be done online or in a network (online). However, the implementation of the online learning process has several obstacles. One of the toughest obstacles in online learning is teaching English.

Informal education, English is one of them subjects learned in school. English lessons to be important because this is international and foreign languages in Indonesia. Students can learn English from many sources which are written in English, such as books, articles, magazines, Newspaper, novel, film, song, internet, and social media. On the other side, deep non-formal education, students can learn English, for example by taking English course.

Language has a very important role in learning activities because the language will help students to find and use their existing skills in expressing ideas, thoughts. and feelings. Language skills include four aspects, namely listening skills, speaking skills, reading skills and writing skills (Slamet, 2008: 57). writing apparently to be the most complicated skill. The reason is that students have to take into account some components in writing, such as capitalization, punctuation marks, vocabulary, grammar, and the organization of writing.

Writing is one of the productive skills in learning a language. It is the production of arranging words, phrases, and sentences that is grammatically correct and appropriate to its purpose. According to Harmer (2004:31), writing is a way of generating language and expressing ideas, feelings, and opinions. He also stated that writing is the process that people write is often greatly influenced by genre boundaries, and this element must be present in learning activities.

Based on the observations of researchers in the classroom, students especially MA Ma'arif Nu Assa'adah have difficulties with both internal and external factors. From internal factors, students are less able to write in terms of knowledge of vocabulary, mechanics, and grammar. From external factors, students have a low understanding because the teacher teaches descriptive texts with conventional learning models. The teacher only explains descriptive text without using learning media.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Pardiyono (2007:34) states that description is a type of written text which has a specific function to give description about an object (human or non-human). Furthermore, Mukarto (2007:140) says that descriptive text is a kind of text to describe something, someone, or place. The descriptive text has specific categories that can be seen in the rhetorical structure and the grammatical features.

In descriptive paragraph learning, the teacher provides it to explain comprehensively and uses learning media to provide visualization from the picture. The use of instructional media will help students to describe the image specifically into paragraphs. In addition, they will be motivated to outline their ideas when writing. As a result, learning media is an effective way of teaching and learning.

E-learning refers to electronic learning using technological devices, such as computers, laptops, or cell phones. E-learning or called distance learning is a learning system that uses electronic technology to transfer material or education via the internet. The basic use of the website needs Elearning. It is a mixed learning model of care and technology. Technology makes everything more effective and efficient because it can be used anytime and anywhere. This has a lower environmental impact; It is more effective learning and faster delivery.

Teachers have used this facility as a means of accessing the Web to obtain broader information about interesting learning materials for students, effective learning strategies, and various academic tools. In addition, through guidance from teachers, students can access the Web directly as a source of the extensive information available in various media formats (multimedia); interesting text, visual, audio, video, or film to learn English.

Based on the above background, the researcher will examine the problem through a qualitative method with the title "The Using E-Learning In The English Learning Process On Students 'Wriitng Descriptive Text During A Pandemic In Ma Ma'arif Nu Assa'adah Bungah Gresik Grade X." . in addition, this study aims to determine the role and function of e-learning in the english learning process on students 'wriitng descriptive text during a pandemic in and the added value obtained. The problem of this research can be formulated below:

1. of e-learning in the english learning process on students 'wriitng descriptive text during a pandemic Pandemic In Ma Ma'arif Nu Assa'adah Bungah Gresik Grade X?
2. How far the added value is obtained by students from use (E-Learning) for the language learning process English at Ma Ma'arif Nu Assa'adah Bungah Gresik Grade X?

