

**IMPLEMENTATION OF PLATFORM ONLINE IN  
TEACHING READING ON PANDEMIC SITUATION AT MAN  
2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2022/2023**

**A Thesis**

**Submitted as a Partial Fulfillments of the Requirements for S1-  
Degree**

**By:**

**Ainul Mardhiyah**

**NPM : 1711040010**

**Study Program :English Education**

**Advisor :Prof. Dr. Idham Khalid, M.Ag**

**Co-Advisor :Dr. Nur Syamsiah, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY RADEN  
INTAN STATE ISLAMIC  
UNIVERSITY LAMPUNG**

**2024**

**ABSTRACT**

**IMPLEMENTATION OF PLATFORM ONLINE IN  
TEACHING READING**

**ON PANDEMIC SITUATION AT MAN 2 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

**by:**

**Ainul Mardhiyah**

The objectives of this research were to know how the implementation of platform online to teach reading and what are supporting and inhibiting factors in teaching reading during pandemic situation at MAN 2 Bandar Lampung in the academic year of 2020/2021. Platform online to teach reading is a web application or digital application that can be used to help teacher in delivering the reading materials and giving the assignments for students during online learning. There were three platforms online that used in this research, they were Madrasah E-Learning, WhatsApp, and Zoom Meeting Application.

The process of implementation platform online to teach reading at the eleventh grade of MAN 2 Bandar Lampung. The teacher used Madrasah E-Learning and WhatsApp to send the reading materials and assignments for students in form PDF, Microsoft Word, Power Point, URLs, and learning videos and then to deliver the reading materials directly, the teacher used Zoom Meeting Application to help students in understanding the reading materials that given by teacher through Madrasah E-Learning or WhatsApp.

From the data analysis, it was showed that the implementation of platfroms online to teach reading at the eleventh grade of MAN 2 Bandar Lampung was more creatively in making and delivering the reading learning materials for students directly, so that the

students did not feel bored during online learning. By using Zoom application, the teacher can more easily interact with students and the materials presented can be conveyed well to students. However, in fact there were some obstacles which can inhibit online learning, especially in teaching reading where the students did not understand the materials or assignments that given by the teacher because they have limited and internet network problem during online learning. Besides, some students did not follow the learning process due to lack of motivation and interaction in learning process. To solve this problem, the teacher usually gives a quiz or test at the end of lesson so that the students pay attention to reading materials being taught. Therefore, the implementation of platforms online to teach reading at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2020/2021 was still less effective.

*Keywords : Platform online, Teaching Reading, Qualitative Descriptive Approach.*

## DECLARATION

I, undersigned below:

Name : Ainul Mardhiyah  
NPM : 1711040010  
Study Program : English Education  
Faculty : Tarbiyah dan Keguruan

I hereby that the thesis entitled "**Implementation of Platform Online in Teaching Reading on Pandemic Situation at MAN 2 Bandar Lampung in the Academic Year of 2021/2022**" is completely my own work, not an expropriation of other people's writings or thoughts which I acknowledge as the result of my own writings or thoughts. All material that I take from other people's work is only used as a reference and follows the ethical procedures for writing scientific works set by the department.

Bandar Lampung, September 2023

Declared by



*Ainul Mardhiyah*  
Ainul Mardhiyah  
NPM. 1711040010



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Letkol. H. Endro Suratmin Sukarame | Bandar Lampung 35131 Telp. (0721) 703260.

APPROVAL

Title : IMPLEMENTATION OF PLATFORM ONLINE  
IN TEACHING READING ON PANDEMIC  
SITUATION AT MAN 2 BANDAR LAMPUNG IN  
THE ACADEMIC YEAR OF 2022/2023

Student's Name : Ainul Mardhiyah  
Student's Number : 1711040010  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session at Tarbiyah and  
Teacher Training Faculty State Islamic University of Raden Intan Lampung.

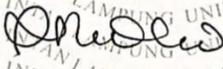
Advisor,

Co-Advisor,

Prof. Dr. Idham Kholid, M.Ag  
NIP. 196010201988031005

Dr. Nur Syamsiah, M.Pd  
NIP.:

The Chairperson of  
English Education Study Program

  
M. Ridho Kholid, S.S., M.Pd  
NIP. 198505122015031004



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmih, Sukarame, Bandar Lampung, Telp. (0721)703289

ADMISSION

A thesis entitled: "AN ANALYSIS OF PRONUNCIATION IN WORD STRESS  
TOWARDS STUDENTS OF SIXTH SEMESTER ENGLISH EDUCATION  
UN RADEN INTAN BANDAR LAMPUNG ACADEMIC YEAR 2022/2023",

by: NUFLIHIN SURYA ADAM, NPM: 1911040158, Study Program: English  
Education, was tested and defended in the examination session held on: Thursday,  
October 5<sup>th</sup> 2023.

Board of examiner:

The Chairperson : Dr. Okl Dermawan, M.Pd

The Secretary : Zakiyah, M.Pd

The Primary Examiner : Hasanul Mishbah, M.Pd

The First Co-Examiner : M. Ridho Kholid, S.S., M.Pd

The Second Co-Examiner : Agus Hidayat M.Pd

The Dean of  
Tabiyah and Teacher Training Faculty

Prof Dr. Hj. Nirva Blang, M.Pd  
NIP: 196408281988032002

## MOTTO



**[ It will be said] “Read your record. Sufficient is yourself against you this day as account.” (QS. Al-Isra: 14)**

## **DEDICATION**

This thesis is dedicated to everyone who supports and loves me. From deep in my heart, I would like to dedicate this thesis to:

1. My beloved parents, Mr. Abdullah and Mrs. Mailin who always love me and keep on praying for my life and success. Thanks for all the best motivation and support to study hard until now. I love you forever.
2. My beloved brothers and sister, M.A.R Ibrahim Izzah Alhafizh Nur Abdullah, little brother Muhammad Abdu Karim Musa, Muhammad Abdul Aziz, and little sister Azhmi Adzkia Abdullah.
3. My beloved best friends, Annisa Mufifah and Rya Fitrianasari who always give contribution in accomplish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The researcher's name is Ainul Mardhiyah. She was born in Bandar Lampung on April, 17<sup>th</sup> 2000. She is the second of five children of the Moslem couple Mr. Abdullah and Mrs. Mailin. She has three brothers and one sister. Their names are M.A.R Ibrahim Izzah Alhafizh Nur Abdullah, Muhammad Abdu Karim Musa, Muhammad Abdul Aziz, and Azhmi Adzkie Abdullah.

The researcher's education started from at SDN 1 Pahoman in 2005 and graduated in 2011. Then, she continued her study at Islamic Boarding School MTs. Daarul Huffzah Lampung and graduated in 2014. On the same year, she continued her study at MAN 2 Bandar Lampung, took Social Program (IPS) and graduated in 2017. During the researcher studied at MAN 2 Bandar Lampung, she was active in the ROHIS organization. After that, she continued her study at UIN Raden Intan Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty.

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Alhamdulillahirabbil'alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be finished. Then, Shalawat and Salam never forget to convey to our prophet Muhammad SAW who always brought us from the darkness to the lightness.

This thesis entitled “Implementation of Platform Online in Teaching Reading on Pandemic Situation at MAN 2 Bandar Lampung in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The researcher is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis.

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Finally, none or nothing is perfect and neither in this thesis. Therefore, she expects need criticism for the better of this thesis. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung,                      September 2022  
The  
Researcher,

**Ainul Mardhiyah**  
**NPM. 1711040010**

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# CHAPTER I

## INTRODUCTION

### A. Tittle Affirmation

The title of this thesis was Implementation of Platform Online in Teaching Reading on Pandemic Situation at MAN 2 Bandar Lampung.

Seeing the title above, the researcher interpreted the terms used in this thesis, so it is better for the researcher to first explain the meaning of the title above, so that the boundaries are clearer, thus making it easier for readers to understand. In this research, the researcher wanted to know how the process of implementing platform online that used by teachers in teaching reading and what were the factors that occurred during the process of teaching reading at MAN 2 Bandar Lampung.

According to Mulyasa, implementation is a process of applying ideas, concepts, policies, or innovations in a practical action to have an impact in the form of changes in knowledge, skill, value, and attitude. Futhermore, platform online is a program that can support the online learning process. There were some platform online such as E-Learning, Zoom, Google Classroom, WhatsApp, etc.<sup>1</sup> Thus, implementation of platform online is a process of applying or developing ideas, concept, or innovations in learning process by using some platform online to help the teacher and students in online learning process.

According to Harmer, teaching reading is a teacher guides the students to have reading activity to get the ideas from the reading text. For language teaching, reading is useful or language acquisition.<sup>2</sup> In other words, teaching reading is

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<sup>1</sup> Mulyasa, *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah*, (Jakarta:PT Bumi Aksara, 2015), 178.

<sup>2</sup> Jeremy Harmer, *How to Teach English*, (New York: Pearson Longman,

engaging students to be active in reading which to understand the meaning of the text. Teaching reading for English teacher can be main lesson to help students how to comprehend English texts easily. Because there is the Covid-19 pandemic, the teaching reading at the school replaced to online learning from home. Therefore, the teacher needs some platforms online to support online learning process from home.<sup>3</sup>

Based on the explanation above, the researcher was interested to find out how the implementation of platform online in teaching reading on pandemic situation at MAN 2 Bandar Lampung and to know what were the supporting and inhibiting factors in implementation of platform online during teaching reading. This research is expected to references for English teacher in online learning by using platform online, especially in teaching reading.

## **B. Background of the Problem**

The current worldwide outbreak of Covid-19 has left many people with concerns about the spread of this new disease. This pandemic has a huge impact on daily life, both from an economic and educational perspective. One of the pandemic impact for education is many schools are closed to avoid the spread of the Coronavirus. The closure of educational institutions due to preventive measures against the spread of Covid-19 has affected the education, well-being, and functioning of all parties involved and benefiting from educational systems in the world.

The process of shifting learning to a remote or online format has already become part of many educational institutions in different parts of the world, a number of factors related to the quality of educational institutions, teachers, parents and students, in conjunction with changes to their emotional states are assumed to be contributing factors that

may affect the quality of remote or online learning, teacher performance, student knowledge and skills.<sup>4</sup> Therefore, the teacher as a part of educational support system should be able to focus on emphasizing deep understanding in learning process. In term of learning strategies, teachers should be able to intergrate the use supportive technology, problem-based approaches, and higher order thinking skills. According to Hwee, Koh, and Chai, learning is characterized by students ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in critical thinking for innovation and complex problem solving, metacognitive skills to engage in self-reflection and self-learning, productivity skills to organize work effectively and efficiently and technological skills to exploit ICT tools appropriately.<sup>5</sup>

In this era, the teacher should be able to develop the ability to creatively use technology to meet students' learning needs because the current learning process can not be done directly in the classroom. Thus, the teacher needs platforms online to support the teaching and learning process from home. The benefits of using platforms online in learning process are that both students and teachers can track the students' progress through course materials and everything is neatly organized in one place. There are some platforms online that used by the teacher in learning process such as E-Learning, WhatsApp, Zoom, Google Classroom, etc.

