

# **THE PROFILE OF TEACHING AND LEARNING READING THROUGH E-LEARNING**

**(A Case Study at 12<sup>th</sup> grade SMK Pelayaran Samudera  
Cilacap, Academic Year 2019/2020)**

## **THESIS**

Presented as Partial Fulfillment of the Requirements for the Magister Degree of  
Language Education Study Programme



**by:**

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2021**

# APPROVEMENT

## THE PROFILE OF TEACHING AND LEARNING READING THROUGH E-LEARNING


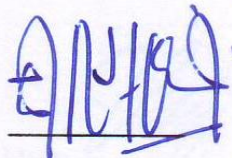
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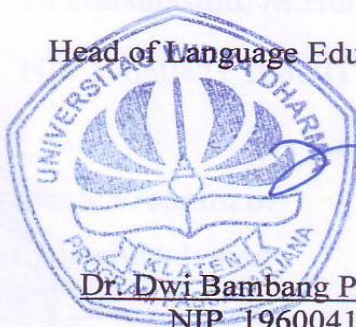
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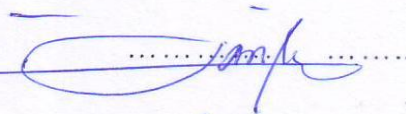

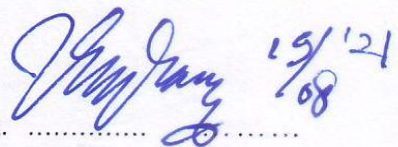

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If then this pronouncement proves wrong, I am ready to accept any academic punishment.

Klaten, July 31 2021

The writer,



Ratna Kumala

## **DEDICATION**

To :

1. My beloved father and mother
2. My beloved family
3. The big family of SMK PelayaranSamuderaCilacap.
4. Everyone who has supported me all the time.

## **MOTTO**

“By science, we go to glory”  
(Ki Hajar Dewantara)

” Eternal beauty lies in the beauty of the attitudes and heights of one’s science.  
It’s not in your face and clothes.”  
(Buya Hamka)



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The Writer

Ratna Kumala



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## ABSTRAK

**Ratna` Kumala**, 1881100027, Profil belajar mengajar membaca melalui *E-Learning* (Studi kasus kelas 12 SMK Pelayaran Samudera Cilacap, tahun Pelajaran 2019/2020). **Tesis Program Pendidikan Bahasa, Program Pascasarjana** Universitas Widya Dharma Klaten, 2021.

Penelitian ini bertujuan : (1) Mendeskripsikan proses pembelajaran secara cermat yaitu pembelajaran membaca pemahaman teks report dengan Zoom (2) Mengungkapkan penyebab kasus dalam pembelajaran membaca teks report metode E-learning siswa kelas 12 SMK Pelayaran Samudera Cilacap.

Lokasi penelitian adalah SMK Pelayaran Samudera Cilacap. Waktu penelitian selama 10 bulan yaitu Maret - Desember 2020. Jenis penelitian yaitu deskriptif kualitatif, dengan strategi penelitian: sumber data langsung pada pembelajaran pemahaman membaca metode E-Learning dan wawancara dengan siswa dan guru bidang study. Sumber data diperoleh dari proses pembelajaran membaca pemahaman melalui metode E-Learning di kelas 12, dengan data primer adalah transkrip proses pembelajaran, silabus, bahan ajar, RPP, hasil test siswa, wawancara dengan siswa dan guru.

Penelitian ini adalah studi kasus, Obyek penelitiannya, guru dan siswa. Data diambil dengan cara (1) observasi, pembelajaran membaca teks report di kelas 12 SMK Pelayaran Samudera Cilacap semester 1,T A 2019/2020. Ada tujuh langkah penyediaan data utama, (1) Observasi data dilakukan dengan perekaman video kamera untuk mendapatkan gambar dan suara pada saat proses pembelajaran berlangsung, (a) tekstualisasi data, (b) Dimultikolomkan, (c) Segmentasi, (d) tematisasi, (e) Proposionalisasi, (f) Mereduksi yaitu menyeleksi pernyataan identitas data yang relevan dengan topic penelitian dan dijadikan data utama. Untuk menganalisis data utama adalah (a) diuraikan, (b) diulas, (c) dirangkum, (d) disimpulkan, (e) direkomendasikan dan diprediksi, (2) Wawancara, informannya guru dan siswa, (3) Simak catat, dari dokumen dan arsip.

Berdasarkan analisis data ditemukan 49 MDU (Main Data Unit) atau Satuan Data Utama. Setiap MDU ditafsirkan dengan diurai berdasarkan (1) Pelibat guru, (2) Pelibat siswa.

