THE IMPLEMENTATION OF E-LEARNING APPLICATION ON THE STUDENTS' ENGLISH LEARNING ON THE EIGHTH GRADE AT SMPN 1 PALU

THESIS

Submitted to Fulfill one of the Requirements to obtain a Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program Teacher Training and and Tarbiyah Faculty State Islamic University Datokarama Palu
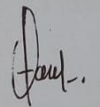
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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
2024

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: **"The implementation of E- learning application on the students' English learning on the Eighth grade at SMPN 1 Palu"**, has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

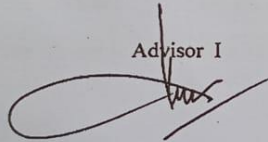Palu, 27 October 2022

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APPROVAL PAGE

This thesis entitled "**The implementation of E- learning application on the students' English learning on the Eighth grade at SMPN 1 Palu**" written by Indri FebrianaNIM:16.1.16.0003, a student of English Tadris Study Program,Tarbiyah and Teacher Training Faculty, State Islamic University DatokaramaPalu. After having through observation and careful correcting, each supervisor decides that the thesis has met all requirements needed for examination.

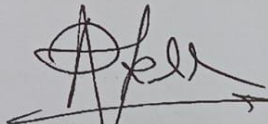<div align="right">

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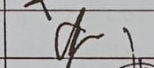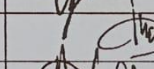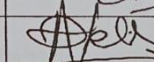| Advisor I	Advisor II
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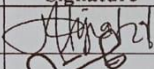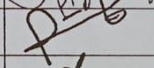
LEGALIZATION

This thesis by Indri Febriana, NIM. 16.1.16.0003 wih tittle "**The Implementation of E- learning Application on The students' English learning on the Eight grade at SMP 1 Palu**" which and been examined in front of the board of examiner teacher Training and Tarbiyah Faculty, Datokarama State Islamic University (UIN) Palu on 27October 2022. It is seen that thesis has meet the criteria for writing scientific paper and can be accepted as requirements to be obtain a Degree Of Sarjana Pendidikan (S.Pd) in English Tadris Study Program with some improvements.

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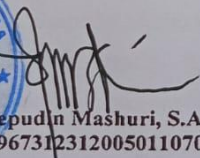
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ACKNOWLEDGMENTS

Alhamdulillahi Rabbil'Aalamin Praises to Allah SWT the most Gracious, The Most Merciful, who has given His mercies and blessing so that the research can accomplish this skripsi entitled : "The Implementation of E- learning Application on the students' English learning on the eighth grade at SMPN 1 Palu". This thesis is written as partial fulfillment of the requirements for Bachelor of Education degree of English Tadris Study Program at Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu.

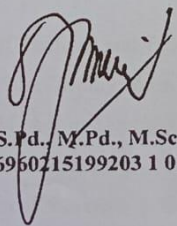In preparation for this thesis, the researcher realizes that this thesis is still far from perfect, and there are still many shortcomings due to all the limitations and abilities the researcher has. However, the researcher tried to present this thesis as well as possible, so that it can have benefits for many parties. Therefore, the reseacher accept all constructive criticism and suggestions for improving this thesis.

The researcher realizes that this thesis could not be complited without guidance and support from various parties. On this very special occasion with the deepest sincerity, the researcher would like to thank :

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At last, the remember always wishes that all the assistance gives in-depthwill get unlimited rewards from Allah SWT.

Palu, 27 October 2022
Researcher

INDRI FEBRIANA
NIM.161160003

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ABSTRACT

Name   : INDRI FEBRIANA

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Title   : THE IMPLEMENTATION OF E- LEARNING APPLICATION ON
              THE STUDENTS' ENGLISH LEARNING ON THE EIGHTH
              GRADE AT SMPN 1 PALU

The background of the research is the need to try to find out the implementation of e- learning application on the students' English learning on the Eighth grade at SMPN 1 Palu

Research problem are, "How is the implementation of E-learning application on the students' English learning on the Eighth grade at SMPN 1 Palu ? " and "What are the obstacles in using E- learning application on the students English learning on the Eighth grade at SMPN 1Palu?".

