The Effectivenessof E-Learning in Comprehending English Reading Text in MA Al-Karimiyyah

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Abstract: This article is aimed at knowing the Effectivenessof E-Learning in Comprehending English Reading Text in MA Al-Karimiyyah. The research design in this research is experimental research design. The subject of this research is the second class of senior high school n MA Al-Karmyyah. The instruments of this research are test administration and giving questionnaire. The result showed that there is no significant difference between control class and experimental class in using e-learning, but there is a difference between pre-test and post-test students score, means that using e-learning at MA Al-Karimiyyah is not effective but shared reading method can increase students reading comprehension. It can be seen from the comparing the score of control class and try out class. From the data in the test which is using Independent sample T-test showed that the significant value $0.222 > 0.05$, so the hypothesis is rejected. It also has the same result with the questionnaire which has the significant value $0.483 > 0.05$.

Key words: E-learning, offline learning, reading comprehension, google classroom

INTRODCTON

Reading skill is a way to share people's ideas, find information, and acquire new knowledge. People also express good communication through reading. Reading is one of the four English language skills. It is not possible to learn reading comprehension immediately, which is why it is important to teach reading comprehension. Students need a good understanding to master reading text (Varita, 2017).

Reading comprehension and written language simultaneously form and understand meaning (Lehr, 2013).It means that if students do not get the content of the text, the purpose of reading is not achieved. Every student has a different level of comprehension in reading. Therefore, it is important for teachers to choose the right method to make the teaching process smoothly. Students with good reading comprehension skill might comprehend of reading text.

In a process of learning reading, there are many problems that might be faced by students. There are several causes of the problems, such as lack of reading motivation, students thought that reading is difficult and students lack of vocabulary memorization (Suwandi,

Refnaldi and Ardi 2013). The next is students' background knowledge. It can affect students understanding of a text, because their background knowledge enables them to interact with the text they read. Without activating background knowledge, students will have difficulty to understand, because background knowledge helps students to comprehend a text (Cadena, 2006).

Varita (2017) stated that there are many methods available for the teaching process that cultivates students' abilities. Teachers need to consider the best way and techniques or strategies that are most suitable for teaching reading comprehension for the following reasons mentioned above. One of them is the cooperative learning method. Kagan (1994) has stated that co-operative learning is a successful teaching strategy for students with different of ability that use a variety of teaching and learning activities to improve students understanding of a subject.

Teachers must be able to adapt the classroom situation. It means that teachers must be ready for all conditions, teacher have to understand about conducting offline and online class. In online teaching and learning process, teachers can use e- learning to be a solution of the teaching media. E-Learning is a media that is used in online teaching and learning processes. In practice, e-learning makes use of information technology as a learning tool. Koran (2002) has stated that e-learning or electronic learning is at random management and learning that use internet network (LAN, WAN or internet) to convey the content of learning, interaction, or guidance.

Researcher chooses MA Al-Karimiyyah as the subject of the research because students' ability in understanding the English is very worrying. It is known from students test scores, which their scores do not reach the passing grade. These data were gotten from an interview to one of the English teachers in MA Al-Karimiyyah named Mr. Suryo. He said that the average score of the students' daily test scores are 6.2 and for the final exam their average score are 5.8. This is far from the minimum criteria of the mastery learning which is 70 point.

From the lesson Plan in senior high school, the researcher also know that most of their English materials are about reading texts, such as report, narrative, procedure, descriptive, recount, news item, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, and spoof. Therefore, it needs more comprehension of how to understand English texts. When teacher explains the materials by using a guide book, it will be useless if the students cannot understand the content of the book.

In this pandemic era, using e-learning media is the solution for teacher, in order teaching and learning proses run smoothly. MA Al-Karimiyyah is one of school which basically is Islamic Bourding School. Almost all of the students are lack of experience in using technology. They said that their teachers just used WA group to give them exercise and sometimes giving hard file exercise during pandemic era, so that researcher conduct this research by using e-learning media to teach them how to adapt teaching and learning process in pandemic era by using other applications.

Researcher conducted a research in the use of Google Classroom as means of an e-learning media. Researcher chose Google Classroom application because this application is easy and familiar to use. It does not consume a lot of quota. Google Classroom application is suitable for students in rural. The information was got from the result of interview to one of the students in MA Al-Karimiyyah.

Researcher used Google Classroom application in this research as a learning media to solve that problem. In this application, researcher shares English text. It can help students to learn more and give them more exercises to understand English reading text. Researcher uses two kinds of English reading text, namely transactional text and invitation letter.

METHOD

The researcher used and Quasi Experimental Design. The researcher tried to get the data about students' problems or difficulties faced in MA Al-Karimiyyah. Quasi-Experimental has the control group and the experimental group that were not randomly selected. The control group was a group students who were taugt by offline learning and the experimental group was the students who taught by E-Learning exactly Google Classroom in comprehending English reading text at MA Al-Karimiyyah.

The researcher took two classes as the sample of the research, namely A class which consist of 19 students in the second grade of MA Al-Karimiyyah as the control class and B class which consist of 9 students as the experiment class and all the students in MA Al-Karimiyyah as the population of the research.The instrument and technique of collecting data are important in this research. The reason of collecting data in doing research is to obtain the material needed. Data collecting technique that was applied by the researcher in this study was doing test and giving questioner.