Reading is one of the basic skills that important to learn by students. According to Harmer, reading is a useful for language acquisition. If students more or less understand what

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<sup>4</sup>Zamira Hyseni Duraku and Linda Hoxha, "The Impact of Covid-19 on Education and on the Well-Being of Teachers, Parents, and Students: Challenges Related to Remote (Online) Learning and Opportunities for Advancing the Quality of Education", 2020, p.1, available at <https://researchgate.net>, accessed on 13<sup>th</sup> November 2020

<sup>5</sup>Laxmi Mustika Cakrawati, Students'Perceptions on the use of Online Platforms in EFL Classroom, *Journal of English Language Teaching and Technology Vol. 1 No. 1*, 2017, p. 2, available at [e.journal.up.edu/index](http://e.journal.up.edu/index), accessed on 10<sup>th</sup> January 2022.

they read, more they read, the better they get at it.<sup>6</sup> It means that when people read, they must understand what they read. If they not understand what are they read, the goal of the reading activity is not achieve. According to David, reading is something that occurs after you recognize the word when you realize what the writer is saying, or more exactly what the author was thinking when he/she wrote the words.<sup>7</sup> It means that reading is an activity carried to obtain information.

Based on the results of the pre-research in October, 3rd 2020, the study conducted an interview and observation at MAN 2 Bandar Lampung that is located at Gatot Subroto Street number 30, it is known that the process of learning English at MAN 2 Bandar Lampung uses platform online such as E-learning, WhatsApp, Google Classroom, Zoom, etc. However, the most frequently used learning media by most teachers are E-learning and WhatsApp to share the learning materials and assignments for students. Besides, the teachers are required to be more creative in teaching both online and face-to-face by using Zoom Application.

During the pandemic situation, the teacher' creativity and learning media is very important so that teaching and learning activities run well. However, it is application in providing subject matter and the use of learning media in online learning is still lacking and makes students less interesting in being active during the learning process so that the online learning process is not going well. This happened in MAN 2 Bandar Lampung in the learning process using online media of teaching reading during the pandemic which made teaching and learning activities less effective.

Based on preliminary observation the phenomena that occur during the learning process using online strategies in teaching reading on pandemic situation run less effectively including in appendix point 2b, is students ask to read a

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<sup>6</sup> Jeremy Harmer, *How to Teach English*, (Cambridge: Pearson Education Limited, 2007), p. 16.

<sup>7</sup> Butler David, *Reading with the Right Brain*, (Texas: The Literacy Company, 2014), p.18.

module and materials that given through Madrasah E-Learning or WhatsApp before start learning process. But, the result showed that they did not read the module and materials so the students were not understand about the materials, especially in reading text that given by teacher.

Whereas point 2c, namely conduct evaluation related to the material that has been provide through CBT contained in E-learning, that students respond poorly because they are given a grace period to work on CBT questions and students can work on the CBT questions at the specified time. However, most of the students took the time to do the CBT so that the assignments were submitted late and there were even students who did not do the assignments at all.

Next one in point 3a, which is to provide feedback by conducting discussions related to material and questions that students do not understand. The results given were not good because very few students responded to discuss together to discuss material and questions that students did not understand. Likewise, in point 3c, when the teacher reprimands students for not doing assignments and not doing remedial, students do not respond well because at least students have the willingness to do assignments and do not want to contact the teacher to improve grades.

Based on the preliminary observation, the learning process that occurred in MAN 2 Bandar Lampung during the pandemic using online strategies was less effective due to the slowly internet network and limited internet quota so that the students were slowly to respond and they did not attention during online learning and many students late to send the assignments.

Considering the explanation above, the writer was interested in conducting research entitled “The Implementation of Platform Online in Teaching Reading during Pandemic Situation at the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2020/2021”.

### **C. Identification and Limitation of the Problem**

## **1. Identification of the Problem**

Based on the background of the problem above, the researcher identified the problem as follows:

### **a. Focus of the Research**

- 1) The students have a difficulty in understanding a materials, especially in reading text.
- 2) The students have some external problems are the internet connection and limited internet to download and look the learning materials.

### **b. Subfocus of the Research**

- 1) The teaching and learning process, especially reading at MAN 2 Bandar Lampung was less effective.

## **2. Limitation of the Problem**

Based on the background and identification of the problem above, the researcher focused on the implementation of platform online in teaching reading during pandemic situation at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2020/2021.

## **D. Formulation of the Problem**

Based on the background above, the problems that come up in this research formulated as follows:

1. How does the implementation of platform online in teaching reading on pandemic situation at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2020/2021?
2. What were the supporting and inhibiting factors in implementing platform online to teach reading during pandemic situation at MAN 2 Bandar Lampung in the academic year of 2020/2021?

## **E. Objectives of the Research**

The objectives of this research as follows:

1. To know how the implementation of platform online in teaching reading on pandemic situation at the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2020/2021.
2. To know what were the supporting and inhibiting factors in implementing platform online to teach reading during pandemic situation at MAN 2 Bandar Lampung in the academic year of 2020/2021.

#### **F. Significances of the Research**

There were two significances that can be acquired from this research as follows:

1. Theoretically

The result of this research is expected to support by previous theory about the implementation of platform online in teaching reading on pandemic situation.

2. Practically

The result of this research is expected to be input for English teacher in implementating of platform online to teach reading during pandemic situation.

#### **G. Relevance Study**

Relevant previous research studies are carried out, ideally so that researchers know what has been researched and what has not been researched so that there is no duplication of research. There were several previous researches that related to this research, as follows:

1. The first previous research conducted by RamadhentyAhlan entitled “The use of E-Learning Media in English Language Teaching at 7th Grade Students in MTs. Ma’arif Nu 1 Wangon”. The result of this research that the use of E-learning media in English teaches 7A grade students at MTs. Ma'arif NU 1 Wangon using Madrasah E-learning developed by the Ministry of Religion, and other media, such as Google Classroom, and WhatsApp. In utilizing these media, teachers use E-learning Madrasah to share

material. Google Classroom is used to manage evaluations, such as assigning assignments and daily exercises. Teachers use WhatsApp as class communication, and to provide information about the learning process.<sup>8</sup>

2. The second previous research conducted by Tira Nur Fitria entitled “Teaching English through Online Learning System during Covid-19 Pandemic”. The result of this research that the online learning system has the potential to help the lecturers and students in the teaching and learning process with the categories The 31 respondents or 40.3 % used Google Classroom, 6 respondents or 7.8 % used Zoom, 5 respondents or 6.5 % used Schoology, 5 respondents or 6.5 % used Edmodo, 4 respondents or 5.3 % used Moodle, as 2 respondents or 2.6 % used Google Meet, 2 respondents or 2.6 % used WhatsApp group. The other responses showed that they used self-platform, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot.
3. The third previous research conducted by Tathahira Tathahira entitled “The Implementation of Online Learning during Covid-19 Pandemic: English Teachers Perceptions at Senior High Schools in South Aceh”. The result showed that WhatsApp became the main preferred social media to initiate the online learning and it has crucial role during the courses. The respondents also admit that they collect the materials from the internet as well as from students textbook, they even create such learning media by using familiar platform.<sup>9</sup>

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<sup>8</sup> Ramadhenty Ahlan, “The use of E-Learning Media in English Language Teaching at 7<sup>th</sup> Grade Students in MTs. Ma'arif Nu 1 Wangon”, (Purwokerto: IAIN Purwokerto 2021), p. 9, available at <http://repository.iainpurwoketo.ac.id>, accessed on 13<sup>th</sup> November 2020.

<sup>9</sup> Tathahira, “The Implementation of Online Learning during Covid-19 Pandemic: English Teachers Perceptions at Senior High Schools in South Aceh”.

4. The fourth previous research conducted by NurAfrizah entitled "The Implementation of Yukbelajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya". The result of this study showed that the teacher implemented four from five stages in the implementation of e-moderating. Moreover, the stage which was not implemented by the teacher, is online socialization. The reason behind leaving this stage because the discussion directly in classroom was better than online. The students perception toward the use of YukBelajar are ease to use and useful to use in English learning.<sup>10</sup>
5. The Fifth previous research conducted by Dwi Suputra entitled "Teaching English through Online Learning (A Literature Review)". The result of this research that game is found appropriate for creating enjoyable learning atmosphere. There is high recommendation for teachers to use the strategy based on learning goal and situation. Teachers could utilize various ICT applications or platforms that support the implementation of the strategies.<sup>11</sup>

## **H. Research Methodology**

### **1. Research Design**

Qualitative descriptive approach is a research approach that aims to describe a situation or phenomenon that is designed to obtain information in

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*Journal of Unnes Vol 8 No. 2, 2020, p. 113, available at <https://journal.unnes.ac.id/sju/index.php/jktp/issue/view/1936>, accessed on 13<sup>th</sup> November 2020.*

<sup>10</sup> Nur Afrizah, "The Implementation of Yukbelajar as E-Learning Platform In English Learning at SMP Islam Al- Azhar 13 Surabaya", (Surabaya: Sunan Ampel State Islamic University Surabaya, 2018), p. 1 available at <https://core.ac.uk>, accessed on 13<sup>th</sup> November 2020.

<sup>11</sup> Dwi Saputra, "Teaching English through Online Learning (A Literature Review)", (Bali: Universitas Pendidikan Ganesha, 2019), p. 65, available at <https://media.neliti.com>, accessed on 13<sup>th</sup> November 2020.

its current state. Descriptive research is also carried out to develop the broad goals of science, usually to develop the knowledge underlying the problem and explanation.<sup>12</sup>

The researcher used a qualitative descriptive approach because in this study the researcher examines an object or social phenomenon, namely the implementation of platform online in teaching reading at MAN 2 Bandar Lampung with the aim to know the application of learning media used by MAN 2 Bandar Lampung teachers in learning to read in accordance with the current pandemic situation.

## **2. Setting of the Research**

The site of this research will be carried out in one of senior high school in Bandar Lampung was MAN 2 Bandar Lampung. Researcher because of the accessibility of the school chose this place. The place can be reached easily, making it easier to cope with administrative matters for conducting research in that school.

## **3. Research Subject**

The subject of the research was the English teacher in MAN 2 Bandar Lampung in academic year 2020/2021. There were three English teachers in MAN 2 Bandar Lampung who teach in eleventh class, they were Evayani, S.Pd and Hj. Yuniati Fuadi, S.Pd and Yeni Wiliyanti, S.Pd. The researcher chose those teachers because in this research focused on eleventh class.

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<sup>12</sup> Rukaesi A. Maolani and Ucu Cahyana, *Educational Research Methodology*, (Jakarta: Rajawali Pers, 2016), p.72

#### 4. Research Object

Object here means the object of research that researcher tries to examine and analyzed. Object in qualitative research is very different if compare with object in quantitative research. According to Sugiyono in qualitative research there is no population term, but Spradley named “social situation” or social situation that is consist of three elements are: place, actor, activity that have a synergy interaction.<sup>13</sup> The object of this research was the form of all dialogue script of interview between researcher and teacher of MAN 2 Bandar Lampung about how the implementation of platform online employed by teacher in reading on pandemic situation and result of an observation about teacher strategy in teaching reading in teaching reading on pandemic situation in MAN 2 Bandar Lampung.

#### 5. Data and Source Data

##### a. Data

According to Tanzeh, the data is information of indication has to be written in whole of writing process.<sup>14</sup> Data in this research are in the form of written text in the field notes, interview transcript and notes. In research, the researchers analyzed data on the very rich, and as far as possible in its original form. These data are important aspect conducting in the qualitative research. From these data, the researcher can get the information about the teacher strategy in teaching reading on pandemic situation on The Eleventh Grade of MAN 2 Bandar Lampung.

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<sup>13</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2011), p.215.

<sup>14</sup> Ahmad Tanzeh, *Pengantar Metode Penelitian*, (Yogyakarta: Teras, 2011), p. 135.

