

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Results

This study has been done by the researcher on March 1 until May 4, 2021 in the one of Indonesian Islamic Senior High School. The researcher has researched the use of WhatsApp and Google Classroom application as online learning tools in English language teaching. In the study, researcher directly observed the process of e-learning activities using the WhatsApp and Google Classroom application. Besides, researcher conducted interviews with several pre-determined informants who can answer and obtain data about English language teaching's experience in using WhatsApp and Google Classroom, including the principal, The English Teacher, and three students. At the documentation stage, the researcher documented the results of observations and interviews in the form of photos and data files related to the use of the WhatsApp and Google Classroom applications in English language teaching as a reinforcement of research results.

The researcher found that the institution has been used e-learning through online mode during the COVID-19 pandemic, to be precise on March 14, 2020. It used WhatsApp and Google Classroom. The principal of the institution, John stated that the purposes of using the e-learning through online mode are to comply with government policy in reducing the spread of coronavirus and continue the learning process during the COVID-19 pandemic.¹ E-learning is applied to all subjects, including English. Below the data findings that were found by the researcher from the results of interviews, observations and documentation.

1. The Implementation of E-learning System by WhatsApp and Google Classroom in English Language Teaching

a. The Preparation Stage

Based on the research results in the one of Indonesian Islamic Senior High School about the

¹Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

preparation stage in Implementing E-learning system by WhatsApp and Google Classroom in English language Teaching are as follows:

In this situation, e-learning activities are carried out online manner. Before starting the lesson, the teacher prepares some preparations. First, prepare the lesson plan. According to a statement from the English teacher of the target school, Ann stated that she prepared lesson plan before the learning process, namely one sheet of the lesson plan. Its form is the same as the lesson plan in general, but the content is simplified, which only contains objectives, steps, and learning assessments.² That opinion was reinforced by John that all teachers has a lesson plan namely one sheet lesson plan following the government's recommendation which is used as a guideline for implementing e-learning during the pandemic.³ In preparing the lesson plan related to this situation, Mrs. Ann chosen some supporting learning media and method that are acceptable and easy to apply. The second preparation is making attendance list.⁴ It aims to check student presence in every meeting through Google classroom application.

The next preparation is preparing the learning media and the material used. Based on the observation, the teacher needs the internet network and electronic devices such as laptops, computers, and mobile phones as the e-learning tools through online mode. Ann stated that in online learning activities, she using WhatsApp and Google Classroom application as learning media. According to her, the use of the two applications is complements each other. The WhatsApp Application is used for teaching English with two-way methods such as delivering materials and discussing them with the students. While, The Google Classroom application is

²Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

³Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

⁴Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021

directed at student attendance, giving and collecting assignments. In preparation stage of the application, Ann making a group class and choosing several features that has been provided in the application, such as Video call, messages, group class and others. The next preparation is preparing the material to be delivered in WhatsApp and Google Classroom application. The material can be modified into Video, Powerpoint, Quiz, and others. The following is evidence of the preparation stage in preparing online learning trough WhatsApp with video of learning:



Figure 4. The preparation stage

The last preparation is checking the readiness of students to follow the online class, including their internet quota, attendance list, and check student worship including dhuha prayer. Ann also added that the important thing to prepare before starting the online learning is the teacher and student must to able to operate the WhatsApp and Google Application so the learning process can run maximally.⁵So, it can be conclude that to preparing the e-learning process by WhatsApp and Google Classroom, the teacher prepare the lesson plan, attendance list, learning media and material, and

⁵Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

checking the readiness of the students and infrastructure used.

b. The Implementation Stage

The implementation of e-learning by WhatsApp and Google Classroom are the main activities. It includes the delivery of material and discussion. In delivering English material through online learning, the teachers need some application and learning media to support the online class. The same thing is needed by the teacher of the target school. Ann stated that she using some application in delivering the lesson. They are WhatsApp group and Google classroom.⁶ The data is supported by the observation results in the target school when the teacher is teaching English online, the teacher starting the lesson by checking student attendance list using Google classroom. After that, she is using WhatsApp groups in delivering the material. The English material is delivered by sending a Power Point file, the teacher explains the material clearly through voice notes, video call, and message available in the WhatsApp feature. According to Ann, these applications have some own benefits to help distance learning activities during the pandemic. The WhatsApp group was used to convey the material through message, voice notes and video calls. While the Google Classroom application is used to join classes, give daily assignments, and written assignments.⁷ That statement support by the opinion of student named Jhon, he said that English teaching and learning activities are usually carried out through WhatsApp and Google Classroom.⁸ The following are the evidence used in English classes:

⁶An , The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁷An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁸Jhon, The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

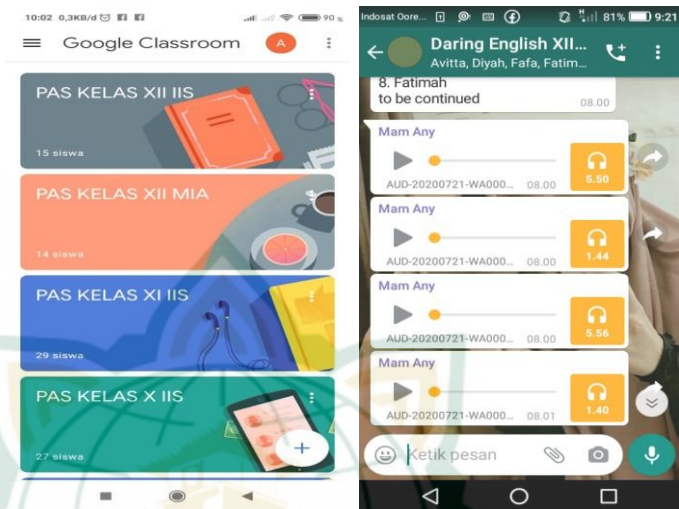


Figure 5. The Use of Whatsapp and Google Classroom Apps

In learning process, the teacher needs the suitable and acceptable method by students in the midst of a pandemic. Based on the interview result by Ann, she explained that her teaching method used in implementing e-learning by WhatsApp and Google Classroom application is one-way and two-way learning methods.⁹ The first method is a one-way method. In this method, the English teacher delivers the material and gives assignments to students through the Google Classroom. So, the use of Google Classroom is more emphasized when the teacher implementing the one way method such as student attendance, giving and collecting assignment. While, the two-way method is allows teachers and students to interact in the form of online discussions through WhatsApp application, such material presentation and video call.¹⁰ One of student named Zee

⁹An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

¹⁰ An, The Interview from The Researcher, interview 2, transcript March, 1st, 2021.

