

E-LEARNING APPLICATIONS IN ENGLISH SUBJECTS USE THE EXAMPLE NOT EXAMPLE METHOD IN JUNIOR HIGH SCHOOLS

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E-LEARNING APPLICATIONS IN ENGLISH SUBJECTS USE THE EXAMPLE NOT EXAMPLE METHOD IN JUNIOR HIGH SCHOOLS

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Abstract

The problem that occurs in junior high school students is that there is no e-learning system in learning English, causing a lack of student interest in learning English material taught by the teacher because of its monotonous presentation and difficulties for students to accept. This study aims to develop an e-learning system for English lessons to help teachers and students follow the learning process and improve students' cognitive abilities. In this study, researchers used the example not example method in teaching English learning in e-learning applications. The method used in designing this website-based e-learning system uses the waterfall method with a system design tool, namely UML. The results of this study are website-based e-learning applications using the example not example method with a more creative learning appearance by adding video and audio features that can improve students' skills in both listening and speaking.

Keywords: application, e-learning, example not example, waterfall, UML

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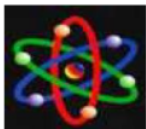
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INTRODUCTION

English is an international language that is growing very rapidly along with the era of globalization. At present, high comparative power and competitiveness are needed, which are the ability to utilize, master and develop science and technology. The use of technology as a learning medium in the teaching and learning process can facilitate teaching methods in communicating and interacting with students both in class and outside the classroom [1]. This ability requires the ability to master the English language both reading, listening, writing, and also speaking. Therefore, it is necessary to have an understanding and ability to use English . In several areas in Indonesia, English lessons are still difficult to understand and are less attractive to students. The lack of student interest in English lessons is due to the way of delivery used by the teacher is too monotonous and the lack of practice of reading, listening, writing and speaking English by students makes students not used to saying and hearing English vocabulary [2]. Learning media is used as something that can be used to convey messages and can stimulate students' thoughts, feelings, attention and abilities to learn [3].

E-Learning or Electronic Learning is one of the uses of information technology in the education system in an electronic-based teaching and learning process [4]. The benefits of e-learning are that the material presented can be more concise and easy to absorb, available in unlimited time, and costs less in providing learning facilities [5]. In addition, with E-Learning students can actively participate in learning and improve the quality of student

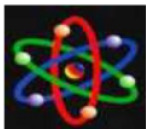
and teacher material [6]. Therefore, it is necessary to have a website-based e-learning system that is integrated using the examples not examples learning method. The examples not examples method is a method in which the teacher can include information or English articles, English conversation videos, and interesting animations that can be seen and heard by students so that students' interest in learning increases [7].

System created is also used by students for upload assignments or projects given by the teacher in the form of audio, video, or articles to be assessed directly by the teacher concerned [8]. To keep students engaged in this e-learning learning process, the teacher can provide individual or group projects in practicing the sub-material that has been taught. This system was built to minimize data loss or student assignments that are sometimes lost or errors in entering assignment scores, where previous assignments were given with homework written in each book. With this system, assignments can be directly uploaded by students to the website in accordance with the instructions for collecting assignments by the teacher.

RESEARCH METHODS

The variety of cooperative learning models varies greatly, one of which are types of examples non examples [9]. The choice of this learning method is based on the presupposition that as a group investigation approach, this type of learning is designed to influence student interaction patterns and activities in building concepts and solving problems together [4]. In its implementation this





method uses examples in the form of a picture or demonstration of a procedure that must be carried out by students. Pictures are a tool which, if used in the teaching and learning process, can help and train students to develop their mindset.

Images also have an important role in the teaching and learning process, namely to facilitate and assist students in generating their imagination in learning [10]. In addition, by using pictures, students can practice finding and choosing logical sequences according to the material being taught. The use of examples non examples learning methods emphasizes students' analytical skills more. Generally, this method is more dominantly used in high grades, but it can also be used in lower grades by emphasizing the psychological aspects and developmental levels of low grade students such as written and spoken language skills, light analytical skills, and the ability to interact with other students. The steps for implementing the example non example learning method are as follows:

- a. The teacher prepares pictures according to the learning objectives;
- b. The teacher pastes the pictures on the board or shows them through projection media;
- c. The teacher forms a group which can consist of 2-3 students;
- d. The teacher gives instructions and gives students the opportunity to pay attention and analyze pictures together in group discussions;
- e. Students record on concept paper that has been constructed from the results of image analysis;
- f. Each group is given the opportunity to present the results of their discussion;

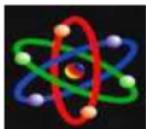
g. The teacher begins to explain the material according to the goals to be achieved by paying attention to the results of the image analysis that has been done by the group;

h. Teachers and students conclude the material according to the learning objectives. Tables and Figures are presented center, as shown in Table 1 and Figure 1, and cited in the manuscript before appeared.

i.