## b. Source Data

According to Arikunto, source of data on the research is subject from where the data can be gained. If the researcher uses interview or questionnaire in collecting the data, so the source of the data is called respondent. Meanwhile, if the researcher uses observation technique, source of the data can be good, activity or process of something. Moreover, if the researcher uses documentation, the source of the data is documents.<sup>15</sup>

The primary data used by the researcher is data observation about how the process of using teacher teaching strategies in teaching reading during the pandemic and the all of dialogue of interview between researcher and teachers of MAN 2 Bandar Lampung about what kind of strategy employed by teacher in reading on pandemic situation. The secondary data is document of evaluation result like result of Midterm Exam and result of Final Exam that related to this research.

## 6. Data Collecting Techniques

In this research, researcher used certain techniques or methods in accordance with their objectives to collect data from samples. Data collection techniques are the strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set.<sup>16</sup> The data collection techniques in this research were:

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<sup>15</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.170.

<sup>16</sup> Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education (8<sup>th</sup> edition)*,(Wadsworth: Nelson Education, 2010), p. 309.

a. Observation

This research was used participatory observation, what is meant by participatory observation is that researchers who are in the field are involved with the daily activities of people who are being observed or who are used as sources of research data, while making observations, researchers participate in doing what the data source is doing and share the joys and sorrows. With this participatory observation, the data obtained will be more complete, sharp, and to the point of knowing at the level of meaning of each behavior that appears.<sup>17</sup>

As for the object of observation or observation in this study is the process of implementing learning to read at MAN 2 Bandar Lampung School. Researchers made observations that were made aware of Gilly Salmon's theory, namely e- activities activities including Access and Motivation (access, motivation and attendance), Online Socialization, Information Exchange, Knowledge Construction, and Development. Researchers participated in teaching and learning activities for reading learning in the classroom with the aim of feeling how the actual learning and teaching process of reading learning was with the ultimate goal of obtaining data about the results of the implementation of reading learning in an effort to determine the application of learning media used by teachers at MAN 2 Bandar

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<sup>17</sup> Sugiyono, *Learning Forms of Educational Research and Quantitative Approaches, Qualitative and R&D*, (Bandung: Alfabeta, 2013), p. 310.

Lampung. Observation sheet can be seen in appendix 3.

b. Interview

In this research, the researcher used a structured interview technique. The Structure interviews are used as a data collection technique, if the researcher or data collector already knows for sure what information will be obtained. Therefore, in conducting interviews, data collectors have prepared instruments in the form of written questions for which alternative answers have also been prepared.<sup>18</sup>

The parties interviewed by the researchers in this research were English teachers who taught in eleventh grade. This was done in order to obtain explanatory data regarding the results of the implementation of reading learning to determine the application of learning media used by teachers of MAN 2 Bandar Lampung. Interview sheet can be seen in appendix 5 and answer of interview sheet can be seen in appendix 6.

c. Documentation

Documentation is a technique of collecting data through records of past events. Documents can be in the form of writing, pictures, or monumental works of someone.<sup>19</sup> Compared to other forms of learning, this form of learning is not so difficult, in the sense that if there is an error the data source is

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<sup>18</sup> *Ibid.*, p.115

<sup>19</sup> *Ibid.*, p. 124

still fixed, has not changed.<sup>20</sup> As for this study, the authors document the process of teaching and learning activities at MAN 2 Bandar Lampung, documents at MAN 2 Bandar Lampung that are relevant to the data needed in the study, as well as documentation of interviews that researchers conducted with various related parties who will be researchers. The use as supporting data in this study. Whole the documentation of research activities can be seen in appendix.

## 7. Research Instrument

The key instrument of the collection used in this qualitative research was the researcher itself. Sugiyono says in qualitative research, the researcher is the key instrument.<sup>21</sup> In addition to this, several steps to collect the data were doing interview with the teacher about what kind of strategy used by teacher in reading on pandemic situation. Then, the researcher took some notes to construct the analysis based on the data obtain. The researcher did all steps. Therefore, the researcher was the key instrument of the study.

Instrument is a tool used to measure the data to be collected. Instruments of the data is inseparable from the data collection method. According to Gulo, the research instrument is a written guide about interviews, or observations, or a list of questions, which are prepared to obtain information. The instrument is called an observation guide or interview guide or questionnaire or documentary guide, according to the data collection method used.<sup>22</sup> The

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<sup>20</sup> Suhairismi Arikunto, *Research Management*, (Jakarta: Rineka Cipta, 2013), p.63.

<sup>21</sup> Sugiyono, *Metode Penelitian Keantitatif, Kualitatif Dan R&D Op.Cit.*, p.213.

<sup>22</sup> Thalha Ahmid and Budur Anufia, *Resume: Instrumen Pengumpulan*

research instrument that will be used by researchers are : guideline observation of teacher activity in process of teaching reading guideline and interview of teacher implementing of platforms online in teaching reading in pandemic situation. The observation blueprint was made based on the e-activities theory, while for the interview blueprint the researcher made 16 questions. The researcher conducted interviews with English teachers who teach in grade 11 regarding the obstacles and factors that occur during the learning process by implementing an online platform in learning to read during the pandemic. Guidelines of interview can be seen in appendix 2 and observation in appendix 4,

## **8. Data Analysis Technique**

Data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation. By organizing data into categories, describing it into units, synthesizing, compiling into patterns. Choose what is important and what will be studied, and make conclusions so that they are easily understood by yourself and others.<sup>23</sup> According to Moles and Huberman there three major phases of data analysis are data reduction, data display, and conclusion drawing or verification.<sup>24</sup>

### **a. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In the data reduction, the mass of data has to be organized and

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*Data*, (Sorong: Sekolah Tinggi Agama Islam Negeri (STAIN), 2019), pp. 2-3.

<sup>24</sup> Sugiyono, *Learning Forms of Educational Research Quantitative Approach ...* Op.Cit, p. 335.

meaningfully reduced or reconfigured.<sup>25</sup> In this case, the researcher selected the data that contain of observation of teaching reading by using platform online, interview and documentation. Then, this summary analyzed to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format, so it can give meaningful result and conclusion.

b. Data Display

Data display is the second component or level in model of qualitative data analysis by Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>26</sup> Thus, the researcher used data in form text to make easy and clear in making conclusion.

c. Conclusion Drawing or Verification

The last step of analyzing the data is conclusion drawing or verification. Conclusion drawing involves stepping back to consider what the analyze data mean and to assess their implication for the question at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusion. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>27</sup>

In this step, the researcher drew the conclusion and verified the answer of research

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<sup>25</sup> *Ibid.*

<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid.*, p.13

question that had been done in displaying the data by comparing the observation data and interview data. Thus, the researcher got the conclusion about the teaching reading process in implementation of platform online at MAN 2 Bandar Lampung in the academic year of 2020/2021.

## 9. Trustworthiness of the Data

In analyzing the data, the researcher analyzes the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique. According to Moleong, Triangulation is defined as technique of collecting data by combination of some different data sources. The aim of triangulation is to increase one understands of whatever being investigated.<sup>28</sup>

Triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times. Thus, there is triangulation of sources, triangulation of data collection techniques, and time.<sup>29</sup>

### a. Source Triangulation

In order to test the credibility of the data that has been obtained, the authors check several sources. To test the credibility of the data, it is then described, categorized, which views are the same, which are different and which are specific from the three data sources. The data that has been analyzed by the researcher to produce a conclusion is then asked for an agreement with the three data sources.<sup>30</sup>

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<sup>28</sup> Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung : PT Remaja Rosdakarya, 2006), p.330.

<sup>29</sup> *Ibid.*, p. 189.

<sup>30</sup> Sugiyono, *Learning Forms of Educational Research Quantitative*

b. Triangulation Technique

To test the credibility of the data, it can be done by checking the data from the same source, but with different techniques. The data obtained in this study, for example data obtained by interviewing, then checked with documentation and observation. If using the three credibility testing techniques produces different data, the researcher conducts further discussions with the source concerned, to determine and ensure which data is considered correct.<sup>31</sup>

c. Time Triangulation

Time is one of the factors that affect the credibility of the data. For example, data obtained through interviews conducted in the morning, where at that time the informants were still fresh, there were not many problems, would provide data that are more valid so that the data was more credible. Therefore, in order to check the credibility of the data, it can be checked through several different techniques such as interviews, observations, and documentation at different times.<sup>32</sup> The triangulation technique that the researchers used in this study was to check the data about the implementation of reading learning in order to determine the application of the learning media used by the teachers of MAN 2 Bandar Lampung

## I. Systematics Discussion

In this thesis consists of five chapters as follows:

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*Approach ... Op.Cit*, p.373

<sup>31</sup> *Ibid.*,

<sup>32</sup> *Ibid.*, p.374.

1. Chapter 1 Introduction which consists of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance study, research methodology, and systematics discussion.
2. Chapter 2 literature review which consists of concept learning media, online media, implementation of Electronic Learning (E-Learning), and reading.
3. Chapter 3 description object of the research which consists of general illustration of the object and fact and data display.
4. Chapter 4 research analysis which consists of data analysis of the research and research findings.
5. Chapter 5 research analysis which consists of conclusion and suggest.

## CHAPTER II

### LITERATURE REVIEW

#### A. Online Learning

The outbreak of the Covid-19 pandemic negatively affected to educational activities in the world, leading to the widespread closures of schools. Therefore, to overcome these problems the teacher uses some platform online to help and support online learning. Online learning is a field of education that focuses on teaching methods and also technology to delivering teaching, often on an individual basis, to students who are not physically present in a traditional education setting such as their classroom. Carliner stated that online learning as educational materials presented via a computer.<sup>33</sup>

Online learning is a general concept of teaching and learning online with the aid of technology tools. The success of online learning depends on factors, such as good internet connections, software, digital skills, availability, and access to technology.<sup>34</sup> It means that online learning is a tool for teaching and learning to enhance students learning experiences by using a computer and the internet in the learning process.

Online learning as the learning distance that can connect each other over the internet connection. The definition excludes purely print-based correspondence education, broadcast television or radio, video conferencing, videocassettes, and stand-alone educational software programs which do not have a significant internet-based instructional component. In other words, online learning is an learning connection which needs some application to support the teaching and learning process without face to face class.

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<sup>33</sup>S. Carliner, *An Overview Online Learning (2<sup>nd</sup> ed)*, (Armherst, MA:Human Resource Development Press, 1999), p.19.

<sup>34</sup>Edeh Michael Onyema, Shuvro Sen, and Alhuseen Omar Alsayed, Impact of Coronavirus Pandemic on Education, *Journal of Education and Practice*, Vol. 13 No. 11, 2020, available at <<https://doi.org/10.7176/jep/11-13-12>>, accessed on 10<sup>th</sup> January 2020.

Based on description above, online learning is an education that takes place over the internet. It most often takes place in the form of online courses, online degrees, and online program. Online learning needs some support factors are good internet connection, software, digital skill, availability and access to technology during the learning process.

## **B. Platform Online**

A public-facing internet website, web application, or digital application including a social network is namely a platform online. The term platform online has been used to described a range of services available on the internet such as marketplaces, search engines, social media, creative content outles, app stores, etc. Platform online was used as a user-friendly learning tool which encourage students to interact with their teacher and peers outside the classroom. Besides, the platform online facilitate them with the features allowing them to work independently yet share their though group discussion.<sup>35</sup>

The use of platform online should be no different than logging onto a social network. You will have to sign up with a username or email and password.<sup>36</sup> Thus, each teacher has to choose the appropriate platform online for their students to use and then create an online class through that platform. After that, students are asked to login by using code that given by the teacher.