also regarding examples of applying the one-way and two-way methods. She said that English teaching and learning activities are usually carried out through WhatsApp, Google Classroom. Material is usually delivered via WhatsApp group, in the form of voice messages, PDF/ PowerPoint files. Sometimes the learning process is done directly through Video call groups to discuss and answer questions by oral speaking. Then, the assignment is assigned and collected via Google Classroom.¹¹

Many English teaching materials and resources can be used in implementing e-learning via WhatsApp and Google Classroom, either from textbooks, self-designed study materials, or the material from the internet. Ann explained that the Many English teaching materials and resources can be used in implementing e-learning via WhatsApp and Google Classroom through e-learning are very easy to find because apart from books, it is widely available on the internet, likes the articles, journals, e-books, videos, or we can self- design the material to be taught, like PowerPoint, Videos, Quiz link, and others.¹²

Based on the observation, the learning material used by the teacher is PowerPoint and link video from YouTube. At that time, the English teacher made a PowerPoint about the study of “news item”. Then, she was sent the PowerPoint and discussed it via WhatsApp. Ann said that the English teaching materials and resources which are often used in teaching are textbooks, PowerPoint, videos, and the sources from the internet.¹³ That explanation is Reinforce by Joe and Xee. Joe said that In English learning, the learning sources used were Textbook, Google, and PowerPoint and he prefers to use a PowerPoint because it has been summarized so

¹¹Zee, The Interview from The Researcher, interview 3, transcript, March, 1st, 2021.

¹²An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

¹³An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

learning is easier to study.¹⁴ Then, Xee also added that learning resources in English learning is come from some books, videos, pictures, Google, and YouTube. She most likes to use some books and videos because they are easier to understand.¹⁵ The following is an example of a PowerPoint used as English teaching materials and resources:

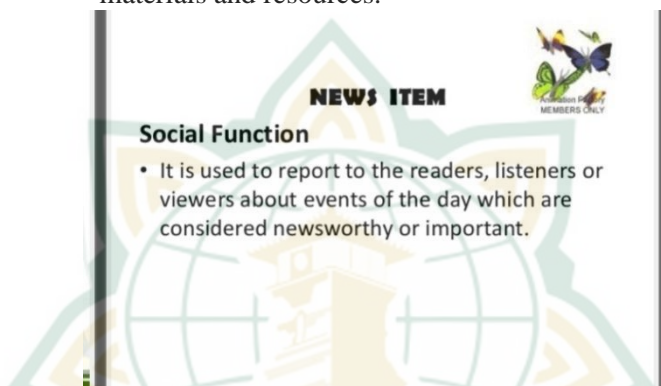


Figure 6. PowerPoint Form

There are four skills taught in English subject, namely writing, listening, reading, and speaking. These four skills are also taught in online classes via WhatsApp and Google Classroom. Based on the statement of Ann, she said that to teach the four English skills in English subject, she did several ways, such as: first, to train students' listening, the teacher delivers material through voice notes in WhatsApp and provides videos or songs in English to students to listen to and understand the meaning, and guess vocab. Second, to practice speaking for students, the teacher instructs students to provide material responses or answers using English through Voice notes or video call via WhatsApp. As for reading skills, students are asked to read the text and understand it by sending several texts via WhatsApp or Google

¹⁴Jhon, The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

¹⁵Xee, 'The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

Classroom application. Finally, writing skills, students are asked to make simple text according to the material being taught and collect it via Google Classroom application.¹⁶Based on the statement, it can be conclude that the WhatsApp and Google Classroom application can be used to teach four English skills. The following is an example of the use WhatsApp in mastering the speaking skill by oral test via video call:



Figure 7. The oral test via Whatsapp

The Implementation of e-learning via WhatsApp and Google Classroom during pandemic has an impact on the interaction process of students and teachers. The interaction between the two will be more limited than face-to-face learning. So, the teacher must have a strategy to reduce the bad effects due to limited interactions in the online class. The efforts made by Ann to face the limited

¹⁶Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

interactions in learning process are providing online discussion and feedback using some via WhatsApp and Google Classroom by utilizing the features that have been provided. Some of the features provided by WhatsApp that can maximize the learning process are group chats, video calls, voice notes, and others.¹⁷ While the features of Google Classroom are setting schedules, making assessments and announcements, setting student assignments, and so on. These efforts aim is to optimize students' understanding of the material. Ann also added that to optimize the English learning process, she convey important points accompanied by learning media that support the material, such as the teacher providing pictures or videos to visualize the material, allowing students to ask questions, and providing feedback to students about their learning difficulties.¹⁸

c. The Evaluation Stage

After doing the lesson, the teacher needs to evaluate the students' skills and understanding by giving them some assessments. The assessments can be provided in various forms. Ann stated that she always gives some evaluation in oral speaking or written form via WhatsApp and Google Classroom at the end of the lesson to find out the level of students comprehension.¹⁹ Besides, the Ann also explained that in providing evaluations to students in different ways according to the skills being assessed. For the speaking assignment, she gave an oral speaking assignment via WhatsApp, for example doing an introduction through voice note, or making introduction video. Furthermore, for writing, she asked students to fill out a worksheet in a textbook or make text and then sent it to Google Classroom. Then, for reading, she asks students to read the text or dialogue which has been sent via the WhatsApp application and

¹⁷An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

¹⁸Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

¹⁹Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

understand its content. The last is listening skill; she provided some music to evaluate the vocabularies, meaning, and spelling.²⁰ The following is a sample of the assessment via Google Classroom:



Figure 8. The assessment via Google Classroom

The implementation of e-learning via WhatsApp and Google Classroom in the one of Islamic Senior High School during a pandemic has been carried out since March 2020. Some advantages and disadvantages are felt during the e-learning process by teachers and students. Ann said that the advantages of e-learning during a pandemic are learning can be done anywhere and anytime, students are enthusiastic to use social media in the learning process. Education will be more advanced if the implementation is balanced by technology. While the disadvantages are the discussion sessions are more limited than face-to-face learning, difficulty controlling students, unstable internet networks, and so on.²¹ That

²⁰Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

²¹Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

statement is strengthened by the student Zee opinion, she said that the advantages of using e-learning via WhatsApp and Google Classroom are the learning process can be done anywhere and anytime without being obstructed by distance, Train students to learn independently and be more creative in developing learning methods that are easy to understand for them. The disadvantages of interaction between teachers and students are reduced, it tends to be training instead of education, and students who have low learning enthusiasm will be left behind.²²

The effectiveness of the learning system can be evaluated through the learning objectives achievement. The more fulfilled the learning objectives, the more effective the system used. Based on Ann's statement about the effectiveness of e-learning via WhatsApp and Google Classroom to facilitate the English language teaching, she said that there are no better and more effective systems than face-to-face learning. Although all teaching and learning systems have advantages and disadvantages. She prefers the use of face-to-face learning because the teacher can see the level of students' understanding directly, the seriousness of students through contact eyes et al. However, the use of the e-learning system during pandemics via WhatsApp and Google Classroom is the best choice for these conditions. In the implementation of the e-learning process, the teacher has made every effort to make it more effective.²³ That statement was strengthened by Zee that e-learning is quite effective in this pandemic because the learning process can be carried out and adapted to some conditions and situations faced.²⁴

Based on the explanation above, evaluation can be seen from the way the teacher assesses student learning

²²Zee, The Interview from The Researcher, interview 3, transcript, March, 1st, 2021.

