

## The Effectiveness of Online English Learning at MTs At-Tawazun

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### ABSTRACT

The 2022 pandemic became the beginning of an online learning method, but until now it has been used under certain conditions, including English. The study is a qualitative approach to analyzing the effectiveness of English learning online at MTS at-tawazun. Based on data analysis, it can tell some of the problems in online English study: 1) learning conditions are less conducive, 2) less optimal delivery of learning materials, 3) students are less active and have difficulty concentrating during learning. It is in these issues that a solution is then sought.

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## 1. INTRODUCTION

Since 2020 then, the Covid-19 outbreaks invaded many countries in the world. Lesson-recorded 215 countries are up to the Covid-19 outbreak, including Indonesia (Sadikin, 2020). As a result, WHO also set global pandemics for the existence of this COVID-19. The more familiar corona virus pandemic is called COVID-19 (Corona Virus Disease 2019) has an impact on every sector of life, including the education sector. Minister of Education and Culture of the Republic of Indonesia follow up this pandemic issue through the Circular Letter No. 4 years 2020 containing the change of implementing the teaching process of face-to-face, to be carried out online (in the network). Even so, this 47 technology era is facilitate the community in the transition phase of conventional methods to the online method because the community has been accustomed to the use of digital technology. According to Milman (2015), the use of digital technology can allow students and lecturers to perform the learning process even though they are different in, the form of lectures that can be used as a solution in povemi Covid-19 is online learning.

The Indonesian institution of education was given the challenge of changing the learning implement of systems and methods resulting from the covid-19 pandemic. The normally straightforward learning procedures in class must now be changed using online methods. These learning procedures are implemented to keep learners safe. The growing proliferation of covid-19 has led the government to issue rules to its citizens for permanent stay at home asa precaution. This makes all kinds of activities and work to be done from home (work from home). This is also true in education that requires that all teaching activities be done online at each home (study from home).

Although the current pandemic has ended, but online learning systems are still being implemented by several educational institutions. That is because online learning is flexible, so it can be done in times of emergency where teachers and students cannot assemble in class directly. Besides being flexible in place, online learning is also flexible in terms of time. Online learning can take place outside of school hours.

In addition to some of the advantages of online learning, there are several issues regarding the implementation of online English learning. As is known, English learning is a necessary study, in which students must at least master the four basic competitions of reading, writing, hearing, and speaking English. Online learning is an indirect spatial learning. Thus, there is no doubt that the intensity of online English learning will decrease. Based on the problem, research is to seek solutions to the effectiveness of online English learning.

## **ONLINE LEARNING**

Online learning is a method of learning aided by Internet technology in administering students' interactions with teachers to engage in teaching activities. Online learning is a learning innovation that links information technology factors in learning (fitriyani, fauzi and cider, 2020). Online learning or learning that USES Internet networks has other conveniences and advantages that present a variety of learning interactions. In place of space, online learning requires media technology for the implementation. The media technology can be computers, phones, laptops, tablets and other devices that are easily accessible at any time or place.

One reason why online learning methods are still used to this day is because they have many advantages. As for some of the advantages of online learning are as follows: 1) save time for teaching; 2) reduce travel costs; 3) save education costs overall (infrastructure, equipment, books); 4) extending over wider geographic regions; 5) training learners more self-reliant in obtaining knowledge.

However, online learning methods also have a few drawbacks. As for his lack, it included: 1) a login page display that still needed deeper instruction; 2) less extensive material is presented in an English form, making it difficult to study it; 3) the collection of unscheduled tasks and the lack of direct supervision or face to face in the carrying out of the task that makes the task collection into molor; 4) learning materials become less understood when learning is not supported by a teacher's firsthand explanation.

## **ENGLISH LEARNING**

In the era of English globalization, an international language is needed, so in Indonesian education English ability is one of the skills learners must master from the beginning. In this regard, English study is directed at four skills in English as follows: listening, speaking, reading, and writing skills. Today for schools-elementary school, English lessons are still taught doctrinally in one unified theme and then directly taught the 4 skills, so to know the skill mastery can be seen asa result of the learning of learners in the English lesson.