METHODOLOGY

The research was conducted at SMK An-Nuqthah Tangerang, and it took two weeks starting from 12 to 19 April 2016. The method used in this research was an qualitatif study in which the interview teachers' english ten graders at MA Ma'arif NU Assa'adah Bungah Gresik

The design of this research is the use of a descriptive qualitative research method. Brumfit and Rosamond (1995:11) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what the classroom does look like, at a particular moment a particular place. While, Gay, R.et.al (2005: 159) descriptive research is determining and describing the way of things from an event. which focuses on the role and function and added value

obtained by students from using (E-Leraning) to support the learning process of English in Ma Ma'arif Nu Assa'adah Bungah Gresik Grade X

This research is the role and focuses the discussion on the added value obtained (achievement) of students from using (E-Learning) to support the process of learning English at MA Ma'arif NU Assa'adah Bungah Gresik. Data collection techniques are in-depth interviews, literature study, documentation, and observation. The informants in this study were 3 people consisting of students at MA Ma'arif NU Assa'adah Bungah Gresik grade 10 and English teachers at MA Ma'arif NU Assa'adah Bungah Gresik grade 10, the data analysis technique used was analysis. Miles and Huberman interactive model data, namely there are three processes that take place interactively.

RESULT AND DISCUSSION

On the basis of the analysis and calculation of data, the result of this research the use of interviews with the English teacher and three students in MA Ma'arif NU Assa'adah. MA Ma'arif NU Assa'adah is a school in the Gresik district. During this pandemic, MA Ma'arif NU Assa'adah implemented E-Learning in schools and has experienced very rapid development. Focusing on providing English tutoring services makes MA Ma'arif NU Assa'adah an educational institution that plays a strategic role in the midst of society. So, this facility needs to get a more up-to-date development to maximize learning services at MA Ma'arif NU Assa'adah. Moreover, students have obtained various added values (benefits) from the learning process using the Web (E-Learning).

Web E-Learning is an important part of the learning syllabus at MA Ma'arif NU Assa'adah. The main role of Web E-Learning is as a facility to support the learning process based on materials that have been arranged in the English learning syllabus at

all learning levels. The existence of Web E-Learning is a form of learning service that provides students with a variety of alternative learning materials. Various learning facilities are provided on the Web E-Learning as supporting material for several study materials that have been made in the learning syllabus at MA Ma'arif NU Assa'adah.

The most dominant facility in Web E-Learning is a computer with an internet network which is a web access facility (E-Learning) for students. In other words, MA Ma'arif NU Assa'adah has provided learning that integrates advances in information and communication technology for the needs of learning English.

Jamal (2002) in his research on the contribution of audio attractions The effectiveness of learning at SD Negeri Soppeng, Soppeng Regency, it was found that the attractiveness of the audio for students and students who were mostly in the medium category, positively and significantly correlated with learning effectiveness. In addition, student interest in learning that complements student interest in audio media has a positive and significant relationship with the effectiveness of learning.

From the research process it has been found that until now Web E-Learning which provides computer facilities with internet networks and various other facilities has three functions, namely:

1. As a means to access the web (E-Learning).

2. As an attractive learning tool with the application of information and communication technology for the student learning process.

3. As a means of gathering and discussion for students.

Smaldino and his colleagues (2008: 4-5) argue that technology has many applications that can be applied into all curriculum areas. With the application of technology, students are no longer limited by their classrooms. Through Web E-

Learning and school commuter networks such as the internet, the world is like being in the class of students.

MA Ma'arif NU Assa'adah it can be seen clearly that students have used technology in their learning process. Through internet-networked computers, the English learning process can take place more interestingly, because with the help of the Web (E-Learning) as an information medium, students can access the web to get wider information easily from various sources for their learning needs and satisfaction at School.

Learning English at MA Ma'arif NU Assa'adah through Web E-Learning has been arranged in a systematic pattern. MA Ma'arif NU Assa'adah has compiled a series of learning materials in the learning syllabus. To maximize some of the material in the syllabus, teachers can direct students to learn on Web E-Learning. Students can study in groups when accessing learning materials via the web. All information and learning materials found on the web are recorded and compiled for class presentations.

Here students are directly involved in the process of seeking, paying attention, obtaining, understanding, and using information. They can understand previous knowledge with the new knowledge they have acquired. This process will develop students' knowledge and understanding.

Another function of Web E-Learning is as a means of gathering and discussion for students. This is supported by various facilities that can be used by students when they gather either before or after study hours. In addition to a computer equipped with internet access. In addition, game facilities such as scrabble are also provided. All of these facilities will provide many learning alternatives for students at MA MA'arif NU Assa'adah. Thus, students' interest in learning will be further supported by existing facilities on Web E-Learning.