²³Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

²⁴Zee, The Interview from The Researcher, interview 3, transcript, March, 1st, 2021.

outcomes and evaluation of the English language teaching process using the e-learning system via WhatsApp and Google Classroom, both advantages, and disadvantages as well as the system effectiveness level.

2. The Obstacles Faced in the Implementation of E-learning Via WhatsApp and Google Classroom

In implementing e-learning via WhatsApp and Google Classroom, the researcher still found some obstacles faced on the English class such as from user aspect, material aspect, and infrastructure aspect. These Obstacles can inhibit the implementation of the English language teaching. So, it must be analyzed and search solutions to reduce the negative impact. The following are some obstacles faced in implementing e-learning via WhatsApp and Google Classroom:

a. The User Obstacles

Based on the user aspect, it can be seen from two sides. The first one is from the teacher. The teacher is an important aspect of learning. The teacher's missions are to teach, guide, and control the learning process. In One of Indonesian Islamic Senior High School has an obstacle on the teacher side. There is a teacher can't to operate the electronic devices. The statement comes from Joe that there is still a teacher who can't operate electronic media to support the implementation of e-learning, such as mobile phones and computers. It is because that teacher is old and seldom uses electronic media in daily life. So, the teacher cannot deliver material or give assignments to students through the WhatsApp and Google Classroom application in the online class.²⁵

The other user obstacles come from the student side. Students are members of society who develop their potential through educational institutions. According to the statement of Ann, she said that the first obstacles at the beginning of the implementation of e-learning, students had difficulty in using the application features

²⁵Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

because they've never used them before, such as Google Classroom.²⁶ Then, the second obstacle is student control difficulty during distance learning. That opinion was delivered by the English teacher of the target school that the teacher has difficulty in controlling students because online learning created a gap between teachers and students.²⁷ So, there are students who do not attend online classes and do not do assignments. That explanation was emphasized by the principal that the teachers are difficult to control students in this situation, there are a handful of students who do not enter online classes at all or who have lost communication with the teacher.²⁸ So, the limited interaction of students with teachers makes it difficult to regulate and control students in online learning.

The English teacher also explained other obstacles on the student side about the student motivation and student learning enthusiasm in the pandemic era. She said that there is still a lack of student motivation for independent learning and enthusiasm for learning during distance learning. So if students are not told to do assignments or have discussions in online classes, students tend to be lazy to learn. Students will be active in online classes if the teacher is also active in providing stimulus and innovation in learning. Conversely, if the teacher is passive, so will the students. So it depends on the teacher in teaching.²⁹ The teacher's opinion is strengthened by Zee statements that she lacked focus during learning at home and starting to feel bored of

²⁶ An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

²⁷ An, The Interview from The Researcher, interview 2, transcript March, 1st, 2021.

²⁸ Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

²⁹ An, The Interview from The Researcher, interview 2, transcript March, 1st, 2021.

studying on their own without direct guidance from the teacher.³⁰

Based on the above explanation, there are still many obstacles experienced by schools in implementing e-learning via WhatsApp and Google Classroom, both from teachers and students, there is a need for solutions in terms of implementation based on the user to be maximized so that the objectives of the policy the school can be achieved in terms of the increased user.

b. The Materials Obstacles

Overall, there is no challenge in learning sources, because teachers and students can find them in many sources through the internet, including Google, YouTube, e-books, journals, PowerPoint, and many more. But, there are also obstacles faced in implementing e-learning via WhatsApp and Google Classroom about materials aspects, namely the difficulty to create the innovative material package. That statement was delivered by Ann that many learning materials are spread in various sources, not only from textbooks but through the internet, namely Google, YouTube, e-books, e-journals, articles, and so on. The problem lies in the teacher's lack of innovation in packaging the material to make it look attractive. The material is presented according to the teacher's ability to use IT, for example making PPT and simple videos.³¹ The statement is strengthened by Joe that age differences affect the innovation in teaching. Young teachers are quite creative in providing material innovations such as making PowerPoint plus templates, videos, or animations that are supportive and interesting because the IT skill is better. But for older teachers, it is difficult to develop the material and make it look attractive.³²

The English teacher also mentioned that in teaching the four English skills, there is one material that is

³⁰Zee, The Interview from The Researcher, interview 3, transcript, March, 1st, 2021.

³¹Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021 aslahah.

³²Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

difficult to teach, namely listening skills.³³ In the teaching and learning process in English, there are 4 skills that she teaches. Of the four skills and she finds the difficult to teach listening material, because of the limited discussion through the online learning system.

From the explanation above, it can be concluded that although the source of the material has been found in the textbook and has been widely spread on the internet, there are still some obstacles that occur in the material aspect. These obstacles are the difficulty of teaching listening skills for distance learning and the lack of innovative learning materials.

c. The Infrastructure Obstacles

Infrastructure is one of the components that support the learning process. The use of e-learning requires more infrastructures to support the lesson than conventional systems. There are some infrastructure obstacles when implementing e-learning via WhatsApp and Google Classroom. The first obstacle is come from the WhatsApp and Google Classroom application features. The application does not have a video conferencing feature so it is difficult to monitor the condition of students at home. That statement is reinforced by the opinion of the English teacher that in learning, the applications that are easy to use for students are WhatsApp and Google Classroom, but the features provided are still limited, for example when she want to monitor the student's condition, she can only video call 5 students through the WhatsApp application in turn.³⁴

Another obstacle is the unstable internet network and the wasteful use of internet quotas. Based on the English teacher, she said that the learning is completely carried out online, so it requires a large internet quota. Besides, sometimes the internet signal is unstable at certain

³³Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

³⁴An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

locations and emergency or uncontrollable situations such as power outages or rain.³⁵

The last obstacle is also felt in the quality of technology used by students. It is following the explanation of Ann that students already have communication technology aids such as mobile phones, but some students complain about the quality of the communication technology used because it is old or damaged so it is difficult to operate, the cellphone storage is small while the data stored is so much and other difficulties.³⁶ That explanation is supported by Joe that the obstacles occur when downloading materials/applications with large files, her phone can't fit it because of the small storage.³⁷ Besides, there were also statements from other students who complained about the electronic equipment used named Xee that the cellphone sometimes drops or takes a long time to load during learning because it is worn out and the battery has an error.³⁸