According to Indriani, there are many platform online that used in online learning such as WhatsApp, E-Learning, Google Classroom, Zoom, Telegram, Google Form, Meet,

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<sup>35</sup>Laxmi Mustika Cakrawati, Students'Perceptions on the use of Online Platforms in EFL Classroom, *Journal of English Language Teaching and Technology Vol. 1 No. 1*, 2017, p. 3, available at e.journal.up.edu/index, accessed on 10<sup>th</sup> January 2022.

<sup>36</sup> *Ibid.*

etc.<sup>37</sup> All online class platforms offer a variety of interesting features so that online learning becomes easy.

## C. Electronic Learning (E-Learning)

### 1. Definition of Electronic Learning (E-Learning)

According to Naidu, E-Learning is a teaching and learning system that exploits innovations in information communication.<sup>38</sup> The E-Learning letter “e” stands for “electronic”. E-Learning can incorporate all the informative exercise you create together with people working offline or online by free PC or an organized or other equipment.

Futhermore, Indrakusuma and Putri stated that E-Learning is one of the new routes of the cycle of education and learning and is the condensation of electronic realization that explicitly uses the web as a learning framework.<sup>39</sup> The materials provided to students through e-learning are available anytime, anywhere, despite the fact that educators are getting materials to enhance or provide a range of supportive learning assets, including multimedia which can be maintained. Indrakusuma and Putri added that e-learning offers a series of tools (traditional learning models, CD-ROM, learning textbook, computer-based trainings) that can enrich the value of traditional learning so they can cope with the challenge of globalization.<sup>40</sup>

Based on the explanation above, it can be concluded that E-Learning tends to be presumed to be a learning and teaching framework that uses electronic media explicitly on

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<sup>37</sup>Indriyani, Mengoptimalkan Proses Pembelajaran dengan Media Daring pada Masa Pandemi Covid-19, *Journal Sipatokkong Vol. 1 No. 3*, 2020, p. 227, available at ojs.bpsdmsulsel.id, accessed on 10<sup>th</sup> January 2022.

<sup>38</sup>S. Naidu, *E-Learning: A Guidebook of Principles, Procedures, and Practices Reised Edition*, (New Delhi: Commonwealth Education Media Center for Asia. Mc., 2006), p. 12.

<sup>39</sup>A.H. Indrakusuma and Putri A. R, *E-learning: Teori dan Desain* (E-book), (Tulung Agung: STKIP PGRI Tulung Agung, 2016), p. 5.

<sup>40</sup>*Ibid.*

the internet. This platform can be used by the teachers and students during online learning anytime and anywhere.

## **2. Benefits of Electronic Learning (E-Learning)**

Based on Indrakusuma and Putri, e-learning promotes the interaction among students and subject or materials. Students can exchange information or opinions on various topics related to the classroom or the personal development needs of the students.<sup>41</sup> Besides, the teacher can publish the materials and assignments that students need to complete in specific locations on the internet for them to access.

Tjokro in Indrakusuma and Putri added that e-learning has three benefits as follows: a) cost efficiency means that E-learning can provide the organized of its implementation, capability in facility arrangement and real facility cost effectiveness, b) flexibel means that E-learning is easy to use, adaptable by choosing a time and place and the option to go on a picnic, c) learn to be independent means that E-Learning give the student opportunity to openly hold the entire of learning cycle.<sup>42</sup>

Based on the explanation, the researcher concluded that E-learning can help the teachers to publish the materials and assignments for students easily because this platform has three benefits are cost efficiency, flexible, and students can learn independently.

## **3. Advantages of Electronic Learning (E-Learning)**

There are some advantages of applying Electronic Learning (E-Learning) as follows<sup>43</sup>

- 1) E-learning has some features that can be used as image, text, motion, and video in the learning.
- 2) E-learning can be used anytime and anywhere during learning process.

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<sup>41</sup> *Ibid.*, p. 7.

<sup>42</sup> *Ibid.*, p. 6.

<sup>43</sup> *Ibid.*, p.8.

By seeing the statements above, it can be said that E-Learning can help the teacher to deliver the learning materials in forms image, text or video and the students can see and download the learning materials in anytime and anywhere during there is a good internet connection.

#### 4. Disadvantages of Electronic Learning (E-Learning)

The disadvantages of Electronic Learning as follows:<sup>44</sup>

- 1) Lack of interactions between the teacher and students or students with their friends.
- 2) The students could become frustrated when they can not access pictures or video due to improper devices (hardware and software).
- 3) The learning process can not run without access of internet connection.

From the explanation above, it can be concluded E-Learning needs a good internet connection during learning process to access the materials and share the assignments from the teacher to students.

### D. WhatsApp

#### 1. Definition of WhatsApp

WhatsApp is one of the media platform online that can be installed on a smartphone and is often used by the public. This media can be used as chat communication by sending text messages, pictures to each other, video call and even phone calls. WhatsApp is a messaging platform for smartphone with basic like Black Berry Messengers. Arianti added that WhatsApp is an instant messenger platform on smartphones that allows users to send and receive messages such as SMS without using credit but an internet connection.<sup>45</sup>

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<sup>44</sup>Nursalam and Ferry Effendi, *Pemanfaatan E-Learning dalam Pembelajaran*, (Jakarta: Salemba Media, 2008), p. 20.

<sup>45</sup>Dian Arianti, The Use of WhatsApp Application in Teaching Reading Comprehension, *English Research Journal Vol. 5 No. 2*, 2020, p. 5, available at

WhatsApp is one of the changes in technology that is commonly used on specific mobile phones and computers. Riyanto said that WhatsApp as an English language learning tool has been studied in various context. The teacher and students can be communicate and interact each onther when using this application.<sup>46</sup> It means that WhatsApp can help the teacher and students to communicate and interact during online learning.

WhatsApp is a great tool for teaching kids outside of the classroom as well as in the classroom. It is been stated by Dunlap that “students are allowed to voice their responses and the teacher responds to students’ questions and remarks”, because it encourages participation, response, and student-centered learning.<sup>47</sup> WhatsApp is one of the most effective learning tool available today. For example, they can use the WhatsApp platform’s photo, video, link, and video-recording options to express themselves.

Based on the explanation above, it can be concluded that WhatsApp is an application that can be used to share the learning materials, video calls, and chat online between the teacher and students in learning process from the home. By using WhatsApp, the teacher can communicate and interact with their students during online learning.

## 2. How to use WhatsApp to Teach English

According to Johnsons, WhatsApp is a relatively new phenomena, just a few studies have been conducted on the eight WhatsApp usage as a communication channel

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ejournal.unisri. ac.id, accessed on 30<sup>th</sup> May 2020.

<sup>46</sup>Agus Riyanto, English Language Learning using WhatsApp Application, *Journal Communication and Information Vol. 7 No.1*, 2013, p. 11, available at <http://diglib.petra.ac.id>, accessed on 30<sup>th</sup> May 2020.

<sup>47</sup>Joanna C Dunlap, Using Guided Reflective Journaling Activities to Capture Students’ Changing Perceptions, *The Interdisciplinary Journal of Problem Based*, Vol. 5 No.6, 2006, p. 23, available at <https://urlis.net/n7q6k>, accessed on 10<sup>th</sup> September 2022.

between the teachers and students. As a result, the following are the procedures to use WhatsApp application are:<sup>48</sup>

- a. From the Google Play or Apple Store, download and launch the WhatsApp messenger program.
- b. The teacher establishes a study group. This group will serve as our online classroom, including activities such as material distribution, training, and assignment submission.
- c. The teacher invites students to attend newly established online classes, students may enter individually or via a link.
- d. Using a Google Form, the teacher takes attendance online.
- e. The instructor establishes a schedule and a strategy for teacher.
- f. The teacher offers materials and tasks that assess pupils' comprehension.
- g. The teacher provides feedback on the students' learning results.

## **E. Zoom Meeting**

### **1. Definition of Zoom Meeting**

Zoom Meeting application has been widely used in teaching and learning process particularly in this pandemic. Zoom may be used as a face-to-face or two-way broadcasting platform to engage immediately, much as in a genuine face-to-face meeting. It allows anybody to participate in a meeting by simply clicking on a link or entering a room number. This platform offers several benefits, including time savings, cheap costs, and a

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<sup>48</sup>Johnson Yeboah and George Dominic Ewur, The Impact of WhatsApp Messenger Usage on Students Performance in Tertiary Institutions in Ghana, *Journal of Educational and Technology Vol. 5 No. 6*, 2014, p.4, available at <https://urlis.net/k4hm7>, accessed on 10<sup>th</sup> September 2022.

minimal environment effect. Students and teachers will be able to write and talk freely throughout class, just as they would in a regular classroom.<sup>49</sup>

Zoom enables users, in this case teachers and students, to behave as they would in a traditional classroom. The teacher can also use Zoom to structure the online class as they see fit, syncing it with the course materials they present. Zoom is a platform that can support communication needs wherever and whenever with many people without having to meet physically in person. The platform is for video conferencing, it can easily be installed on several devices like, Personal Computer or PC with webcam, Laptop with webcam, Android or Ios Smartphone.

Mu'awanah, Supardi and Suparno also stated that students' comfortability in learning through zoom was caused by several factors.<sup>50</sup> By using Zoom, the students got better explanation and understanding from teacher, not only guessing the written explanation which also creates various perceptions that students are doubtful whether their understanding to the material is right or wrong. Zoom makes students are actively joined the learning activity which can be easily control by teacher.

Based on the explanation above, it can be concluded that Zoom is a platform that used to explanation the materials and control students directly from home. This platform can be support with other platforms such as E-Learning, WhatsApp, and etc. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing,

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<sup>49</sup>Guzacheva, Zoom Technology as Effective Tools for Distance learning, *Bulletin of Science and Practice*, 2020, p. 23.

<sup>50</sup> Navisatun Mu'awanah, Sumardi and Suparno, Using Zoom to Support English Learning during Covid-19 Pandemics, *Jurnal Ilmiah Sekolah Dasar Vol. 5 No. 2*, 2021, p.3, available at <https://ejournal.undiksha.ac.id>, accessed on 20<sup>th</sup> May 2022.

collaboration, chat, and webinars across mobile devices, desktops, telephones, and room system.

## 2. How to use Zoom Meeting

This application can be accessed via PC/ laptop and Android/ iPhone. The following steps to use Zoom Meeting are :

### 1) Use Zoom on PC/Laptop

The steps as follows:<sup>51</sup>

- a) Enter the site “<https://zoom.us/>. Create an account using an email or facebook account.
- b) After registration, go to the main page click Myprofile. There is a Personal ID Meeting data that can be used to invite other participants to the video conference.
- c) Copy the Meeting ID that has been created then send it to the participants that you will invite to the video conference or you can also copy-paste the link in the browser.
- d) Participants are not required to have an account to be able to join the video conference. They only need to copy the Meeting ID or link in the browser to join conference.
- e) After clicking the link, participants automatically join the video conference and can have an online meeting.

### 2) Use Zoom on Android/iPhone

The steps as follows:<sup>52</sup>

- a) Download the Zoom Application first on the Play Store or App Store.

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<sup>51</sup>Reski Kurnia Putri, The Effect of using Zoom Application on Developing English Learning, (A Thesis of Faculty Teacher Training and Education of Muhammadiyah University Makassar, 2021), pp. 27-29, available at <https://urlis.net/ig151>, accessed on 10<sup>th</sup> September 2022.

<sup>52</sup>*Ibid.*, pp. 29-32.