The use Web (E-Learning) at MA Ma'arif NU Assa'adah has a predefined pattern. This pattern was made as an effort to ensure that the use of web E-Learning as an information medium for learning materials through internet access as a form of application of information and communication technology can really support learning English during a pandemic at MA Ma'arif NU Assa'adah. The use of Web E-Learning at MA Ma'arif NU Assa'adah for web access (E-learning) is in accordance with the above thinking. Web usage patterns are made based on the level and age of learners, the need for learning materials and students are formed in groups when accessing the internet and receiving guidance from the teacher.

For access to the use of the web (E-learning) in a focused manner, namely for students in the Young Adults program (junior high school students) starting from the way stage, vantage, to higher levels. Students in the Young Adults program can access the E-Learning web according to the material in the learning syllabus. Usually for any subject matter that uses, There are about 30-45 minutes for group internet access to find the information needed.

With the usage patterns that have been made so far, the use of the web (E-learning) has provided various added values (benefits) for students in supporting their learning process. The added value obtained by students using the web (E-Learning) is as follows:

a. Students get more information and up-to-date study materials easily, quickly, and in detail (clearly).

b. Students get various types of information and study materials in various attractive media formats

c. The students' English skills can develop, especially writing, vocabulary, and grammar skills.

d. Students are more active and enthusiastic because they are directly involved in the process of obtaining information and learning materials needed in learning English.

Judy Lever, 2008: 283 argues that the use of the Web (E-Learning) makes schools or educational institutions no longer lack information and sources of knowledge for educational purposes. In fact, knowledge of the world at large can be transferred to the fingertips of learners.

Communication, which was previously limited to paper, pens, and correspondence, can now take place very quickly and on an international scale, opening new insights for the development of learning.

According to the uses and gratification theory, people can get more knowledge and this knowledge is obtained through the media. There are several needs and satisfaction for people who fall into five categories:

1. Cognitive needs

2. Affective needs (Affective needs)

3. Personal integration needs (Personal Integrative needs)

4. Social integration needs (Social Integrative needs)

5. The need to be free from tension (Tension-free needs)

Here, students are actively involved in a series of processes of seeking, paying attention, obtaining, understanding, storing, and using information. When getting material or information on the E-Learning web, students try to understand and save (record) important information and compile it into presentation materials. After studying at the multimedia center, they presented the learning materials found through the web.

Learning materials and information found by students on the E-Learning web are a picture of reality that is expressed in the form of text, images, animation, video, or film. This is a virtualization process on a computer displayed via web E-Learning. All of these processes are an integral part of the learning sequence that students undergo while studying on Web E-Learning which strongly supports the fulfillment of their cognitive and affective needs.

Learning on Web E-Learning places students at MA Ma'arif NU Assa'adah actively, collectively, and interactively in a series of learning. When studying on the Web, students are formed into study groups. They are more active and free to discuss, build cooperation, and fill each other's roles in the learning process. Outside compulsory learning hours, students can access the web by themselves (self-learning) without direct guidance from the teacher. Here they can access various types of information according to their interests, interests, and needs. They can also access information in various media formats that are of interest to them, whether in the form of text, images/animation, video or film. Students at MA Ma'arif NU Assa'adah can do this before class starts or after class ends. Web access E-Learning is one of the learning methodologies that are attractive to students at MA Ma'arif NU Assa'adah. By learning on Web E-Learning, students can release tension and feeling bored/bored when studying in class which seems to make them passive and boring. Here, students are more active and can directly seek the information needed to answer the uncertainties they experience. Therefore, learning with the help of web E-Learning is an alternative learning methodology that is attractive to students. With all the benefits obtained, it can be concluded that the Web (E-Learning) as a medium in the process of learning English at MA Ma'arif NU Assa'adah has an important role.