3. The Solutions to Overcome the Obstacles in the Implementation of E-learning Via WhatsApp and Google Classroom

Several obstacles arise in the implementation of e-learning during the pandemic in the one of Indonesian Islamic Senior High School, includes from user, material, and infrastructure aspects. To solve those problems, the school provides solutions as follows:

a. The Solutions to Overcome Obstacles Viewed from The User Aspect

The obstacles that occur in the implementation of e-learning at the target school need a solution. The first solution is to solve the problem about there is still the

³⁵ An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

³⁶ An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

³⁷ Jhon, The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

³⁸ Xee, 'The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

teacher who doesn't have skill in operating IT, as the principal said that the solution to solve that problem is all teachers have to respect each other and help the teacher who cannot operate the electronic device to learn and use it. That explanation is strengthened by the presentation of the English teacher that the e-learning is completely carried out online, thus requiring teachers to master electronic devices to connect with students in WFH situations.³⁹ Teachers who cannot operate electronic media are initially assisted by fellow school teachers to deliver material via cellphones or laptops. The learning application including WhatsApp group and Google Classroom were also created from the school side, and then gradually they were taught how to operate them. So we fellow teachers help each other and the teacher who cannot operate electronic media is also trying to learn IT seriously.⁴⁰

Then, the second Solution is to solve the difficulties in using various application features in learning by some students. According to the explanation of the principal of the target school, he said that school has the ICT subjects as a forum for online training and consultation regarding student difficulties in using IT during distance learning activities.⁴¹ The explanation is supported by the English teacher's statement that to solve that problem, actually at the beginning of the lesson she had asked the students first about their learning readiness and the infrastructure to be used. So if there are students who have difficulty in using the application or other obstacles, the teacher can help to solve them. The other solution is not forcing students to use applications that are difficult to apply, so that the students have no difficulty following the lesson. In this case students are given the freedom to choose applications to study

³⁹Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

⁴⁰Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

⁴¹Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

according to their abilities. Besides, Xee also explained that she asks his teacher or friend, and look for YouTube tutorials when she was confused in using certain application features.⁴²

The next solution is to increase student motivation and enthusiasm for learning problems during distance learning. According to the explanation of the principal of the target school that the solution to increase students' awareness of independent learning and enthusiasm for learning during distance learning is to provide enthusiasm and motivation for students in learning via WhatsApp. The statement is strengthened by the opinion of the English teacher that she always gives enthusiasm and motivation to learn for students at the beginning of learning, deliver the material in a varied, attractive, and not monotonous way such as learning interspersed with interesting pictures and videos, and the last solution is giving reward to the most interactive student in online class.⁴³

Based on the various obstacles faced, the English teacher admission that the toughest problem is the difficulty of controlling student learning during WFH.⁴⁴ This problem is indeed common in any school today. It is caused by the circumstances that force students and teachers not to meet directly. To solve this problem, the target school has its solution. The following is the explanation of the English teacher that if students do not participate in learning activities, she will contact them via WhatsApp and if the assignments have not been sent, she reminds them to collect them immediately. So for students that still can be controlled, the teacher monitors student activities through messages or Video Call. Doing home visits for students who cannot be controlled at all. So through a home visits, there is cooperation between

⁴²Xee, 'The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

⁴³Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁴⁴Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

teachers and guardians to change the attitudes of students who deviate.⁴⁵

Teachers, students, and all school members try to improve their ability to use IT by participating in training and consultation provided by the school. So, the e-learning process can run properly with the help of electronic devices. Besides, there are also efforts and cooperation between teachers, students, and guardians in motivating and increasing student enthusiasm for learning.

b. The Solutions to Overcome the Material Obstacles

E-learning needs creativity from the teacher to design and deliver innovative learning materials so that students' will attractive to the learning process. In fact, not all teachers can create innovative material to support the lesson. So, it is necessary to have cooperation and training to overcome that problem. The principal of the target School explained that teacher who is less creative in creating content or learning materials, usually ask other teachers to fix it.⁴⁶ The explanation is strengthened by the opinion of the English teacher that she said that when making learning materials in the form of PowerPoint, she made a simple one first and improved it by adding some animations and videos through instructions from teachers and YouTube tutorials to make it look more interesting.⁴⁷

The English teacher also explained how to overcome the problem of the difficulty of teaching material related to listening skills in the middle of distance learning, she said that to optimize listening skills, there must be direct meetings with students offline if the area is in a green zone. So, the material discussion can be carried out well. Even so, they still comply with

⁴⁵ An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁴⁶ Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

⁴⁷ An, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

the rules according to health protocols, namely wearing masks, maintaining distance from each other, and so on.⁴⁸

Based on the explanation above, the learning system during the pandemic is carried out online and offline. To overcome the obstacles and difficulties encountered during the pandemic era learning was carried out offline for a more intensive solution. Meanwhile, to improve content creation, training is carried out from the school so that students are more interested in learning.

c. The Solutions to Overcome the infrastructure Obstacles

The solution to overcome the obstacles that occur in the infrastructure aspect related to incomplete WhatsApp and Google Classroom application features. The principal in the one of Indonesian Islamic Senior High School. gave a solution that to overcome that problems, teachers can use other applications that support video conferencing, such as the Google Meet and Zoom Meeting applications. The use of the application should be preceded by direction and control from the teacher so that the process runs optimally.

Then, the school also needs to solve the problem of wasteful internet quota in online learning. The Principal of the target school gave an explanation that at school there is Wi-Fi and there is a free quota from the government for teachers and students.⁴⁹ The explanation is strengthened by the presentation of the English teacher that there is a free study quota for students and teachers to help the learning process.⁵⁰ Meanwhile, in overcoming the problem of unstable internet signals, according to the explanation of the English teacher, she said that the administrative staff makes repairs when the Wi-Fi network at school is unstable. The statement is added with Zee opinions that if the internet network is unstable,

⁴⁸ Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁴⁹ Joe, The Interview from The Researcher, interview 1, transcript, March, 1st, 2021.