This research used qualitative research methods. Data collection techniques used observation, interviews and documentation. Data analysis techniques are data reduction, data presentation and drawing conclusions and verification. The informants in this study were the English teacher and three students of Eighth grade. The implementation of this research began on January 14 to March 31, 2022.

The results of this research indicated that based on the description of the result of the research and the discussion that has been described, conclusions can be drawn regarding the implementation of E-learning application on the students' English Learning on the Eighth grade is quite good and complete . Starting from the homepage, absences, announcements, messages, teaching schedules, related links, assignments, materials, my comments, group assignments, teacher filters, student filters and logout or exit.

The implementation of e-learning makes it very easy for teachers to continue teaching and also greatly facilitates students in learning. While the obstacles to implementing e-learning application on the students' English learning on the Eighth grade at SMPN 1 Palu are infrastructure, call phones, quotas, difficult signals and servers that sometimes have errors.

CHAPTER I
INTRODUCTION

A. *Background Of the Research*

English is an international language that can support the needs of humans in communicating in this global era. Learning English in junior high school should be packaged in situations that can interest students' attention to follow the learning process. By using varied media, allowing this learning to take place with interesting in learning.In this case, the teacher is required to be more creative in choosing media that will be used throughout the learning process.

The development of technology in education is now influencing the learning media, that originally only use abroad, or it can be called a black board / whiteboard, now using LCD, Internet, and even long-distance learning. The rapid development of technology has touchedall aspects of life, especially how the use of internet mediain improving the quality of education. The Internet has become a part of it, is inevitable in everyday life, especially in theeducationworldwhich is closely related to the need for concepts and mechanismsoftechnology-based teaching and learning.

One product of the integration of information technology into the world of education is e-learning or electronic learning. The electronic learning system or E-learning is a new way of teaching and learning. E-learning is the basic logical consequence of the development of information and communication technology. With E-learning, students do not need to sit in the classroom to listen to every word from teacher directly. E-learning can also shorten the target of learning

time,and of course saving costs that must be incurred by a study program or educational program.[1]

E-learning is the best choice to use right now because it makes it easy to learn something new and people can use it everywhere. According to Suartama,through E-learning the material provided to students can be accessed anytime and from anywhere in addition to getting material that can be enriched or equipped.[2]

With the development of technology, the world of education is required to be responsive to the times, in education the use of e-learning can already be said to be following the times where thisE-learning uses technology as a learning tool or media.

In law No 20 of 2003 chapter 1 article 1 paragraph 2 regarding the national education system states that :

> National education is education based on Pancasila and the 1945 construction of the Republic of Indonesia which is rooted in religious values, Indonesian national culture responsive to the demands of the times[3]

Based on the Republic of Indonesia Law number 20 of 2003 concerning the National   Education system Article 1 paragraph 2, along with the rapid development of information technology they need for teaching and learning concepts and mechanisms is inevitable.Technological developments in education now have an effect on learning media, which initially only used boards or

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[1]Deni darmawan, *Pengembangan E- learning, Teori dan Desain (*cet. II ; Bandung : PT Remaja Rosdakarya, 2016), 15

[2]I KadekSuartama, *E- learning konsepdanaplikasinya*(2014 : 20)

[3]Flavianus Darman *Undang –UndangNomor 20 TAHUN 2003 Tentang SistemPendidikan Nasional dan Undang-Undang Nomor 20 tahun 2005 tentang Guru dan Dosen* (Jakarta: visimedia, 2007), 2.

commonly called black boards/white boards. using LCD, internet and even distance learning. Rapid technological developments have touched all aspects of life, especially how to use internet media. The internet has become an unavoidable part of everyday life, especially in the world of education which is closely related to the need for concepts and technology-based teaching and learning mechanisms.