- b) Sign Up for an account using an email or facebook account.
- c) Enter setting and then find a Personal Meeting ID that can be used to invite other participants to the video conference.
- d) Copy the Meeting ID that has been created then send it to the participants that you will invite to the video conference or you can also copy-paste the link in the browser.
- e) Like on a PC or Laptop, if you are a participant invited to a video conference then you are not required to have an account, ust by clicking on the link or your Meeting ID then you account will automatically be connected to the video conference.

## **F. Reading**

### **1. Definition of Reading**

Reading is one of the basic skills that important to learn by students. Based on Harmer that reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.<sup>53</sup> It means that when people read, they must understand what they read. If they not understand what are they read, the goal of the reading activity is not achieve.

Futhermore, David stated that reading is something that occurs after you recognize the word when you realize what the writer is saying, or more exactly what the author was thinking when he/she wrote the words.<sup>54</sup> It is means that reading is an activity carried to obtain information. By reading, someone is required to capture information contained in a text. Without understanding in reading, someone will only lose a language without

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<sup>53</sup>Jeremy Harmer, *How to Teach English*, (New York: Pearson Education Limited, 2001), p. 16.

<sup>54</sup>Butler David, *Reading with the Right Brain*, ..... *Op.Cit.*, p.18.

understanding its meaning. Reading is an important skill to people to get meaning, information, and knowledge that the author wants to convey.

Grabe and Stoller stated that reading is the process of receiving and interpreting information encoded in language via the medium of print.<sup>55</sup> It means that reading is the meaningful interpretation of printed symbol. In this process the reader tries to create the meaning intended by the author. The readers can get information from the printed page such as magazines, newspapers, novels or kinds of textbook. In other words, reading is a way of getting the knowledge or meaning from the printed.

Furthermore, reading is an active process, which involves readers, material of reading and the reader's previous knowledge in order to get meaning of the text they read. Hence, it can be assumed that reading is an active and selective process which aimed at constructing a meaning through readers' experience and prior knowledge which needs a great deal of practice and skill. Reading also includes the process, namely, bottom up which involves systematic knowledge such as multiplicity signals (letters, morphemes, syllables, word, phrases, grammatical cues, discourse markers) a top down which involves schematic knowledge such as readers experiences.<sup>56</sup>

Based on the explanation above, the researcher concludes that reading is process to get information or knowledge from the text and to understand the content of the material being read.

## 2. The Purpose of Reading

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<sup>55</sup>William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading (3<sup>rd</sup> Edition)*, (Harlow: Pearson Education Limited, 2002). p.18.

<sup>56</sup>Christine Nuttall, *Teaching Reading Skills in a Foreign Language*. (Oxford: Heinemann English Language Teaching, 1996). pp. 66-65.

Reading is always purposeful not only in the sense that readers read in different ways based in differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. The main purpose of reading is to comprehend the ideas the materials. There are six the purposes of reading as follows:<sup>57</sup>

- a. Reading for identifying topic, it refers to the reader's way to find out the topic in the text. In this process, the reader must get the topic or main idea quickly, so the processing of the text will be more effective.
- b. Reading for predicting and guessing, it usually done after the reader has identified the topic or main idea of the text. The reader guesses and predicts what they are going to find in the text.
- c. Reading for detail information, it refers to a process of reading in which the reader must pick up all information in the text without missing even only a word. It is done when the reader reads written instruction or direction or the description of procedures.
- d. Reading for specific information, it usually relates with scanning where it is a process of searching for the details or specific information of the text. The reader does not need to read the whole text, just take the information needed, it will save their time and make it more effective.
- e. Reading for general understanding. It referred to skimming. In this process, the reader find the gist or general idea of the text without having to look up for details of the text.
- f. Reading for interpreting the text, it refers to reading process in which reader tries to comprehend the text

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<sup>57</sup>Jeremy Harmer, *The Practice of English Language Teaching (4th Edition)*,(Cambridge: Pearson Education Limited, 2007), pp.325-330.

not only from literal meaning or words, but also beyond it.

### 3. Types of Reading

Based on Patel and Praveen that there are some types of reading such as intensive reading, extensive reading, aloud reading, and silent reading.

- 1) Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example: The students focus on linguistics or semantic details of a raeding and focus on structure details such as grammar.
- 2) Extensive reading is type of reading involves learners reading texts for enjoyment and to develop general skills. For example: The students read as many different kinds of book such as Journals, newspapers, and magazine as you can, especially for pleasure and only needing a general understanding of the contents.
- 3) Aloud reading are reading by using loud voice and clearly. For example: reading poetry, dialogue, and other type of text.
- 4) Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. For example: The students reading a text by heart.<sup>58</sup>

### 4. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>59</sup>

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<sup>58</sup>M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, Strategies)*, (Jaipur: Sunrise Publishers and Distributors, 2008), pp. 117-123.

<sup>59</sup>H. Douglas Brown, *Principles of Language of Learning and Teaching*, (San Fransico: Pearson Education, 2000), p. 19.

It means that teaching is a learning process that includes all of the learning activities and teaching is a learning facility to help the student in the learning process so that they can learn well. Based on Harmer that teaching reading is useful for other purposes to provide students understand the thing.<sup>60</sup> It means that teaching reading is a complex of activities to help students learn to read a few words or sentence in order to find understanding in the text into the knowledge of the meaning of the texts. It starts from teaching student how to read and learn how to find the key ideas, the main idea, topic, as well as understanding of the meaning of the text.

The are principles of teaching reading as follows:

- 1) Reading is not passive skill.
- 2) Students need to be engaged with what they are reading.
- 3) Students should be encouraged to be the content of a reading text, not just to the language.
- 4) Prediction is major factor in reading.
- 5) Match the task to the topic.
- 6) Good teacher exploit reading texts to the full.<sup>61</sup>

Based on the statements above, it can be inferred that teaching reading is an activity can improve many aspects of student skills in English such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. In teaching reading, the students should be able to choose the learning material in accordance with the students so that they can be easier in understanding the material.

## 5. Definition of Teaching Strategy.

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<sup>60</sup>Jeremy Harmer, *How to Teach English*,..... *Op.Cit.*, p.68.

<sup>61</sup>*Ibid.*, p. 70.

According to Gerlach and Ely, a learning strategy is the way chosen to convey learning methods in a particular learning environment. The intended learning strategy includes the nature of the scope and sequence of learning activities that can provide learning experiences.<sup>62</sup>

While David said that the learning strategy contained the meaning of planning, its mean that basically the strategy is still conceptual about the decisions that will be taken in an implementation of learning.<sup>63</sup> then according to Dick and Carey in Yatim Riyanto's book, learning strategies are all components of teaching materials and procedures used to help students achieve teaching goals.<sup>64</sup>

Based on the explanation above, it can be concluded that teaching strategy is a method that will be chosen and used by the teacher to convey learning material so that it will make it easier for students to receive and understand learning material. The learning strategy that is suitable for online English learning is Guide Reading.

#### **a. Definition of Guide Reading**

Guide Reading is a learning strategy that is carried out on the basis of reading. In order for the prizes to run effectively, the teacher provides reading guidelines. This guide contains questions that must be answered by students based on the content of the reading or can also be in the form of assignments that must be completed in learning.<sup>65</sup>

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<sup>62</sup> Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar Yang Kreatif Dan Efektif*, (Jakarta: PT Bumi Aksara, 2011), p.1

<sup>63</sup> Mardia Hayati, *Desain Pembelajaran Berbasis Karakter*, (Pekanbaru: Al-Mujtahadah, 2012), P.34

<sup>64</sup> Yatim Ruyanto, *Paradigm Baru Pembelajaran Sebagai Referensi Bagi Guru/ Pendidik Dalam Implementasi Pembelajaran Yang Efektif Dan Berkualitas*, (Jakarta: Kencana, 2012), p.132

<sup>65</sup> Isnu Hidayat, *50 Straategi Pembelajaran Popular*, (Yogyakarta: DVA Press, 2019), p.131

According to Hamiruddin, in guide reading the teacher becomes an observer and facilitator. In guide reading the emphasis is not on how to read itself but more on reading comprehension, all students read and discuss the same text. This activity is an important reading activity in class.<sup>66</sup>

Meanwhile, according to Helmiati, the guide reading strategy can provide convenience for students because in this lesson students are guided to read reading material and answer questions that have been prepared. In implementing the guide reading strategy, the teacher guides students who are still having difficulty or have not been able to work on the questions contained in the reading material.<sup>67</sup>

The guide reading strategy will help students because this strategy guides students to read the material provided. Through each step students get readings, in which readings guide answers to questions or existing grids, students will be more focused on understanding lessons by guiding and directing reading material, it is hoped that this will stimulate students' memory and concentration on the lessons being delivered .

#### **b. Steps of Guide Reading Strategy**

The steps for implementing the guide reading strategy are as follows;

- 1) Determine the reading to be studied
- 2) Make questions that will be answered by students, in the form of a grid or in

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<sup>66</sup> Nita Mulia Sari, dkk, *Analisis Penerapan Guide Reading Dan Guide Writing Di Sekolah Dasar*. Jurnal.10 Juli 2012, p. 3

<sup>67</sup> Siti Manslamah, Penerapan strategi guide reading dalam pembelajaran Bahasa Indonesia di MI GUPPI Jepara Binangun Cilacap Tahun Pelajaran 2017/2018, p.32

the form of a chart/schematic that can be filled in based on the reading material that has been selected.

- 3) Distribute reading material with questions or grids to students
- 4) The student's task is to study the reading material by using questions or existing grids. Limit these activities so they don't take up too much duration.
- 5) Discuss the questions or grids by asking students for answers.
- 6) At the end of the lesson, give sufficient reviews or explanations.
- 7) The teacher makes conclusions, clarifications, and follow-up.

**c. Advantages of Guide Reading Strategy**

Implementation of guide reading strategy has several advantages, including:

- 1) Help students understand important points in a relatively short time.
- 2) Review material in large quantities in a short time.
- 3) Effectively train student responses, as well
- 4) Can be applied in all subjects.

**d. Disadvantages of Guide Reading Strategy**

Guide reading strategy also has some drawbacks:

- 1) Students feel bored reading reading material.
- 2) Students are only fixated on the text without any development of imagination and creativity.

Based on the explanation above, it can be concluded that the guide reading strategy is a strategy that is suitable and suitable for online English learning. The teacher's guide reading strategy is required to help and guide students who have not been able to do it. However, there are also drawbacks to this strategy, namely that it usually takes a relatively long time.