⁵⁰ Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

then she will look for a location with a strong signal or use Wi-Fi at a neighbor's house.⁵¹

The last solution is to overcome the quality of technology used by students in the learning process. According to the explanation of the English teacher, she said that many students admit that e-learning makes their parents bought them new cellphones to facilitate the learning process. Another solution is that there are students who are forced to move files or delete files that are not needed to download study materials and assignments.⁵² The statement is reinforced by student Xee that since online learning, her parents bought a new cellphone to study.⁵³

B. Discussion

1. The Implementation of E-learning Via WhatsApp and Google Classroom in English Language Teaching

Based on the analysis carried out from research data in the one of Islamic Senior High School, the implementation of e-learning via WhatsApp and Google Classroom as Online learning tools in English Language Teaching in the one of Indonesian Islamic Senior High School can be analyzed based on the learning stages as follows:

a. The Preparation Stage of E-learning

The Preparation made by the English teacher in implementing e-learning for English language teaching via WhatsApp and Google Classroom is well and organized. It can be seen from the preparations made by the school and the English teacher before implementing the e-learning system through Whatsapp and Google Classroom, she was prepared the important things before starting the lesson , including preparing these suitable lesson plans, preparing the acceptable media

⁵¹Zee, The Interview from The Researcher, interview 3, transcript, March, 1st, 2021.

⁵²Ann, The Interview from The Researcher, interview 2, transcript, March, 1st, 2021.

⁵³Xee, 'The Interview from The Researcher, interview 4, transcript, March 1st, 2021.

and material of learning, and checking the readiness of student and infrastructure, and others. This is reinforced by the statement of Henny Mardiah in her study that some strategies for the preparation stage in implementing e-learning are network, learning management system, material, and knowledge of management.⁵⁴The preparation is very necessary to maximize the learning process.

The teacher needs the lesson plans to manage the learning process. The purpose of the lesson plan is that the process of learning English is by the desired target. The lesson plan prepared by the target school during the pandemic is considered appropriate and acceptable in the e-learning process, because they used one-sheet lesson plan. The use of this lesson plan is adapted to the current learning situation where learning is done online so it requires a more flexible and simple lesson plan. It is in line with the recommendation of the Minister of Education and Culture, Nadiem Makarim that in this situation is recommended to use one sheet of the lesson plan in the learning program.⁵⁵ That lesson plan is the same as the lesson plan in general, but the contents are simplified. With that lesson plan, teachers can be more flexible in teaching. Flexibility can be interpreted as the freedom of teachers in creativity and innovation in learning activities, including packaging learning materials, determining learning models, evaluation, and so on. The use of the lesson plans is very good and is expected to facilitate the distance learning process.

After providing the lesson plans, the teacher also prepares and chooses the material and application to be used in the learning process. The material used is more often packaged in PowerPoint and video. PowerPoint is a presentation program widely used in the world of education. The choice of PowerPoint as a learning

⁵⁴Henny, The Use of E-learning, 54 .

⁵⁵A Abidah and others, "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “ Merdeka Belajar ”, *Studies in Philosophy of Science and Education (SiPoSE)* 1, no.1 (2020): 40, accessed on May 2nd, 2021, Journal homepage: <http://scie-journal.com/index.php/SiPoSE>.

media was quite effective because the packaging of the material was done concisely and clearly. Allan M Jones added that some good reasons for using PowerPoint are the material is structured in a clear and detailed manner, easy to use, and more attractive design than a textbook.⁵⁶ The second media is video. The selection of video as a learning medium is quite effective because the video is rich in forms of information such as images, sound motion, and text so that students will more easily understand the material.⁵⁷ While the applications that are often chosen and used are WhatsApp and Google Classroom. It is because they are easy to use and more economical.

Then the teacher carries out some checks. It is needed to ensure the completeness and readiness of each learning component. It was carried out by the English teacher in the one of Islamic Senior High School were checking the readiness of students in online learning, the condition of the internet network for both students and teachers, student attendance lists, and checking student worship such as dzhuha prayers and prayers before studying. After everything is ready, including the hardware and software, the teacher will start learning online classes.

b. The Implementation Stage of E-Learning

The implementation of e-learning via WhatsApp and Google Classroom on English language teaching in the one of Islamic Senior High School is considered effective enough because the delivery of English material has been done clearly and interactive. The method of delivering the material used is one-way and two-way methods via WhatsApp and Google Classroom. In the one-way method, the teacher only describes the material in e-learning media and gives an assignment, and then the students can process it by

⁵⁶Allan M Jones, "The Use and Abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview", *BEE-J* 2, (2003), 2, accessed on May 2nd, 2021, <http://bio.ltsn.ac.uk/journal/voln/beej-2-3.pdf>.

⁵⁷Emily Cruse, "Using Educational Videos in Classrooms", *M.Ed.*, (2006): 6, accessed on May, 2nd, 2021, <https://www.safarimontage.com/pdf>.

downloading via Google Classroom. The two-way method is used when delivering material and doing discussion between teacher and students also via WhatsApp.

The one-way and two-way methods are quite easy to apply and can be accepted by teachers and students. By combining the two methods, in addition to getting material or assignments, students can also interact and get feedback from the teacher or better known as synchronous communication. This type of communication requires teachers and students to communicate at the same time even though they are not in the same place as online discussions during learning. This type of communication can increase student motivation and help students express their opinions through discussion together.⁵⁸ The teacher's role in this communication is to provide simultaneous guidance and support so that student initiative and creativity can emerge during discussion sessions. Discussion sessions are very necessary so that the material can develop and students will understand the meaning much better.

In online learning, the English teacher makes use of various material sources that support the e-learning process on English language teaching. Material sources used in English classes in the target school are very diverse, not only from textbooks. It is because teacher and students have easy access to find the source of material they want via the internet independently or in groups. Ease of access is usually called accessibility. Sources of material that are frequently accessed are journals, videos from YouTube application, e-books, articles, and others. These learning resources can be sent and delivered to students through the WhatsApp and Google Classroom applications.

In the target school, English teacher have used quite effective learning media such as video,

⁵⁸Stefn Hrastinski, "Asynchronous and Synchronous Cooperation", *Research Gate* 4, (2014):53, accessed on May 2nd, 2021, https://doi.org/10.1007/978-4-431-66942-5_22.

PowerPoint, audio through voice notes, and so on. The use of instructional videos is considered effective enough to facilitate the e-learning process where students will more easily understand the material by watching and listening to the videos that have been given. According to research results from Dongsong Zhang and friends, it was found that providing interactive videos in the e-learning environment can increase learning effectiveness and satisfaction because video allows students to view actual objects and realistic scenes, to see sequences in motion, and to listen to narration material.⁵⁹ So video as a learning medium can maximize distance learning that is done online.

In online learning, The English teacher also uses a PPT which contains a summary of the material to make it easier for students to learn and remember the material. This PowerPoint is a learning medium that is commonly used in learning, seminars, and meetings. Joanna Emralino and Mecmack Nartea in their research found that the use of PowerPoint can have a positive effect in improving Analytical skills, evaluation skills, and students' attitudes.⁶⁰ PowerPoint can help teacher's present material in a shorter, clearer, and easier way. The last one is the use of audio media in learning. This is done through voice notes and video call WhatsApp to convey material and interact with students more communicatively so that the definition of the material will be conveyed more clearly.