However, the application of E-learning is also considered to be by current conditions which cannot carry out direct learning as usual so that with e-learning, the e-learning process can continue even without having to meet or carry out learning activities in the classroom. The provision of the material is done by uploading the material to be discussed and then the tasks are given through E-learning to measure students' abilities and to find out whether or not the learning objectives are achieved.

Based on the researchers' initial observations at SMPN 1 Palu, the e-learning application was used as a learning innovation in distance English learning and the researcher found in the field that the Eighth grade students of SMPN 1 Palu were active in using e- learning application during the pandemic which of course learning was done indirectly.

From the description above, the researcher is interested to find out: " The implementation of E-learning application onthe Students' English learning on the Eighth grade atSMPN 1 Palu".

B. Research Question

Based on the background above, the researcher formulates the following research questions:

1. How is the Implementation of E-learning applicationon the students' English learningin the Eighth grade at SMPN 1Palu?

2. What are the obstacles in using E-learning applications on the students' English learning in theEighth grade atSMPN 1 Palu?

C. Objective Significance of the Research

Based on the formulation of the problem above, the objectives of this research are :

1. To know the result from the use of E-learning application on the student English learning in the Eighthgrade at SMPN 1 Palu.

2. To know the obstacles in using E-learning Application on the students' English learning in the Eighth grade at SMPN 1 Palu.

The researcher expects that the result of the research can benefit the students, English teacher and the nextresearches

1. To know How E-learning Application is

2. To be E- learning reference for English departement students

D. Operational of the Research

1. Implementation is a process or a way of implementing actions.

   According to Nurdin Usman implementation is boils down to activities, actions, or the existence of a mechanism for an implementation system not

just an activity but an activity that is planned and to achieve the objectives of the activity.[4]

According researcher , implementation is the process of applying that uses tools or media as tool to carry out the learning process in order to achieve learning objectives.

2. E-learning is a learning system that is used as a means of teaching and learning that is carried out without having to meet face to face directly between educators and students.[5]

3. Application is a piece of software that combines certain features in a way that is accessible to the user.

E. *Outlines of the Research*

This thesis is divided into five chapters and each chapter is thing interconnected as a unified series of scientific works. To know briefly about each of the chapters' discussions, the researcher puts the outlines of the contents of the thesis as follows:

1. Chapter I Introduction; explaining the background research, question research, research objectives, research significance, the scope of research, the definition of key terms, and Thesis outline.

2. Chapter II Literature Review; explaining the previous research, literature review, and Theoretical framework.

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[4]Nurdinusman" implementation e- learning SMP 10 jogja" UniversitasNegeri Yogyakarta april 2015 https://core.ac.uk/download/pdf/33517294.pdfaccesed on 25 december

[5]Ardiansyah 2013 from journal " metode pembelajaran darin/elearning" retrieved from www.researhete.net on 25 december

3. Chapter III Methodology of the Research; explaining the research design, research site, researcher's attendance, data and data sources, the technique of data collection, the technique of data analysis, the technique of data validity.

4. Chapter IV Research Finding and Discussion : describing the result of the research including an overview of SMPN 1 Palu and a brief history of SMPN 1 Palu, How to used of e- learning application on the students' English Learning on the Eighth grade at SMPN 1 Palu

5. Chapter V Conclusion and Suggestion ; explaining about the conclusion of the research result and suggestion that researcher can convey.

CHAPTER II
LITERATURE REVIEW

A. *Previous Research*

The function of previous studies wasto support the researcher or to make the difference between those previous studies. When the researcher reviewed the literature, she has found some of the studies that related to her study, some of them are:

1. The Researcher is Santi Mudiarti conducted a researchentitled "Penerapan E-learning di perguruan tinggi ".[6] The research was aimed to describe the application of E-learning at the Department of Educational technology, faculty of Education science, Jakarta state University. This research used a case study research method with multiple data collection. Research findings revealed that student acceptance was high, there were several barriers in implementing E-learning due to lack of policy and ICT infrastructure support.