Gagne and Briggs in Brown (1994: 9-10) explain that there are several learning characteristics (1) drawing attention to the purpose of the lesson, (2) pointing out the purpose of the lesson, (4) presenting doctrinal material and study AIDS (5) providing the doctrinal guide, (6) giving feedback, (8) assessing the march, and (9) reinforcing the retention and transfer of learning.

English in Indonesia is generally taught asa foreign language. The term 'foreign language' in language teaching differs from 'a second language.' A foreign language is a language that is not used asa means of communication in a particular country where the language is taught. While a second language is a language that is not the primary language but becomes one of the most widely spoken languages in a country. While a foreign language is usually taught as one

of the subjects in school with the purpose of basic communication and mastering 4 language skills (listening, reading, writing, speaking) in the language within certain limits.

Meanwhile, Rachmah (2012) stated Indonesian teaching in elementary school students based on sk ministry of education and culture no. 060/ u /1993 on February 25 about the possible English program asa local sd payload lesson, and could start in 4 th grade. These policies are taken because of the need to participate in the era of globalization. In the development of English which was originally a local payload subject of choice became a required local cargo subject in some areas. Further English lessons that were started in 4 th grade began in the 2<sup>nd</sup> and 3<sup>rd</sup> classes.

## **2. METHOD**

The method chosen by the authors In this study is a descriptive qualitative method. A descriptive qualitative study method is a study method that describes all the situations of a phenomenon occurring in the social space of society (bungin, 2007). In descriptive qualitative methods, all the data on each variable is described in depth so that it can be found a wide range of factual information that is useful for research. Qualitative methods are used to thoroughly analyze the problem of online English learning, and then aim for solutions that are judged most effective. The data analyzed came through reference studies and interviews with some sources – 8 th grade teachers and students at MTS at-tawazun.

## **3. RESULTS AND DISCUSSION**

Based on interviews made, it may be known that learners and teachers have some obstacles to undertake online English learning, which is as follows: 1) learning conditions are less conducive, 2) the transmission of less-optimal learning materials, 3) students are less active and have difficulty concentrating during learning.

From analysis of several references and analysis of answers from some participants, a number of solutions assessed can enhance the effectiveness of online English learning. As for some of the recommendations of solutions include: 1) teachers do a lot of interactions with students during online learning; 2) make good use of technology for delivering materials, such as visual, audio, or even games; 3) work out the material presented in online English study as practice, such as speaking and listening.

Interactions are necessary for the concentration of students in learning to awaken. If the student is concentrating, then the material delivery by the teacher will be easily absorbed. Interactions can also build a more conducive online learning environment. The teacher can have an interaction by asking questions of each student using English, so that the student becomes more focused and gets the opportunity to practice his or her English.

Online learning is technology-based communication as a medium. Therefore, teachers and students are more comfortable to utilize the technology when doing the learning online. For example, teachers may use video media in teaching good learners. Or teachers can use audio media in teaching students listening ability. All of it will be easier to access when the online learning is because each student holds the device.

English education online is more effective when practicing more. The less conducive environment of online study makes fluent English material increasingly boring. Okay therefore, gurbdalat reassesses students to practice speaking, reading, and listening while studying online. For example, a teacher invites a student to do a chore, or a teacher assigns a student to read an English text.

## **4. CONCLUSION**

Based on qualitative analysis, it can be concluded that the online English study of the MTS at-tawazun has some constraints. That is: 1) learning conditions are less conducive, 2) the

output of less-optimal learning materials, 3) students are less active and have difficulty concentrating during learning. However, after a deeper library and interview study has been done, some recommendations of solutions on the problem are: 1) teachers have had many interactions with students during online learning; 2) make good use of technology for delivering materials, such as visual, audio, or even games; 3) keep the material presented in online English studies practical. Some of these solutions are assessed to improve the effectiveness of online English learning.

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