There are two applications that are often used to facilitate the implementation of e-learning in school. Those are WhatsApp group, Google Classroom, and

⁵⁹Dongsong Zhang and others, "Instructional Video in E-Learning: Assessing the Impact of Interactive Video on Learning Effectiveness", *Information and Management* 43, no.1 (2006): 17 <https://doi.org/10.1016/j.im.2005.01.004>.

⁶⁰Joanna Emralino and Mecmack Nartea, "The Effects of Using MS Powerpoint as E-Learning Material to the Academic Performance of the Senior High School Students", *Research Gate* 24, no. 6 (2020): 3442, accessed on May 2nd, 2021, <https://www.researchgate.net/publication/341342828>.

YouTube applications. Those applications are quite effective to use for online learning. Each of these applications has a role to improve English learning. The WhatsApp group application is used to convey the material through voice notes, messages, and video calls. Furthermore, for assigning assignments to students and their collection, they must be conveyed orally through voice notes (emphasized on speaking skills). The second application is Google Classroom. This application is used to join classes, do daily assignments, and other written assignments. So using this application the concentration is writing skills. After submitting the material files, the assignment is given through this application, after which it is collected and assessed through this application as well. The third application is YouTube, According to Sri Wahyuningsih and Siti Malaiha Dewi stated that YouTube is one of the social media that can contribute well to the development of English.⁶¹ This application is used to facilitate understanding of the material because it contains videos with explanations. The most frequently used is WhatsApp group and Google Classroom, because it is a messaging application that is often opened by everyone and saves internet quota.

The implementation of English language teaching via WhatsApp and Google Classroom in the one of Islamic High School in Pati has been taught maximally according to the lesson plan that has been made. The English teacher has taught four English skills quite well and on target using several supporting applications. First, to train students' listening, the teacher delivers material via voice notes using WhatsApp group and provides videos or songs in English to students to listen to and understand the meaning, and guess the vocab in it. Second, to practice speaking for students, the teacher

⁶¹Sri Wahyuningsih and Siti Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students", *ELLIC*, (2019): 6, accessed on May 2nd, 2021, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

instructs students to respond to material or answers using English through voice notes and video calls using WhatsApp group. As for reading skills, students are asked to read the text and understand it. Finally, writing skills, students are asked to make simple text according to the material being taught and assessed through Google Classroom. To optimize student understanding, the teacher also provides feedback after delivering the material. Giving feedback on the results of students' writing is very necessary. Corrective feedback can provide insight to the writer, provide information on writing errors, motivate students to write better work, and promotes the students' critical thinking skill.⁶² So, it would be better if the teacher always gave feedback on the results of their assignments.

c. The Evaluation Stage of E-learning Via WhatsApp and Google Classroom

Evaluation is the process of determining the value of something. HennyMardiah added that evaluation is the last stage in a program that aims to assess the success of the program that has been implemented.⁶³ Without an evaluation, it is impossible to know whether students have learned, whether e-learning has been effective, whether the use of the WhatsApp and Google Classroom applications is maximized, or the best way to meet students' learning needs during e-learning. So after conducting an evaluation, the teacher can analyze how student learning outcomes and make improvements to the e-learning process via WhatsApp and Google Classroom if the evaluation results are not optimal. The objective of the overall evaluation is to improve student achievement.

The evaluation carried out on English language teaching in the target school was considered to be right on target according to the competencies and skills being

⁶²Sri Wahyuningsih, "The Role of Corrective Feedback on Academic Writing Performance: Efl Students' Perceptions", *Edulingua: Jurnal Linguistik Terapan Dan Pendidikan Bahasa Inggris* 7, no.1 (2020):1, accessed on May 2nd, 2021, <https://doi.org/10.34001/edulingua.v7i1.1167>>.

⁶³ Henny, The Use of E-learning, 54.

taught. Based on the research of Effendy Gultom, he said that in carrying out assessments, a teacher must follow systematic procedures such as planning assessments, constructing test items correctly, testing items to ensure test reliability, administering tests, assessing tests objectively, and evaluating test quality.⁶⁴ The assessment in the target school is carried out by giving student assignments online according to each assessment of English skills. The tasks given were in the form of oral speaking, written, and analysis. The existing form of evaluation is tailored to the needs of the intended skill evaluation.

The evaluation is given through the WhatsApp and Google Classroom application. To evaluate the speaking skill, students are given oral speaking assignments, for example doing an introduction through voice note and video call via WhatsApp. Furthermore, for writing assessment, students are asked to fill out a worksheet in a textbook or make text and then send it to Google Classroom. As for reading, students are asked to read text or dialogue and understand its contents. The last thing is listening skills, students are asked to listen to music and analyze the meaning of the song and mention the vocabularies in it via WhatsApp.

The use of WhatsApp and Google Classroom gets a positive response from students in online learning during the COVID-19 pandemic. E-learning process by these applications is considered effective enough to replace face-to-face learning to continue education which was stopped due to the spread of the coronavirus. Based on the research from Suprianto and friend, they found that the implementation of online learning during the COVID-19 Pandemic was quite effective to use because the learning process and student behavior remained, and student learning outcomes had

⁶⁴Effendy Gultom, "Assessment And Evaluation In Efl Teaching And Learning", *Assessment and Evaluation in Efl Teaching and Learning* 4, (2016):3, accessed on May 2nd, 2021, <http://ejournal.unp.ac.id>.

increased.⁶⁵ By using Whatsapp and Google Classroom, students can easily participate in online learning because the application is a common application that is often used daily.

After being analyzed, E-learning via WhatsApp and Google Classroom has advantages and disadvantages. The advantages of e-learning via WhatsApp and Google Classroom are that learning can be done anywhere and anytime and train students to be independent in learning (independence), easier access to material sources without restrictions (accessibility), and enthusiastic students use social media in the learning process, education will be more advanced if balanced with technology. According to Khadijah Mukhtar and friends said that the advantages of e-learning are the use of e-learning makes the schools can continue the learning process during the pandemic, learning resources more flexible and accessible, making students learn independently, and easy administration and accessibility.⁶⁶ While the disadvantages of e-learning via WhatsApp and Google Classroom are more limited discussion sessions compared to face-to-face systems, difficulty controlling students, unstable internet networks that can interfere with the learning process, tend to train instead of education, students who have low learning enthusiasm will be left behind, and so on.

2. The Obstacles of Faced in the Implementation of E-learning Via WhatsApp and Google Classroom

Obstacles are problems that arise during implementation that need to be found the solution to solve it. Therefore, obstacles must be clarified and the

⁶⁵Suprianto, Sitti Hardiyanti Arhas, and Mahmuiddin Mahmuiddin, "The Effectiveness of Online Learning Amid the COVID-19 Pandemic", *Jurnal Ad'ministrare* 7, no.2 (2020): 6, accessed on May 2nd, 2021, <http://ojs.unm.ac.id/index.php/administrare/index>.