#### **6. Procedures for implementing online platforms in teaching reading during the pandemic**

- 1) Students are sent messages by the teacher via WhatsApp group discussion about the material they will study.
- 2) Students are sent a link to download material by the teacher at the madrasa e-learning via WhatsApp group discussion.
- 3) Students log in to madrasa e-learning using their student ID account
- 4) Students are sent a zoom meeting link by the teacher via the WhatsApp group discussion
- 5) Students join on zoom
- 6) Students study the material and grid by holding a question and answer session on Zoom
- 7) Students make brief reviews and explanations with the help of the teacher in the zoom meeting
- 8) Students make conclusions assisted by the teacher in the zoom meeting
- 9) Students are sent a link via WhatsApp group discussion to do assignments in madrasa e-learning by the teacher
- 10) Students log in to madrasa e-learning using their student ID and complete assignments
- 11) Students submit assignments



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### Appendix 1 Result of Preliminary Observation

| No. | Name of Activities           | Description   | Score |   |   |   |
|-----|------------------------------|---|-------|---|---|---|
|     |                              |   | 1     | 2 | 3 | 4 |
| 1.  | Opening of learning          | a. Open the learning by greeting students through WhatsApp Group Discussion and E-Learning media.         |       |   | √ |   |
|     |                              | b. Provide motivation and appreciation to students.   |       |   | √ |   |
|     |                              | c. Ask students to fill in attendance listed on E-Learning.   | √     |   |   |   |
| 2.  | Providing learning materials | a. Provide modules related to learning materials to students.   |       |   | √ |   |
|     |                              | b. Ask students to read the given module.   | √     |   |   |   |
|     |                              | c. Conduct evaluations related to the material that has been provided through CBT contained in E-Learning | √     |   |   |   |
| 3.  | Discussion                   | a. Conduct discussions related to material that students do not understand                                | √     |   |   |   |
|     |                              | b. Provide remedies to students who score below the KKM   |       |   | √ |   |

|  |  |   |   |  |  |  |  |
|--|--|---|---|--|--|--|--|
|  |  | c. Reprimand students<br>for not doing<br>assignments and not<br>doing remedial | √ |  |  |  |  |
|--|--|---|---|--|--|--|--|

**Explanation:**

The level of implementation and student respon is not good  
= 1

The level of implementation and student response is quite good = 2

The level of implementation and student response is good  
= 3

The level of implementation and student response is very good  
= 4

## Appendix 2. Guideline Observation Sheet

**Table 3. Guideline Observation Sheet**

| <b>Focus of the Research</b>   | <b>Scope of the Research</b>   | <b>Aspect of the Observation</b>   |
|--|--|--|
| Platform online that used by English teacher in teaching reading on pandemic situation at MAN 2 Bandar Lampung | Procedures for implementing online platforms in teaching reading during the pandemic at MAN 2 Bandar Lampung | <ol style="list-style-type: none"> <li>1. Students are sent messages by the teacher via WhatsApp group discussion about the material they will study.</li> <li>2. Students are sent a link to download material by the teacher at the madrasa e-learning via WhatsApp group discussion.</li> <li>3. Students log in to madrasa e-learning using their student ID account</li> <li>4. Students are sent a zoom meeting link by the teacher via the WhatsApp group discussion</li> <li>5. Students join on zoom</li> <li>6. Students study the material and grid by holding a question and answer session on Zoom</li> <li>7. Students make brief reviews and explanations with the help of the teacher in the zoom meeting</li> <li>8. Students make conclusions assisted by</li> </ol> |

|  |  |   |
|--|--|---|
|  |  | <p>the teacher in the zoom meeting</p> <p>9. Students are sent a link via WhatsApp group discussion to do assignments in madrasa e-learning by the teacher</p> <p>10. Students log in to madrasa e-learning using their student ID and complete assignments</p> <p>11. Students submit assignments.</p> |
|--|--|---|

### Appendix 3. The Result of Observation Sheet

Table 3.

| No | Procedures for implementing online platforms in teaching reading  | Yes | No | Statement  |
|----|---|-----|----|--|
| 1  | Students are sent messages by the teacher via WhatsApp group discussion about the material they will study.           | √   |    | Students are received message from the teacher via WhatsApp group discussion about the material they will study.             |
| 2  | Students are sent a link to download material by the teacher at the madrasa e-learning via WhatsApp group discussion. | √   |    | Students are received a link to download material by the teacher at the madrasa e-learning via WhatsApp group discussion.    |
| 3  | Students log in to madrasa e-learning using their student ID account  | √   |    | By the link that sent by the teacher, students are requested to log-in to E-Learning Madrasah with using student ID account. |
| 4  | Students are sent a zoom meeting link by the teacher via the WhatsApp group discussion                                | √   |    | The teacher sent a link of zoom meeting to students via WhatsApp group discussion.   |
| 5  | Students join on zoom   | √   |    | By the link that sent by teacher, students can join the meeting on Zoom.   |
| 6  | Students study the material and grid by   | √   |    | The teacher explain the material and grid to   |

|    |  |   |  |  |
|----|--|---|--|--|
|    | holding a question and answer session on Zoom  |   |  | students by holding a question and answer session on Zoom.   |
| 7  | Students make brief reviews and explanations with the help of the teacher in the zoom meeting.                 | √ |  | From the materian that explained by the teacher, students requested to make brief reviews and reexplanations with the help of the teacher in the zoom meeting.                 |
| 8  | Students make conclusions assisted by the teacher in the zoom meeting  | √ |  | The teacher help students in make conclusion based on the material in the zoom meeting.  |
| 9  | Students are sent a link via WhatsApp group discussion to do assignments in madrasa e-learning by the teacher. | √ |  | Students are received a link via WhatsApp group discussion to do assignments in madrasa e-learning by the teacher.   |
| 10 | Students log in to madrasa e-learning using their student ID and complete assignments                          | √ |  | By the link that sent by the teacher, students are requested to log-in to E-Learning Madrasah with using student ID and complete the assignments that the teacher had prepare. |
| 11 | Students submit assignments.   | √ |  | There is limited time for students to submit assignments.  |

#### Appendix 4. List of Guideline Interview Sheet

**Table 4.**

| <b>Aspect</b> | <b>Indicators</b>  | <b>Item</b>  |
|---------------|--|--|
| Advantages    | 7. Can learning to read using Platform online help students understand the material in a short time?                 | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom Meeting |
|               | 8. Can students learn large amounts of material taught by the teacher by using Platform online to learn reading?     | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom Meeting |
|               | 9. Are students active in responding during learning using the Platform online?                                      | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom Meeting |
|               | 10. Can learning using strategies and media Platform online be used to teach subjects other than English?            | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom Meeting |
| Disadvantages | 11. Do students feel bored because reading texts during reading lessons via Platform online?                         | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom Meeting |
|               | 12. Through Platform online, are students unable to develop imagination and creativity because they are only fixated | A. WhatsApp<br>B. E-Learning Madrasah<br>C. Zoom         |

|  |                      |         |
|--|----------------------|---------|
|  | on the reading text? | Meeting |
|--|----------------------|---------|

## Appendix 6. The Result of Interview

There were three English teachers at MAN 2 Bandar Lampung that used as research subject of this research, they are Yeni Yulianti, S.Pd, Evayani, S.Pd, and Hj. Yuniati Fuadi, S.Pd.

- a. The first interview was conducted by Miss Yeni Yulianti, S.Pd as an English teacher at eleventh grade of MAN 2 Bandar Lampung.

### WhatsApp

1. Can learning to read using WhatsApp groups help students understand the material in a short time?

Answer : *I don't think so, although all learning activities must be via the WhatsApp application, WhatsApp is used here to convey information and share material.*

2. Can students learn large amounts of material taught by the teacher by using WhatsApp groups to learn reading?

Answer : *No, because it is only a means to provide information and share material, not a core learning activity.*

3. Are students active in responding during learning using the WhatsApp group?

Answer : *No, because the WhatsApp discussion room group has too many members and only a few actively respond to the notifications I give.*

4. Can learning using strategies and media of WhatsApp be used to teach subjects other than English?

Answer : *No.*

5. Do students feel bored reading texts during reading lessons via WhatsApp?

Answer : *Of course yes.*

6. Through WhatsApp, are students unable to develop imagination and creativity because they are only fixated on the reading text?

Answer : *Maybe it's possible because I use a WhatsApp discussion group to just say "Son, tomorrow we have time and material about narrative text". Here, students imagine how the material will be and how the material will be delivered. I always tell them the day before the lesson starts so they can find out for themselves what the material is. Well...although not all students.*

### **E-Learning Madrasah**

1. Can learning to read using E-Learning Madrasah help students understand the material in a short time?

Answer : *Yes, because students can study anywhere and anytime, and teachers don't have to come to class. So Miss just needs to prepare the material then share it on e-learning, then students can download and read for themselves the material that Miss has shared on e-learning.*

2. Can students learn large amounts of material taught by the teacher by using E-Learning Madrasah to learn reading?

Answer : *It's possible, but most students only choose certain material when studying and read it according to the assignment given.*

3. Are students active in responding during learning using the E-Learning Madrasah?

Answer : *No, I don't think, if you see how few of them are doing the task, that means they are not responding enough.*

4. Can learning using strategies and media of E-Learning Madrasah be used to teach subjects other than English?

Answer : *Yes you can.*

5. Do students feel bored reading texts during reading lessons via E-Learning Madrasah?

Answer : *Of course, especially if the teaching materials are full text..*

6. Through E-Learning Madrasah, are students unable to

develop imagination and creativity because they are only fixated on the reading text?

*Answer : It depends on the teaching material, don't give it to them, whether they think it's interesting or not.*

### **Zoom Meeting**

1. Can learning to read using Zoom Meeting help students understand the material in a short time?

*Answer : Yes, because you can stay face to face and see the feedback.*

2. Can students learn large amounts of material taught by the teacher by using Zoom Meeting to learn reading?

*Answer : Maybe not in large numbers because zoos use the internet and sometimes there are signal problems.*

3. Are students active in responding during learning using the Zoom Meeting?

*Answer : Some are active, some are not because many people turn off the camera so they can't be monitored.*

4. Can learning using strategies and media of Zoom Meeting be used to teach subjects other than English?

*Answer : Yes, because I think Zoom is more conducive to online learning.*

5. Do students feel bored reading texts during reading lessons via Zoom Meeting?

*Answer : Yes, because you only watch and listen to material from the teacher, miss has to be extra in making teaching materials even though miss is not an IT expert.*

6. Through Zoom Meeting, are students unable to develop imagination and creativity because they are only fixated on the reading text?

*Answer : Not all students because it depends on each of them whether they can develop it or not.*

- b. The second interview was conducted by Evayani, S.Pd as an English teacher at eleventh grade of MAN 2 Bandar Lampung.

## WhatsApp

1. Can learning to read using WhatsApp groups help students understand the material in a short time?

Answer : *Actually no, because WA is used to teach reading in the future, just as a medium for conveying and reminding students about the material that will be presented. And share where the assignments and materials are located.*

2. Can students learn large amounts of material taught by the teacher by using WhatsApp groups to learn reading?

Answer : *Even though it is not the core media and only conveys and shares materials, texts and assignments, the entire learning process is via WhatsApp group discussions, maybe yes.*

3. Are students active in responding during learning using the WhatsApp group?

Answer : *3. Yes, students are active in responding because if students do not respond they will not know what material is being presented and what tasks are being given by the teacher.*

4. Can learning using strategies and media of WhatsApp be used to teach subjects other than English?

Answer : *Because almost all lessons use WhatsApp group discussions, the answer is yes, but for other skills, reading doesn't seem appropriate.*

5. Do students feel bored reading texts during reading lessons via WhatsApp?

Answer : *Of course, especially if what they see is only text, therefore the form of material provided must be varied*

6. Through WhatsApp, are students unable to develop imagination and creativity because they are only fixated on the reading text?

Answer : *Yes, this also happens due to a lack of guidance from the teacher and also what's app group discussion is not the main medium for learning but as a means of conveying messages and placing material and*

*assignments.*

### **E-Learning Madrasah**

1. Can learning to read using E-Learning Madrasah help students understand the material in a short time?

*Answer : Yes, some students can understand the material because the form of material given to students is not only text in Microsoft Word form, but also ppt and video. This attracts students' interest so that they easily understand the material.*

2. Can students learn large amounts of material taught by the teacher by using E-Learning Madrasah to learn reading?

*Answer : If it's a large amount, like one chapter straight away, maybe not, but if it's one chapter of material, students can study it because the subject can be studied in one meeting.*

3. Are students active in responding during learning using the E-Learning Madrasah?

*Answer : Yes, if students do not respond from the start they cannot know which materials to download in E-learning Madrasah and which assignments to do.*

4. Can learning using strategies and media of E-Learning Madrasah be used to teach subjects other than English?

*Answer : Yes, because during the tandem period MAN 2 Bandar Lampung used e-learning as the main learning medium so that this media was used by all teachers and other subjects. This media can also be used for teaching children other than reading because of the complete features found on this platform.*

5. Do students feel bored reading texts during reading lessons via E-Learning Madrasah?

*Answer : Definitely, because students only apply to the text. During reading lessons, I sometimes include videos so that students not only read explanations through text but also pictures to prevent students from getting bored quickly.*

6. Through E-Learning Madrasah, are students unable to develop imagination and creativity because they are only fixated on the reading text?