Berdasarkan Satuan Data Utama (MDU), disimpulkan (1), Pembelajaran membaca teks report di kelas 12 SMK Pelayaran Samudera Cilacap tahun 2019/2020 dilihat dari : (a) Pelibat guru: sudah berhasil, (b) Pelibat siswa: kurang aktif, (c) Pelibat metode:E-learning kurang efektif,(d) Pelibat Media: kurang lengkap,(e) Pelibat materi: Kurang sempurna, (f) Pelibat evaluasi: sudah berhasil (2) Penyebabnya adalah : (a) Guru sudah berhasil karena telah memberi kesempatan kepada siswa-siswa berdemonstrasi dan bertanya,(b) Siswa kurang aktif karena ramai, (c) Metode kurang efektif karena beberapa siswa yang rumahnya di daerah pegunungan tidak mendapat sinyal internet, (d) Media kurang lengkap karena siswa tidak bisa datang ke sekolah memilih buku teks, (e) Materi kurang sempurna karena siswa selalu mempraktekan teks yang sama, (f) Evaluasi sudah lengkap karena guru menggunakan teks essay, pemahaman bacaan individu dan diskusi.

Kata kunci: Profile, Pembelajaran Elektronik, Membaca.



## ABSTRACT

**Ratna Kumala**, 1881100027, The Profile of teaching and learning reading through E-learning ( A case study at 12<sup>th</sup> grade SMK Pelayaran Samudera Cilacap, Academic year 2019/2020). **Thesis of Language Education study programme, Graduate Program, Widya Dharma University Klaten, 2021.**

This study aims to: 1. Describe the learning process carefully, namely learning to read and understand report texts with zoom, 2. Reveal the causes of cases in learning to read report texts with E-learning methods for class 12<sup>th</sup> students at SMK Pelayaran Samudera Cilacap.

Setting of this research is SMK Pelayaran Samudera Cilacap. The time of the research is 10 months, from March to December 2020. The type of research is descriptive qualitative with research strategy is a direct source of data on learning reading comprehension with E-learning methods and interviews with students and subject teachers. Sources of data obtained from the learning process of reading comprehension through online methods in grade 12<sup>th</sup> with primary data are transcripts of the learning process, syllabus, teaching materials, learning program plans, students test results, interviews with students and teacher.

This research is a case study, the research object are the teacher and students. The data were taken by means of : observation, learning to read report texts in class 12<sup>th</sup> SMK Pelayaran Samudera Cilacap in semester 1 of the 2020 Academic year. There are 7 steps for providing the main data: 1. Data observation is done by recording using a video camera to get image and sound results during the learning process, a. Data factorization, b. Change to multi-column, c. segmentation, d. Basic thematic, e. Professionalization, f. reduction, namely selected data identity statements that are relevant to the research topic and used as main data. To analyze the main data are : a. described, b. reviewed, c. summarized, d. concluded, e. recommended and predictable. 2. The information interview are teacher and students. 3. Have listened and recorded from documents and archives.

Based on data analysis found 49 MDU ( Unit of Main Data ). Each MDU has been interpreted in a decipherable manner based on teacher and students.

Based on the MDU ( Unit of Main Data), it can be concluded: 1. Learning to read report texts in class 12<sup>th</sup> SMK Pelayaran Samudera Cilacap in the 2019/2020 academic year viewed from: a. Teacher: Successful, b. Students: less active, c. E-learning method is less effective, d. Media is incomplete, e. The material is not perfect, f. Evaluation: Successful 2. The causes are : a. Teacher has been successful she has provided opportunities for students to demonstrate and ask questions, b. Students are less active because have made is crowded, c. The method is less effective because some students whose houses are in mountainous areas did not get internet signal, d. The media is incomplete because students cannot come to school to choose textbooks., e. The material is not perfect because students always practice the same text, f. The evaluation is completed because the evaluation that has been used by the teacher is in the form of text and individual reading comprehension and discussion.

Keywords: Profile, E-Learning, Reading

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Curriculum 2013 is a unified curriculum as a concept or system or a learning approach that involves some scientific discipline to give a meaningful and broad experience to students. It is because in the curriculum the unified concepts of students will understand the concepts they will be learning are realistic. Because they will get more than just discipline in all areas.

According to E. Mulyasa (2013:7) Curriculum 2013 emphasised more on character education especially at the basic level that will be the foundation for the next level. With the development of the 2013 curriculum based on character, it is hoped the Indonesian people will become a dignified people whose people have added value or sale value that can be offered to others in the world so that we can compete with other nations in global competition. It is possible if the implementation of curriculum 2013 can be really productive, innovative and, creative.