In this case, the researcher used the instruments of this research are test administration and giving questionnaire. The steps in test administration were making blue print construction, item construction, asking for validation to the lecturer, administrated try out, administrated the test and the last is giving questionnaire. The Researcher made two groups as the sample. The first is experimental group and the second is control group. In control group, it took from students who stay in Islamic boarding school. They cannot hold mobile phone, so they did not know what is the material which is given by researcher to online learning group. The second is experimental group. It took from students who do not stay in Islamic boarding house. They go to school from their house and use mobile phone as their learning media, so it can be ascertained that there is no sharing material or answer keys between students.

FINDINGS AND DISCUSSIONS

The result of statistical data of students pre-test, post-test and questionnaire can be seen in the table:

a. **Table Descriptive Statistics of Pre-Post Test**

	N	Minimum	Maximum	Mean	Std.Deviation
Pre Control	18	45	70	60.28	7.760
Post Control	18	80	100	91.11	6.314
Pre Experiment	8	50	75	62.50	8.864
Post Experiment	8	85	100	94.38	5.630
Valid N (listwise)	8				

b. Table Non-Parametric Test of the Experimental Class

		N	Mean Rank	Sum of Rank
PostEks	─Negative Ranks	0[a]	.00	.00
PreEks	Positive Ranks	8[b]	4.50	36.00
	Ties	0[c]		
	Total	8		

c. Table Non-Parametric Test Control Class

		N	Mean Rank	Sum of Ranks
PostCont-PreCont	Negative Ranks	0[a]	.00	.00
	Positive Ranks	18[b]	9.50	171.00
	Ties	0[c]		
	Total	18		

d. Table Independent Sample Test

	Levences Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (-2 Tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Equal										

Varience assumed	.177	.677	-1.255	24	.222	-3.264	2.602	-8.633	2.106
Equal Varience not Assumed			-1.313	15.074	.209	-3.264	2.485	-8.559	2.031

e. Table Independent Samples Test of Questionairre

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
	Equal variances Assumed	.483	-2.333	3.280
The Learning Result	Equal variances not assumed	.553	-2.333	3.819

Table (a) showed that the students minimum score in the pre-test in control class are 45, the maximum score are 70 and the mean are 60.28, the number of the students are 18 students. It has different score after doing the post-test, the students minimum score in post-test are 80, the maximum are score 100 and the mean are 91.11. In the Experimental class score for pre-test, the minimum score are 50, the maximum score are 75 and the mean are 62.50. In the post-test score the minimum score are 85, the maximum score are 100 and the mean are 94.38.

Table (b) showed that the Negative Ranks results of experimental class at the N value, Mean Rank, and Sum Rank of reading comprehension for the Pre-test and Post-test are 0. It indicates no reduction between the Pre-test and Post-test value.There are 8 positive data (N) which means that there is an enhancement of English reading text comprehension from 8

students in pre-test scores to Post-test scores. The mean rank is 4.50, while the number of positive ranks or Sum of Rank is 36.00. Ties are the value of pre-test and post-test. The value of Ties is 0, so it can be said that there is no equal value between Pre-test and Post-test in experiment class.

Table (c) showed that the Negative Ranks results of Control Class at the N value, Mean Rank, and Sum Rank of reading comprehension for the Pre-test and Post-test are 0. It indicates no reduction between the Pre-test and Post-test value.There are 18 positive data (N) which means that there is an enhancement of English reading text comprehension from 18 students in pre-test scores to Post-test scores. The mean rank is 9.50, while the numbers of positive ranks or Sum of Rank are 171.00. Ties are the value of pre-test and post-test. The value of Ties is 0, so it can be said that there is no equal value between Pre-test and Post-test in control class.

Based on the output in the table (d), the significant value (2-tailed) is $0.222 > 0.05$, so it can be concluded that there is no difference in the average student learning outcomes between the control class and the experimental class and from the table (e) showed that the significant value (2-tailed) is $0.483 > 0.05$, it means there is no the significant difference between experiment class and control class.

The result showed that there is no significant difference between control class and experimental class in using e-learning, but there is a difference between pre-test and pos-test students score, means that using e-learning at MA Al-Karimiyyah is not effective but shared reading method can increase students reading comprehension. It can be seen from the comparing the score of control class and try out class. From the data in the test which is using Independent sample T-test showed that the significant value $0.222 > 0.05$, so the hypothesis is rejected. It also has the same result with the questionanire which has the significant value $0.483 > 0.05$.

From the result above, it can be stated that e-learning is not effective to comprehend students reading English text in MA Al-Karimiiyah. So, all the previous studies from Zidat and Djoudi (2020) and from Destari (2010) cannot support this research.

CONCLUSSIONS AND SUGGESTIONS

The conclusion of this research were all based on the findings, from the data which was input in SPSS it showed that the data was homogeny but not normal, so it was used non-parametric test and Independent sample T-test. Based on the result of the research can be drawn, as follows:

1) There is the differentiate students score between pre-test and post-test. The pre-test score is higher than the post-test score.
2) There is no significant value from control class and experimental class.
3) The try out class has the same score as the pre-test students score

It can be concluded that the shared reading method has big effect to comprehend students English reading text, but in teaching and learning process e-learning is not effective to comprehend students English reading text. The hypothesis is rejected.

For the teacher this method can be used in teaching and learning process to comprehend students' English reading text and combine with other online platform application which is suitable with the students, also giving more creative strategy which is different with offline teaching and learning process.

For the students they should improve their reading skills weather with the teacher or by themselves. It also can be used this method to improve their skill in comprehending English reading text. For the other researchers if other researcher will conducted the same case, they better to use other way to formulate the data.

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