⁶⁶Khadijah Mukhtar and friends, "Advantages, Limitations and Recommendations for Online Learning during Covid-19 Pandemic Era", *Pakistan Journal of Medical Sciences* 36, no.4 (2020): 5 accessed on May 2nd, 2021, <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>.

root of the problem is sought to find a way to solve them. About the obstacles faced by the one of Islamic High School in Pati when implementing e-learning in the pandemic era, some of the obstacles found are as follows:

a. The User Obstacles

The obstacle faced from the aspect of the user is that there are still teachers who do not have expertise in operating IT. The distance learning process does require teachers to use communication technology as a bridge between teachers and students. However, in practice, the Principal of the target school said that there are teachers who cannot operate IT because they are old and are not used to using it in everyday life. This is in line with Leli Efriana's research that the transition from conventional learning to online learning suddenly makes preparations less mature, some teachers do not have ICT skills so they do not easily adapt to changing situations, namely information technology-based learning.⁶⁷ Lack of teacher competence in applying this technology causes the learning process to be hampered.

Other obstacles faced apart from teachers also come from students. There are still some students who are still confused about operating IT at the beginning of e-learning. This is because they are not used to using the application features used for learning during e-learning, there are also students who live in the cottage so they rarely use IT in their daily life. With this obstacle, their learning process is also hampered.

The next obstacle is the lack of students' motivation and enthusiasm for learning during distance learning. It is related to the study of Qurotul Aini and Friends who found that in implementing e-

⁶⁷Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution", *Journal of English Language Teaching and Literature* 2, no.1 (2021):39, accessed on May 2nd, 2021, <https://jurnal.stkipmb.ac.id>.

learning, some students who have learning motivation and independent learning, because the learning process is carried out without direct guidance from the teacher.⁶⁸ The change of the education system from the face-to-face system to the distance learning forces students to study independently to maximize learning carried out online. However, many students admit that they lack concentration when studying at home without direct guidance from the teachers; it causes them to be lazy to study independently so that the material cannot be mastered by students. If there are students who are lazy to learn, they will automatically fall behind.

The last obstacle is the difficulty of controlling student learning during WFH (Work from home). There is a limitation in learning control. Teachers cannot control learning directly during a pandemic, causing some students to deviate from the learning path. Some students do not attend class because they forget and more concerned with work than an online school. Leli Efriana also found the same problem in her research that teachers are limited in conducting the control during e-learning so that some students leave the classroom after fulfilling the attendance list.⁶⁹ It can happen due to a lack of awareness of learning and economic factors as well. As a result, the learning process cannot run optimally for students who do not participate in the learning process.

b. The Material Obstacles

By using the e-learning system, teachers and students find and use various forms of learning material easily such as books or sources that are scattered on the Internet. Even so, there are several problems regarding the learning material. The first is

⁶⁸Qurotul Aini and others, "Exploring E-Learning Challenges During the Global COVID-19 Pandemic: A Review", *Jurnal Sistem Informasi* 16, no.2 (2020): 59 accessed on May 2nd, 2021, <https://doi.org/10.21609/jsi.v16i2.1011>.

⁶⁹ Leli, Problems of Online, 39.

that the teacher has difficulty providing maximum listening skill material during distance learning. It is because to provide listening teaching teachers need intensive meetings to interact with each other and discuss the material. During distance learning, the teacher loses the opportunity due to being separated by distance. Besides, listening skills, there were several challenges in delivering the material, namely the selection of the right technology device, the preparation of simple and understandable instruction material and the last one was the use of appropriate methods in delivering the material.⁷⁰ Some problems regarding listening skills must be found for solutions so that they do not have an impact on learning outcomes.

Another obstacle is the lack of innovative learning materials. It is because teachers have been accustomed to using textbooks in learning before the pandemic appeared. So that if teachers are required to make learning materials that are delivered online, they make it in a simple form and it seems less innovative. The same problem was found in Leli Efriana's research that any teacher is still unable to make media/own lesson videos because they are less skilled in using IT.⁷¹ So, students will feel bored and not interested in studying the material more optimally.

c. The Infrastructure Obstacles

In the implementation of e-learning in the one of Islamic High School in Pati, it can be seen from the infrastructure owned by the school in supporting e-learning-based learning, it is proven in terms of existing hardware facilities that are good and sufficient to support learning, there is already internet access, computers, laptops, and other

⁷⁰Rini Susilowati, "The Challenge of Online Learning in Listening Class During Covid-19 Pandemic", (2005): 59, accessed on May 2nd, 2021, <https://jurnal.umko.ac.id>.

⁷¹ Leli, Problems of Online, 39.

supports. However, for the application used that is WhatsApp and Google classroom doesn't have complete features such as no video conferencing. So that, the English teacher can only video call five children through the Whatsapp Application when teaching English.

In distance learning, 100% of learning is done online where users use the internet to access materials, exercises, and assignments. It has resulted in more internet quota usage than usual. Students need a lot of internet quota to download materials in the form of PowerPoint, Pictures, Video, and so on. Purchasing the internet quota requires a sufficient fee every month. Its difficulty is felt by students and parents from middle to lower class economies who do not have enough budgets to buy internet quota.⁷² Besides, other obstacles are also felt when the internet signal is unstable in some area or several reasons. So, its instability causes a decrease in data access speed. The same obstacle was found in Priyono Tri Febrianto and friends' research that some students cannot receive an internet signal well because of remote areas that experience a limited internet signal.⁷³ It causes a bottleneck in e-learning.

The last obstacle of the infrastructure aspect is the quality of the technology device. The technology devices used by teachers and students have supported the learning activity such as laptop, computer and mobile phone. However, some students have a problem with the quality of the communication technology used, including the mobile phones. It is difficult to operate due to having an old version and limited storage. So,

⁷² Leli, Problems of Online, 40.

⁷³ Priyono Tri Febrianto, Siti Mas'udah, and Lutfi Apreliana Megasari, "Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia", *International Journal of Learning, Teaching and Educational Research* 19, no.8 (2020): 238, accessed on May 2nd, 2021, <https://doi.org/10.26803/ijlter.19.8.13>.

students struggle to access quickly and download large files.