*Answer : Actually yes, but it all depends on the teacher in providing teaching materials, whether the teacher only provides text or not. I myself provide video and ppt formats because I only use PDF or Microsoft Word. Students will be confused, such as: what does this mean? like what? and how? because students are lazy to read the explanation provided, especially since it is only a long paragraph, not the main point of learning.*

### **Zoom Meeting**

1. Can learning to read using Zoom Meeting help students understand the material in a short time?

*Answer : Yes, because through Zoom the teacher can explain directly to students such as face-to-face learning in class and can control students directly.*

2. Can students learn large amounts of material taught by the teacher by using Zoom Meeting to learn reading?

*Answer : It's possible, but the problem with using Zoom is that the internet quota and network must always be good. So if you deliver large amounts of material it is possible but signal interference can hinder the learning process.*

3. Are students active in responding during learning using the Zoom Meeting?

*Answer : Yes, in the teacher's arena I can control the students directly so I get their feedback and responses regarding this reading lesson.*

4. Can learning using strategies and media of Zoom Meeting be used to teach subjects other than English?

*Answer : Yes, because students need direct explanations as teachers, this zoom is used by all subject teachers at MAN 2 Bandar Lampung. However, for learning skills other than English, such as reading, waiting may not be appropriate if you use Zoom media.*

5. Do students feel bored reading texts during reading lessons via Zoom Meeting?

*Answer : Maybe yes, because students only listen to the teacher's explanation, but return to the teacher. I myself mostly invite them to discuss the material and taxis that I convey during Zoom to make students focus on learning.*

6. Through Zoom Meeting, are students unable to develop imagination and creativity because they are only fixated on the reading text?

*Answer : As I said before, if I invite them to discuss, students can imagine what kind of explanation I mean. Students can also ask questions directly and express opinions that are appropriate to the material and text provided.*

- c. The third interview was conducted by Yuniati Fuadi, S.Pd as an English teacher at eleventh grade of MAN 2 Bandar Lampung.

### **WhatsApp**

1. Can learning to read using WhatsApp groups help students understand the material in a short time?

*Answer : I don't think so, because WhatsApp discussion groups are a place to provide information, so on WhatsApp we inform students "we have class today, the material has been missed in e-learning, please read and study" like that. If someone doesn't understand, just ask, then we'll share the material and assignments on WhatsApp. So WhatsApp is a place to provide material information, not convey material.*

2. Can students learn large amounts of material taught by the teacher by using WhatsApp groups to learn reading?

*Answer : No, because WhatsApp is not the main medium for conveying material so it is not appropriate for teachers to explain the material, but to provide answers that students do not understand, this can be done via WhatsApp group discussions.*

3. Are students active in responding during learning using the WhatsApp group?

Answer : *Because the learning material cannot be delivered well, this also makes students respond less in learning, including reading.*

4. Can learning using strategies and media of WhatsApp be used to teach subjects other than English?

Answer : *In terms of the process, yes, all lessons are done via email, but to convey the material, no.*

5. Do students feel bored reading texts during reading lessons via WhatsApp?

Answer : *Definitely.*

6. Through WhatsApp, are students unable to develop imagination and creativity because they are only fixated on the reading text?

Answer : *Maybe because it only tells students what material they will study, they can't imagine what the online class will be like that day. But if only text is given, students' creativity will definitely be lacking.*

### **E-Learning Madrasah**

1. Can learning to read using E-Learning Madrasah help students understand the material in a short time?

Answer : *Yes you can, but I think not all students because there is no direct interaction to find out whether students really understand the material or not in a short time. However, during the Covid-19 pandemic, students are required to be more independent in their learning.*

2. Can students learn large amounts of material taught by the teacher by using E-Learning Madrasah to learn reading?

Answer : *Actually it is possible, but I think it is less efficient, considering that you cannot control students directly and students tend to read only if the material they find interesting.*

3. Are students active in responding during learning using the E-Learning Madrasah?

Answer : *If it's active, I don't think so, because in this tandem period we have to be very understanding regarding students, such as having difficulty getting a signal, running out of quota, all kinds of things. We also can't just rely on printed books. So we share the material in madrasa e-learning, right, then for the assignment submission time, I make it a long period of 2-3 days, and even then, when I double-checked there were still many who had not done or submitted the assignments. From here, we can see that students are not active during online learning.*

4. Can learning using strategies and media of E-Learning Madrasah be used to teach subjects other than English?

Answer : *Because of this, the subject matter cannot be conveyed well, so if it is used to teach skills other than reading, it can be, but just like reading the Koran, it is effective as well as other subjects.*

5. Do students feel bored reading texts during reading lessons via E-Learning Madrasah?

Answer : *That's for sure, but it's up to each teacher to provide information, provide teaching materials, materials and texts so that students don't feel bored.*

6. Through E-Learning Madrasah, are students unable to develop imagination and creativity because they are only fixated on the reading text?

Answer : *I think it is possible, but it depends on the form of teaching materials given to students. If the form of material provided is always in the form of text, I don't think students can develop their creativity in learning to read.*

### **Zoom Meeting**

1. Can learning to read using Zoom Meeting help students understand the material in a short time?

Answer : *Yes, because the teacher can explain directly to students, so that if you don't understand or don't*

*understand the material being explained, students can ask questions directly.*

2. Can students learn large amounts of material taught by the teacher by using Zoom Meeting to learn reading?

*Answer : Maybe it is possible, if the material presented is in the form of general points in sufficient time. Unfortunately, zoom is only used once a month or at the beginning of each sub-chapter and is also constrained by signals and quotas.*

3. Are students active in responding during learning using the Zoom Meeting?

*Answer : Yes, because the teacher can control it directly so that he can ask students to respond and respond to online learning by using zoom.*

4. Can learning using strategies and media of Zoom Meeting be used to teach subjects other than English?

*Answer : Yes, because you meet face to face with students, the material can be delivered well, as well as teaching things other than trading and other subjects besides English.*

5. Do students feel bored reading texts during reading lessons via Zoom Meeting?

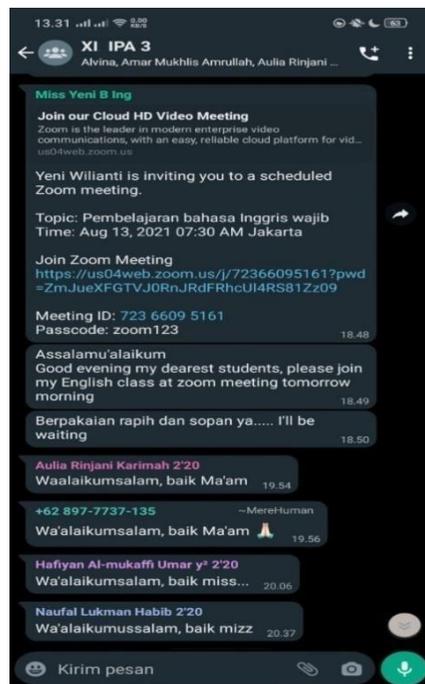
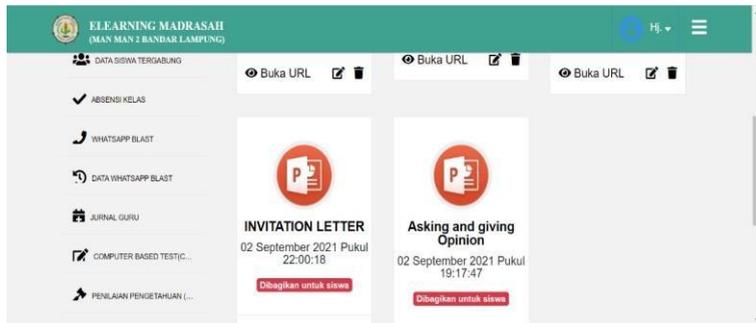
*Answer : I think this can happen if the teacher interacts with students and only focuses on explaining the material.*

6. Through Zoom Meeting, are students unable to develop imagination and creativity because they are only fixated on the reading text?

*Answer : Even though the media is supportive, if the form of material and the way the material is delivered is less interesting, it can make students not understand the material being presented. Therefore, I don't always stick to textbooks or monotonous forms of material but vary them so that students don't get bored and can develop their imagination and creativity.*

## Appendix 7 Documentation

Picture 1 Learning material delivered by teacher



Picture 2 Giving code to access platform online



Picture 3 Assignment extension information

Cetak Excel Menampilkan 5 Data Search:

| NO | JENIS                   | NAMA                         | WAKTU  | TOKEN            | AKSI | STATUS   |
|----|-------------------------|------------------------------|--|------------------|------|--|
| 1  | Penilaian Harian KD 3.2 | PH Past Perfect tense Ganjil | 03 September 2021 Pukul 09:00:00 - 25 September 2021 Pukul 21:00:00<br>150 Menit | 308BF<br>10 Soal |      | 0 Sedang mengerjakan<br>17 Selesai mengerjakan |

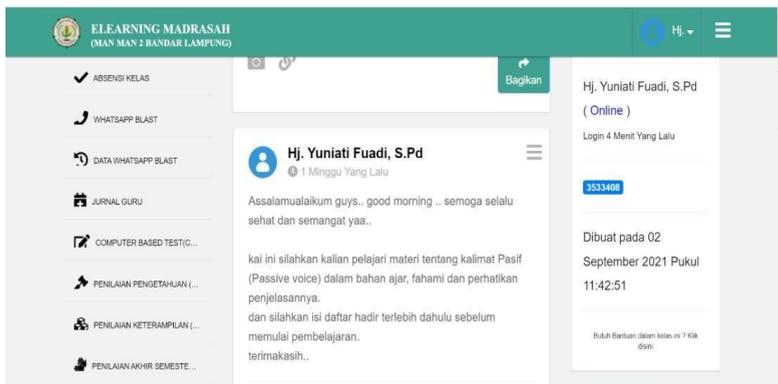
Total Data : 1 dan ini (1 - 1)

Halaman Pertama    Halaman Terakhir

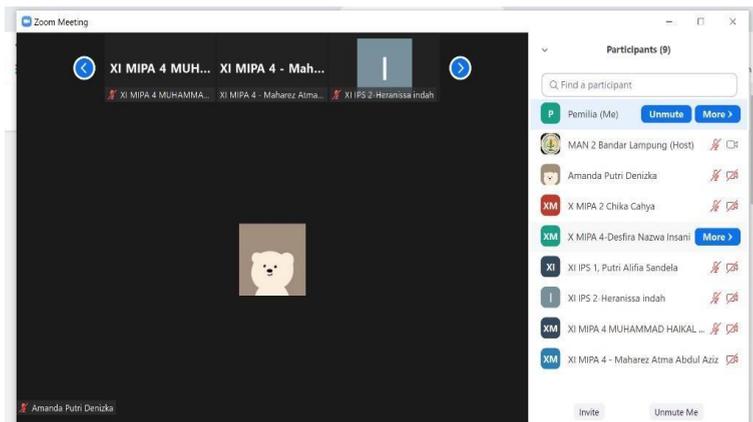
Picture 4 The total of students who have done assignments