Classroom action research by applying the examples non examples learning method has been widely carried out and shows satisfactory results when observed from the increase in learning outcomes. Some of which can be put forward, namely research conducted by Putri Suyanti, et al with the title Application of Examples Non Examples Learning Models in the Material of Historical Figures to Improve Learning Outcomes of Grade V Students at SDN Gunungsari shows a success rate of 90% of students who achieve the Minimum Completeness Criteria (KKM) of 55% before this method is applied. This means that there is an increase of 35% in student learning outcomes. According to Hamdani in the journal [5] the example non example learning method is a learning method that uses examples, examples can be obtained from existing cases. This e-learning applications in learning English with the examples not examples method application is a learning model aimed at junior high school students for English lessons. With this learning application, students are expected to be competent in the learning process using existing technology in their learning media [11]. The method for developing this learning model uses the





ADDIE model whose steps can be seen in Figure 1 below:

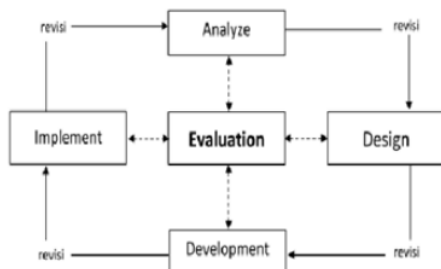


Figure 1. The ADDIE model

Source : [12]

The development of the ADDIE model consists of 5 development steps, namely:

- Analysis. At the analysis stage, identification of the problems contained in learning and learning objectives is carried out, analyzing the needs of teachers and students in the learning process.
- Design. This stage verifies problem solving and designs learning model applications needed to solve problems that occur in the learning process.
- Development. At this development stage build and produce and validate the application of the learning model that has been designed. This process takes a long time and is complicated, because after the learning application is built, the application will be reviewed in terms of preparation and product development. The development of this learning media is an important factor in improving the quality of the resulting learning model, so that at this stage complex

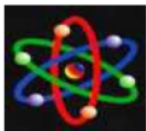
competencies and expertise are required.

- Implementation. At this stage, the application of e-learning applications in learning English with the examples not examples method that has been built and developed is carried out. The application of this learning model is applied to students as millennials in tertiary institutions in all subjects.
- Evaluation. At this evaluation stage, the process of assessing the quality of product development is carried out before or after the application of the developed learning media, whether there are still weaknesses or deficiencies that need to be corrected. This evaluation stage is directed at gathering information about how successful this learning media can work in achieving the learning objectives that have been set in the learning process.

RESULTS AND DISCUSSION

Media can also be interpreted as a tool that can achieve learning objectives[13]. Learning media is a component of learning resources that contains instructional material in the student's environment that motivates students to learn [14]. Interactive multimedia-based learning is a learning activity that utilizes computers to create and combine text, graphics, audio, moving images (animation) by combining links and tools that allow users to navigate, interact, create and communicate from various forms of learning media.





Global designs can also make it easier for users to learn about and use system-generated applications [15]. This study uses the basic concept of the ADDIE Model and is described by a system design tool in the form of modeling used, namely the Unified Modeling Language (UML) which includes Use Case Diagrams, Activity Diagrams, Sequence Diagrams and Class Diagrams. System design tool that uses the Unified Modeling Language (UML). UML is a standard language that is widely used in the industrial world to define requirements, make analysis & design, and describe architecture in object-oriented programming [16]. Some system design tools can be seen in Figure 2.

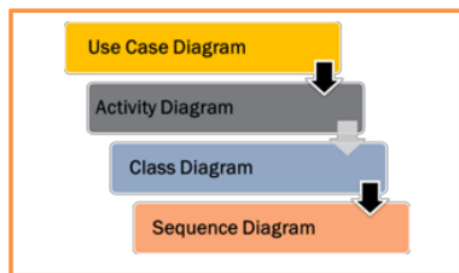


Figure 2. System Design Tools

Use Case Diagram

Use case diagrams explain the benefits of an application when viewed from the point of view of people who are outside the system (actors) [17]. This diagram shows the functionality of a system or class how the system integrates with the outside world [18]. Use case diagrams can be used during the process of analyzing requirements or requests to the system and to understand how the system should work [19]. The actors who play a role in the application of learning media in English

courses in junior high school are students, teachers and admins, which can be seen in Figure 3.

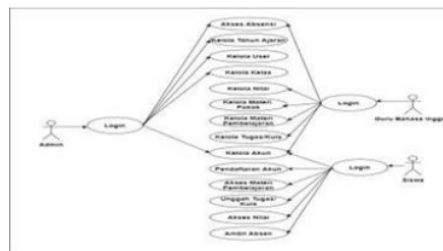


Figure 3. Use Case Diagram

Activity Diagram of Class Data

Activity diagrams of class data illustrate the flow of activities or work flow carried out on the system [13]. In this case the lecturers in the system carry out the activities described in Figure 4.