3. The Solution to Overcome the Obstacles in the Implementation of E-learning via WhatsApp and Google Classroom

To minimize the negative impacts of some obstacles faced by teachers and students in implementing e-learning via WhatsApp and Google Classroom on English language teaching in the one of Islamic High School. The schools and teacher have provided quite effective solutions. The researcher found some solutions that can be applied, as follows:

a. The Solutions to overcome Obstacles Viewed from The User Aspect

The solution to overcome the obstacle that occurs in the implementation of e-learning in terms of user, especially the teacher aspect is to hold IT training and foster an attitude of solidarity between teachers. Providing IT training is very necessary to improve the ability of teachers to operate IT in the e-learning process. The training is not only used to teach how to operate IT but also how to create or package materials that attract students to be more enthusiastic about learning. Apart from training, solidarity among teachers also supports the development of other teachers' IT skills. It is because they help each other to overcome difficulties in using IT. Its explanation is in line with Lely Efriana's research that the solution to overcoming limitations on IT is that teachers can use a platform with simple operations like WhatsApp, and then teachers have to improve their IT skills through training, learning by YouTube tutorials, or learning to other teachers.⁷⁴ With training and adapt to using IT, the teacher can operate the electronic device and its applications well.

The solution for students to overcome the obstacles in using application features and services is to focus on

⁷⁴ Leli, Problems of Online, 39.

ICT lessons as a forum for training and consultation regarding student difficulties in using IT during online learning and searching in YouTube Tutorial. The other solution is not to force students to use applications that are difficult to apply. Video tutorials on YouTube present many learning application uses and the step for using them.⁷⁵ In addition, students can improve their IT skills. Then, there is the solution to increase the students' motivation and enthusiastic in learning. The effective solution is doing cooperation between teachers and guardians to always provide motivation and encouragement to students and giving attractive learning media to attract students' interest in learning such as interactive video, pictures, music, and others. Motivation to learn is very important because some students feel bored in implementing distance learning. With this motivation and support media, students are expected can active and enthusiastic in learning. Meanwhile, to overcome students who are difficult to control, the teacher will monitor student activities by doing video calls via WhatsApp for students who can still be controlled and do a home visit for students who cannot be controlled.

b. The Solutions to Overcome the Material Obstacles

The solution to overcome material obstacles is to do offline learning in a green zone. So, the listening skill can be conveyed well by face-to-face learning. With the offline, it will create good communication between teachers and students so that difficulties can be solved optimally. In online classes, teachers also use electronic devices to facilitate the delivery of listening material and practice such as a projector and loudspeaker. In offline class, the teachers and students have to paying attention to applicable health protocols.⁷⁶ Some health protocols that implemented of

⁷⁵ Leli, Problems of Online, 39.

⁷⁶ Veneshia Auralia Medida and Agus Purnomo, "Dynamics of Luring Learning in the Pandemic Time Covid-19 in Mts " El-Jasmeen " Singosari District , Malang", *Proceeding International Conference on Islamic Education* 5, no.1

the one of Indonesian Islamic Senior High School during offline learning are providing hand sanitizer and a place to wash hands, physical distancing, and wearing a mask.

The use of instructional media is an important aspect in the running of education, especially in e-learning.⁷⁷ Teachers need to consider the selection of appropriate and innovative learning media for students to create successful learning activities including objectives, content, motivation, technicality, ownership, and instructions for use. To overcome the problem of innovation lack in learning content, the school held training where teachers can learn to make and package material by asking the other teacher who mastering the IT or looking at the YouTube tutorial. Teachers can make learning media using computers or mobile phones with supporting applications to make it look more attractive. It aims to increase student interest and attractiveness to learn.

c. The Solutions to Overcome Infrastructure Obstacles

In learning, the application used is the WhatsApp and Google Classroom application. But, these application features are still incomplete, such as the absence of video conferences, so the solution used is to use other applications that support activities, including using Zoom Meeting and Google Meet, Based on Henny Mardiah's research found that e-learning supporting applications that are often used are WhatsApp, Google Classroom, and Zoom Meeting.⁷⁸ So, teacher does not only use the WhatsApp and Google classroom applications in online learning.

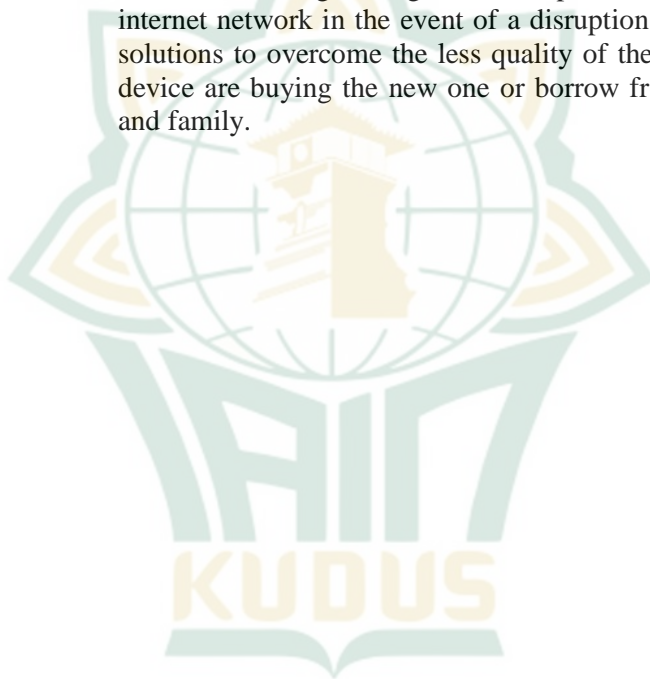
Sufficient facilities and good access will make it easy to use them. The solution to overcome the internet access by the one of Indonesian Islamic Senior High School is providing Wi-Fi for school teachers and

(2020): 251, accessed on May 2nd, 2021, <http://conferences.uin-malang.ac.id/index.php/icied/article/view/1252>.

⁷⁷ Priyono, Implementation of Online, 238.

⁷⁸ Leli, Problems of Online, 54.

providing free internet quota to students and teachers so that they can be used in the learning process by the government. It is in line with the research of Ro'fah Ro'fah that to minimize the problem of internet access, the Indonesian government has been working with telecommunication industries to provide free access to the educational websites to solve the high internet cost to teachers and students.⁷⁹ Meanwhile, for the users who have a weak signal, the solution is to find a location with a good signal and improve the school's internet network in the event of a disruption. Then, the solutions to overcome the less quality of the electronic device are buying the new one or borrow from friends and family.



⁷⁹Ro'fah Ro'fah, Astri Hanjarwati, and Jamil Suprihatiningrum, "Is Online Learning Accessible During COVID-19 Pandemic? Voices and Experiences of UIN Sunan Kalijaga Students with Disabilities", *Jurnal Pendidikan Islam* 14, no.1 (2020): 8 accessed on May 2nd, 2021, <https://doi.org/10.21580/nw.2020.14.1.5672>.