The character education in the 2013 curriculum aims to improve the quality of the process and education that lead to respectful, unified, and balanced equilibrium according to the standards of graduate competence on each unit is education.

The government has encouraged the importance of character education for students in schools. Program raised by government in efforts to implement character education. The national ministry of education has already declared the adoption of character education for all levels from elementary school to college.

Implanting character education values include the religion, honesty, tolerance, discipline, hard work, self-contained, creative, democracy, curiosity, the national spirit, love of the country, appreciating excellence, friendliness or communicative, a peace-loving, avid reader, environmentally, socially, responsibility.

One of the efforts of governments to implement character education is to incorporate a load of character education into all of the subjects including English. English learning aims to have students have the skills etc: 1. Communicate effectively and efficiently both verbally and in writing, 2. Use appropriately to communicate at the international level, 3. Enjoy literary works to expand insight and knowledge in language. In learning English language skills have 4 components namely: listening, speaking, reading, writing. In obtaining the language skills students usually go through a process starting from listening to speaking, then learning, to read and write. The four skills are basically a single unit.

. Among the four skills, reading is important and can motivate learning to open the window of knowledge. Four it is a skill to know to

understand and comprehend something that is contained in a book or reading source. The knowledge and understanding contained in a book can only be understood through reading. Comprehension reading material is a heavy material for 10th Vocational High School students, there are some interesting things for researchers to conduct research on comprehension reading lessons. Then reading skills are one of the important factors in understanding the contents of reading..

In the above description of learning English in 12th grade in SMK Pelayaran Samudera Cilacap, one component of language skills emphasized is reading. By reading students can know understand and add insight. Without reading students cannot know many things. Then related to improving the quality of education according to observations at school is to activate reading. In the learning guidelines for reading English, etc: 1. Master vocabulary, 2. Read smoothly, 3. Understand reading, 4. Wonderful reading.

The weakness of 12th grade Vocational High School students in reading comprehension was also influenced by the ability of teachers in learning management. The teacher is not quite appropriate in applying the media methods and explanations to provide an understanding of the mind thoughts. This is obtained by researcher through observations when implementing learning of reading ability. The ability to read comprehension must be conveyed to students in order to understand the

contents of the reading being studied so as to understand what is meant by the main thought of the paragraph.

In teaching and learning activities in 12th grade in SMK Pelayaran Samudera Cilacap. Students will be more effective and efficient if there is a harmonious interaction between the teacher and the students themselves. The teacher to be able to create an atmosphere that fosters harmony of interaction in the classroom so that the teacher is required to be able to think of which methods and learning media are appropriate so that teaching objectives are achieved. Delivery of teaching material is an important activity in the learning process. Because the delivery of subject matter will determine the success or failure of the teaching and learning process to bridge so that students more quickly understand the learning material. Then one component of language that is emphasized is reading, especially reading comprehension.

At present, teacher introduces E-learning as an impact of the corona 19 pandemic that requires students to study at home or Work From Home (WFH). It does to the developing curriculum in Indonesia which is also accompanied by technological advances that allow many adaptive learning interactions to adapt to the circumstances. For example, through E Learning technology study or via online like google classroom, whatsapp, Google Meet, etc. Education E-learning is done by tapping into information technology and communication. The learning system is done through computer devices or laptops connected to an internet connection.



Well integrated systems allow students to learn all lessons well under corona 19 pandemic conditions. E-Learning is one way if it cannot be obtained from face to face system in the classroom. It is in accordance with the policy of the ministry of education in Indonesia that by fusing schools and replacing learning activities using systems in the network or E-learning.

In this E-learning method, problems sometimes arise between students and teachers, such as unfinished learning materials, and then students replace them with other tasks. This leaves students less likely to learn. In addition, another challenge faced by students in learning through the E-learning method is that they access information that is blocked by inadequate signals and they are late to collect the tasks given by teachers.

## **B. Identification of the Problem**

1. The use of the E-learning method because of the corona pandemic that hit the world including the country of Indonesia. So that face-to-face learning activities at school are all dismissed.
2. Students aren't made up of studying due to the corona pandemic.
3. Students get difficulties in learning through the E-learning methods because access to information is hinted by inadequate signals, which leaves students late in collecting assignments given by teachers.
4. Lack of interest in reading in 12<sup>th</sup> grade SMK Pelayaran Samudera Cilacap.