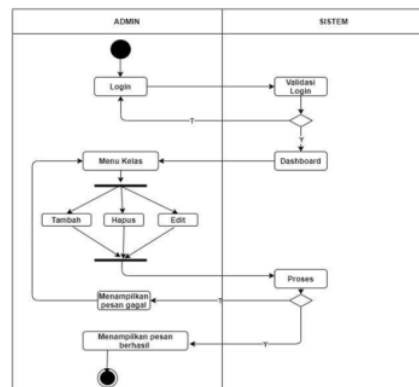


Figure 4. Activity Diagram of Class Data

Sequence Diagram Login

Sequence diagram login can be seen in The explanation or scenario can be seen in Figure 5.



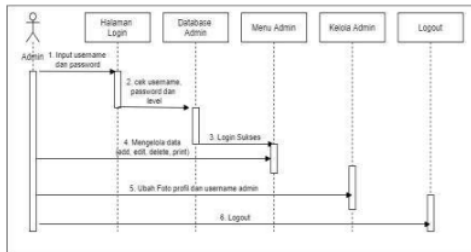
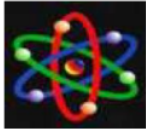


Figure 5. Sequence Diagram Login

Sequence Diagram of User Data

Sequence diagrams in user data illustrate that the interactions between objects around the system, interactions when students visit the system [20]. The sequence diagram of the application of e-learning in English courses, can be seen in Figure 6.

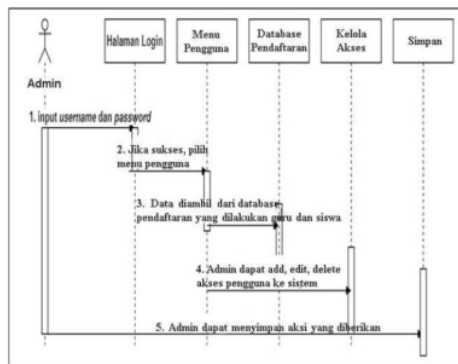


Figure 6. Sequence Diagram of User Data

Class Diagram

The class diagram abstracts the elements of the system being built and designed [21]. Class diagram application of e-learning applications in learning English with the examples not examples method in English lessons, can be seen in Figure 7.

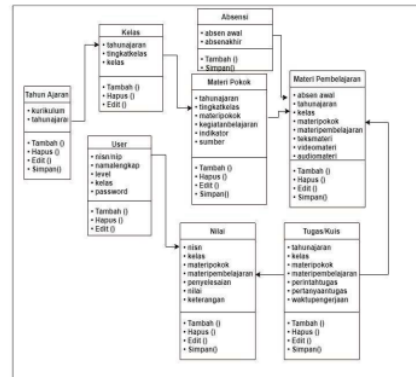


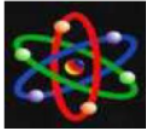
Figure 7. Class Diagram

The goal of the implementation phase is to finalize the approved system design, test and document the necessary system programs and procedures, ensure that the users involved can operate the new system and ensure proper conversion from the old system to the new system. The following is the implementation of the e-learning applications in learning English with the examples not examples method.

Result

E-learning applications in learning English with the examples not examples method Application Interface for English Lessons in Middle School. Application Login Page for e-learning applications in learning English with the examples not examples method can be seen in Figure 8.





E-Learning

Login Admin

Username
aldi

Password

Remember Me

Log in

< Back To Menu

Figure 8. Login Page

This login page is intended as a form that will be used by admins, enter e-learning applications in learning English with the examples not examples method

Process Menu for Uploading Learning Materials

The process of uploading learning material is a process that will be carried out by the teacher to enter learning material data including uploading pictures of learning material. The process of uploading learning materials can be seen in Figure 9.

Figure 9. Process Menu for Uploading Learning Materials

Quiz Question Upload Process Menu

The process of uploading quiz questions is a process that will be carried out by the

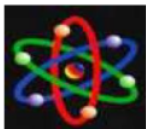
teacher to upload quiz questions into the system. The quiz upload process can be seen in Figure 10.

Figure 10. Quiz Question Upload Process Menu

CONCLUSION

Based on the discussion that has been carried out and the analysis that has been carried out on the old system, the authors can conclude that the designed e-learning system is capable of being an attractive English language learning media for students. By using a web-based e-learning system application using the examples not examples learning method, it can help and facilitate students and teachers in the teaching and learning process more effectively and efficiently. For the system that is built, learning English is more practical so as to develop students' understanding of English. Besides that, the designed e-learning system can make it easier for teachers to enter the grades of students being taught and students can see their respective scores in the e-learning system where the data is stored in a database.

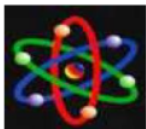




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