**Picture 5 Students asked to send their exams or assignments**



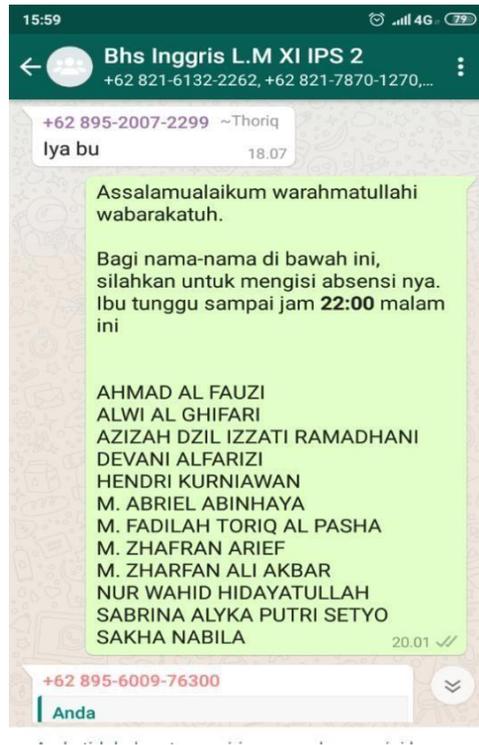
**Picture 6 Notifications for filling attendance at E-learning Madrasah**



**Picture 7 List of names of students attendance the Zoom Meeting.**

| NO | NAMA                       | ABSEN                               |
|----|----------------------------|-------------------------------------|
| 1  | ALYA ZAHWA VIRAMADHANTI    | Pada 01 Oktober 2021 Pukul 07:39:04 |
| 2  | ANGGA TRI ARDANATA ATMAJA  | Pada 01 Oktober 2021 Pukul 09:31:30 |
| 3  | ASFIHAN RIMADI             | -                                   |
| 4  | CARLOS ROBERTO             | Pada 01 Oktober 2021 Pukul 07:30:44 |
| 5  | DEKA ANASTA PUTRI          | Pada 01 Oktober 2021 Pukul 07:06:36 |
| 6  | DIWAN RAMADHANI DIWI PUTRA | Pada 01 Oktober 2021 Pukul 07:44:43 |
| 7  | FAWWAZ ZAKY FAISHAL        | -                                   |

**Picture 8 List of name student attendance in E-learning Madrasah.**



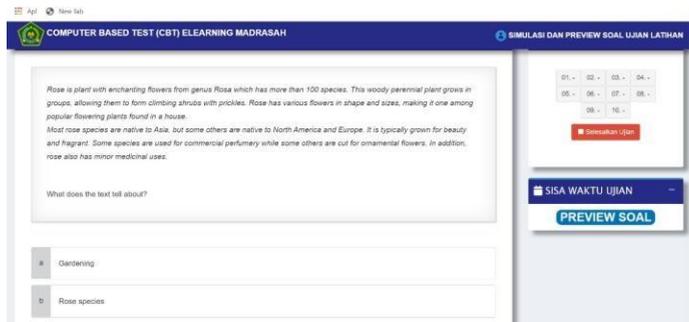
**Picture 9 The teacher reminds students who have not filled in the absence.**

| NO | JENIS                   | NAMA                       | WAKTU   | TOKEN  | AKSI    | STATUS                               |
|----|-------------------------|----------------------------|---|--------|---------|--------------------------------------|
| 1  | Penilaian Harian KD 3.3 | PH Imitation Letter Ganyil | 10 September 2021 Pukul 07:00:00 - 20 September 2021 Pukul 21:00:00 | 30980V | [Icons] | 5 sedang pengerj<br>24 telah mengerj |

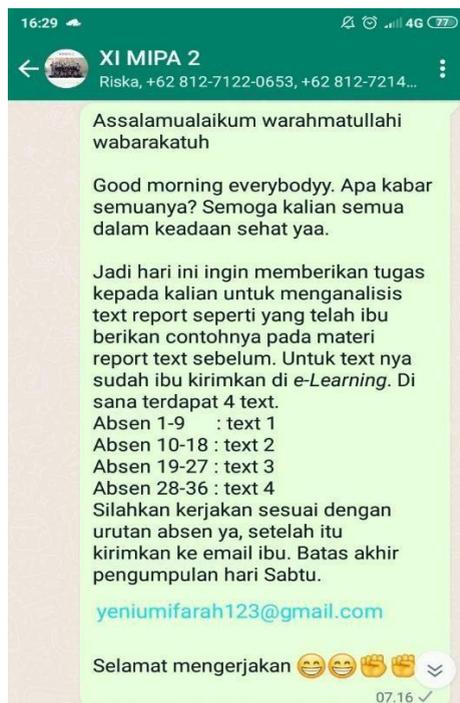
Total Data : 1 dan ini (1 - 1)

Halaman Pertama    Sebelumnya 1    Selanjutnya    Halaman Terakhir

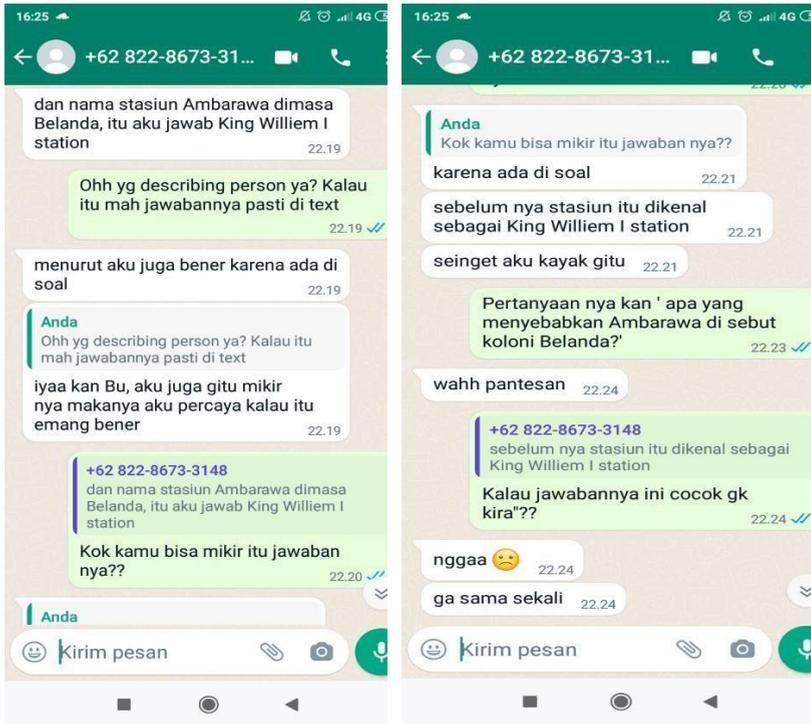
**Picture 10 The outer view of CBT in E-learning Madrasah.**



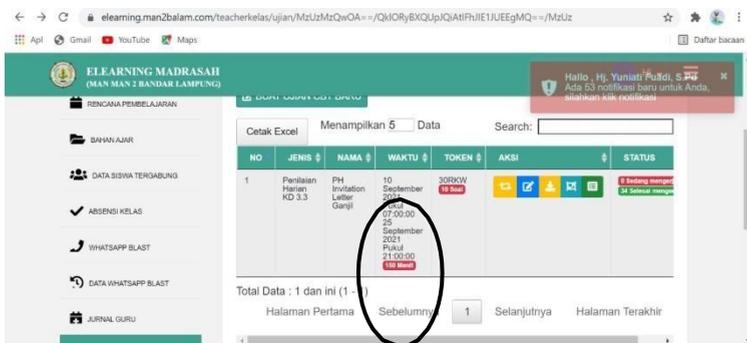
**Picture 11 Display questions on CBT in E-learning Madrasah.**



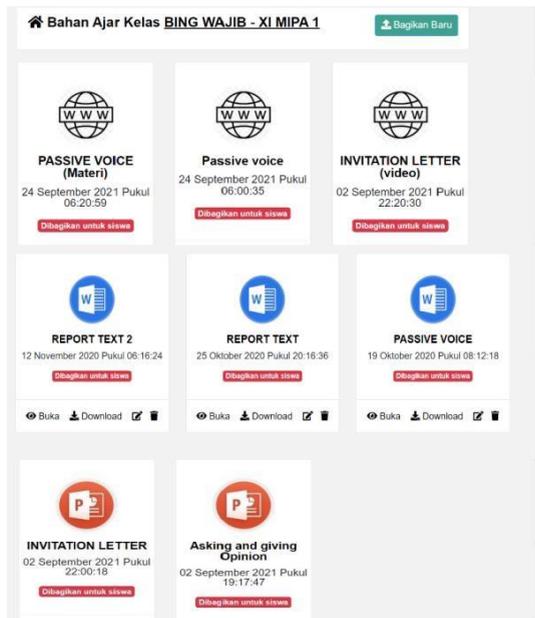
**Picture 12 Instructions for doing the assignments in WhatsApp Group Discussion .**



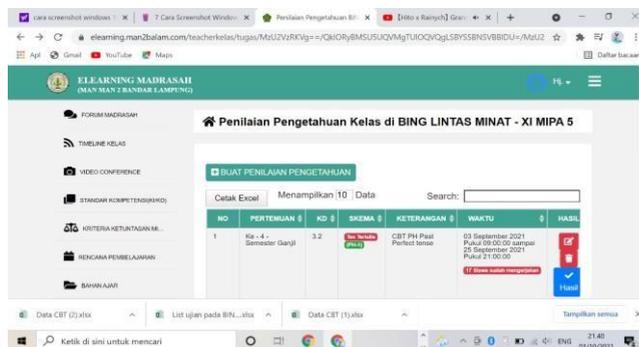
**Picture 13 Discussion solves about the difficult questions.**



**Picture 14 Deadline of assignment submission in E-learning Madrasah.**



**Picture 15** The form of teaching materials was Provided by the teacher.



**Picture 16** Display of skill assessment KI 4

The screenshot shows a web browser displaying an e-learning platform. The main content is a table titled "Penilaian Pengetahuan Kelas di BING LINTAS MINAT - XI IPS 2". The table has columns for "NO", "PERTEMUAN", "KID", "SIKEMA", "KETEMANGAN", "WAKTU", and "HASIL". The first row shows "1", "Kk. 3 - Semester Ganjil", "3.2", "Dua minggu", "CBT Pre Test Perkuat tenses", "03 September 2021 PUKU 08:00:00 sampai 28 September 2021 PUKU 21:00:00", and "1 hasil". A notification banner at the top right says "Hello, Hj. Yuniati Fuadi, S.Pd. Ada 53 notifikasi baru untuk Anda, atarkan klik notifikasi".

| NO | PERTEMUAN               | KID | SIKEMA     | KETEMANGAN                  | WAKTU  | HASIL   |
|----|-------------------------|-----|------------|-----------------------------|--|---------|
| 1  | Kk. 3 - Semester Ganjil | 3.2 | Dua minggu | CBT Pre Test Perkuat tenses | 03 September 2021 PUKU 08:00:00 sampai 28 September 2021 PUKU 21:00:00 | 1 hasil |

**Picture 17. Display of Knowledge Assessment KI 3**



**Picture 18. The Researcher interviewed with  
Hj. Yuniati Fuadi, S.Pd.**



**Picture 19 The. Researcher interviewed with  
Hj. Yeni Wiliyanti, S.Pd.**



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 NPM : 1711040010

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