Mc Known in Rahmiah (2002: 36-37) explains that learning media can arouse students' learning motivation because:

(a) is something new that attracts the attention of students, (b) provides freedom for students to learn independently,

(c) allows students to learn without teacher assistance.

It should be noted that the learning process using the web as an information medium has placed students in MA Ma'arif NU Assa'adah as active subjects in obtaining the information and learning materials they need. The availability of various information in a variety of attractive formats will certainly create a special passion for students in the process of seeking learning information, which of course will be very different when only using books and materials from teachers as the main source of their learning information. In other words, learning using learning media such as web E-Learning will certainly bring many benefits.

Rahmiah (2002: 37) is revealing some additional benefits that can be obtained from the use of the media learning is as follows:

1. Adding variety in presenting Theory

2. Provide experiences as well as opening up more horizons broad so that more education productive

3. Encourage interaction directly between learners and learners, as well as interaction with their environment

4. Prevent verbalism

5. Overcoming space limitations and time

6. Generating enthusiasm, improving a passion for learning, a lesson take place will be more alive

7. Information is easy to digest and hold a long time in absorbing that material taught (information is very lasting and not forgotten)

The use of the Web (E-Learning) in the English learning process of students at MA Ma'arif NU Assa'adah provides a clear picture that the application of innovation and the use of media (Web) as described in the theory of diffusion of innovation and uses and gratification can support the process. learning which is analyzed through instructional theory and cognitive theory in learning.

This can be seen through the various kinds of added value students get by using the Web (E-Learning) in their learning process at MA Ma'arif NU Assa'adah.

Thus, these findings also emphasize that learning is a communication process and an important part of the learning process. Aspects of communication (both theory and practice) are closely related and will support the success of the learning process. By understanding aspects of communication appropriately, the learning process can run successfully.

CONCLUSION

Based on the results of research and discussion in this study, the authors can draw the following conclusions:

Web E-Learning acts as a facility to support the English learning syllabus at MA Ma'arif NU Assa'adah. Web E-Learning can be used by students as a learning facility to maximize the material that has been systematically compiled in the learning syllabus at MA Ma'arif NU Assa'adah.

Based on the theoretical review, writing skills are more complicated than speaking, whereas speaking students can speak spontaneously but when students are

writing, they must think before writing. As a result, writing is also known as a thought process. The writing process is a complex process. It takes cognitive abilities to recognize several segments of language to produce quality writing. The fact is that most students experience difficulty in several components of writing, such as capitalization, punctuation, vocabulary, grammar, and writing arrangements. To improve students' writing skills, teachers need innovative, interesting, and effective teaching techniques to increase student motivation in the teaching and learning process of writing.

Technology-based e-learning includes the use of inter and other technologies to produce materials for learning, teach students, and improve the quality of learning by making it easier to access facilities and services as well as remote exchange and collaboration. The e-learning model is a new model in the learning process. It is easy to learn to find resources, knowledge and information by accessing multiple websites with internet-connected computers, cell phones, netbooks, and other technologies. Elearning can be applied by teachers in the learning process. Can be in or outside the classroom. Furthermore, e-learning can be used at any time or without time limit.

The function of Web E-Learning is as a means of accessing materials and learning tools that are more interesting and interactive because they bring students closer to learning English. As well, it can serve as a means of gathering and discussion for students.

Web E-Learning is proof that MA Ma'arif NU Assa'adah has integrated innovation for use in education. The decision to implement innovation in English learning at MA Ma'arif NU Assa'adah is a type of Authority Innovation Decision. have been arranged systematically.

With the Web usage pattern (E-learning) that has been implemented in MA Ma'arif NU Assa'adah, students get various added values (benefits), namely:

a. Get a lot of information and study materials, the latest ones easily, quickly, and in more detail.

b. Students at MA Ma'arifNU Assa'adah can access information in the form of text, images, and occasionally in the form of interesting videos.

c. The students' English skills can develop, especially writing, vocabulary, and grammar skills. Students are more active and enthusiastic in the learning process.

This is because students are directly involved in the learning sequence starting from looking for, paying attention, getting, understanding, storing, and using information.

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