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

Based on the background and identification of the problem above, because of the many problems the researcher wants to limit the problem of learning to read the report text comprehension using E-learning method of 12th grade students at SMK Pelayaran Samudera Cilacap in the academic year 2019-2020. This restriction is done on reading skills in 12th grade SMK Pelayaran Samudera Cilacap.

While the choice of E-learning method is because with E-learning method students can exchange ideas or opinions with other students or English teachers so that a good understand of reading.

### **D. Formulation of the problem**

1. How is the learn to read reports text through E-learning method of 12<sup>th</sup> grade students at SMK Pelayaran Samudera Cilacap?
2. Why some students didn't get internet signal during class?

### **E. Objective of the Study**

1. To describe the process of careful study of matters, namely learning to read text report comprehension with the 12th grade student Google Meet in SMK Pelayaran Samudera Cilacap
2. To reveal the cause of the case in the study of reading text report with E-learning method of 12th grade students at SMK Pelayaran Samudera Cilacap

**F. Benefits of the study**

The results of research on the application of learning to read understanding text reports with the 12<sup>th</sup> grade student E-Learning method at SMK Pelayaran Samudera Cilacap, can provide the following benefits:

1. For teacher

This study can inspire teacher to develop innovative learning that can be applied by the teacher to other material.

2. For headmaster

As input to provide encouragement to teachers in teaching and learning activities that are interesting and innovative.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusions**

Based on the results of research on learning to read comprehension of the report text with the E-learning method for 12<sup>th</sup> grade students at SMK PelayaranSamuderaCilacap, academic year 2019/2020 it can be concluded as follows:

1. Based on the observation, interview, and documents overview, the teaching and learning in the 12<sup>th</sup> grade students at SMK Pelayaran Samudera Cilacap, academic year 2019/2020 was as follows:
  - a. The teacher generally had played her role properly in presenting and explaining the material, cheking and making correction on the students answers, and conducting the class to support the teaching and learning.
  - b. The process of learning activity is not effective because there are some students who have been constrained by internet signals.
  - c. Many students who have not paid attention because the teacher and students are not face to face directly. So that the teacher must repeat in explaining.
  - d. The teacher given the question the assignment to the students. They do the task individually and has asked students to demonstrate the report text, give any questions orally and give assignments to students

in writing. They have demonstrated the report text, and answered questions orally and have done written assignments individually.

- e. Based on the researcher's observation, the teacher makes a good interaction to the students in teaching and learning process. The teacher explains clearly. At the end of the lesson, she also review the material and teacher has provided the opportunity for students to ask the teacher about the content of the report text reading.
2. The reason why some students didn't get internet signal during class?
    - a. Because there are some students whose houses are in the remote area.
    - b. Because some students live in remote areas where there is no internet signal.
    - c. Some students didn't have enough internet data packages to take lessons.

## **B. Implications**

the conclusions above have some important implications as follows:

1. The teacher are expected to improve the ability specially in reading. The teacher should be good models for their students and they are expected to give more motivation to their students in order that students realize that English is very important for them. The teacher needs to create an interesting lesson in which the student's attention is gained. It can sometime be accomplished by the teaching strategies. Teachers can assist them to see the purpose for improving their



communication skill in their target language. Teacher encourage the student's to be more active in the lesson.

2. The teaching and learn to read English report text should be applying various kinds of instructional media such as : picture overhead projector, LCD, and Language laboratory..
3. The teaching method of learn to read English report text should be well planned and well prepared in order to maximize the student's potency, by applying various methods, such as: interactive, product approach method, CTL approach. CTL is a concept of learning that help teacher realte the content to be studied with real world situation.
4. The teaching and learning activity should give a wide space for the students to explore their potentialities. Practice plays a very dominant role in teaching and learning success. The more practice the students do, the better result will be. It can develop the student/s critical thinking.

### **C. Suggestions**

#### **1. To the teacher**

Teachers in school should have optimal competence and awareness to act out of themselves as professionals as facilitators, motivators, guides and learning resources for their students. It is hoped that the learning process of reading text report with the E-learning method between teachers and students can be more fluent and qualified.

## **2. To the school / headmaster**

Based on the reality in the field, the headmaster should continue to include school coaching and development:

- a. School should strive for tools and infrastructure to learn especially to hold books relating to English literature in the school library.
- b. School should be able to provide optimal and adequate facilities as an effort to improve good learning quality for students.
- c. School provides teachers with opportunities and facilities to develop the profession so that teacher role can be fully improved.

## **3. To the Students**

The students should do much practice in learning English especially in reading the report text. They should practice a lot of English.

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