2. The researcher is Ananda Hadi Elyas, with the title The use of E-learning Models in improving learning quality, this study aims to determine the use of E-learning models in improving the quality of E-learning. Research results conclude that the E-learning model is e breakthrough in the field of education because it can minimize differences in teaching methods and materials, thus providing a more consistent standard of learning quality.

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[6]Santi Mudiarti, Penerapan E-learning di Perguruan Tinggi, Jurnal Perspektif Ilmu Pendidikan.Vol.32, No. 1, April 2018, p. 54http://repo.iain-tulungagung.ac.id/20946/4/BAB%20I.pdf acce sed on 28 december 2020.

The E-learning system is necessary to anticipate the times with the support of information technology where everything is heading to the digital era both mechanism and content.[7]

3. Rosmawati Tamin with the title "application of electronic learning as a learning strategy for lecturers students at the faculty of computer Science Al-Asyariah Mandar University", West Sulawesi the purpose of the study is to find out the optimization of E-learning implementation strategies and also to find out whether the application of E-learning can improve quality learning for lecturers and the student in the faculty of Computer Science, Al- Syariah Mandar university. The result of the research is that the implementation of E-learning is not yet optimal because there are still components that are not yet available such as E-learning infrastructure and E-learning applications, and if the optimization of E-learning is increased it will improve the quality of learning.[8]

From three studies, the similarities with the research that the researcher did were that they both discussed E-learning, but the difference was Santi Mudiarti focusses her research on the application used in higher education technology (blended learning) while in a study she focuses on usingLMS(Learning management learning system) applications at the junior high school.

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[7]Ananda Hadi Elyas, *penggunaan Model Pembelajaran E-learning dalam Meningkatkan Kualitas Pembelajaran,* Jurnal Warta Edisi : 56 (2018).

[8]Rosmawati Tamin, Penerapan Pembelajaran Electronik sebagai Strategi Pembelajaran Dosen dan Mahasiswa di Fakultas Ilmu komputer universitas Al-Syariah Mandar Sulawesi Barat, Jurnal Pepatuzdu 5, no. 1 (2013).

Then Anha's research explains about improving the quality of learning through the moodle model the difference in the model but they both want to know the quality of learning.

In Rosmawati Tamin's research, the focus of her research is on the strategies used and the optimization of E-learning. While the research that the researcher conducted focused on the result of the application of E-learning, namely the level of student and teacher satisfaction in improving the quality of English learning at SMPN 1 PALU.

B. *Literature Review*

1. Definition of E-learning

The term E-learningconsists of two words, namely: E and Learning stand for electronics which means object created using electronic principles. while learning which means learning or studying.

E-Learning is a type of teaching and learning that allows teaching materials to be delivered to students using the internet, intranet, or other computer network media Hartley, Horton in his book E-Learning Tools and Technologies: E-Learning is all use or use of internet and web technology to create learning experiences. E-Learning can be seen as an innovative approach to be used as a media design for delivery that is good, user-centered, interactive, and as a learning environment that has various conveniences for anyone, anywhere, and anytime. By utilizing various attributes and sources of digital technology with other forms

of learning materials and materials that are suitable for application in an open, flexible, and distributed learning environment[9].

E-learning can be defined as a form of information technology applied in education in form of cyberspace. Munir startes the term e-learning as more appropriate intendedas an attempt to create a transformation of the learning process is in school or college into the technology bridged digital from the internet[10].

According to Khan in Adri, E-learning can be seen as an innovative approach to provide welldesign, centered on learners, interactive, and facilitate the environment study with anyone, anywhere, anytimeby making use of the properties and resources ofvarious digital technologies along with other forms suitable for learning materials open, flexible anddistributed learning environment.[11]

2. **The function and benefits of E-learning Application**

According to SyafiulMuzid in a journal entitled Student perceptions in e-learning as an application to improve the quality of education (case study of

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[9]Harton*E-Learning Tools and Technologies* (2003)

[10]Munir *pembelajaran jarak jauh berbasis teknology (*2009 : 167*)* Retrived from.upi.edu: On 10 February 2021

[11]Aidah" *Pemnafaatan e- learning sebagai alternatif*" Retrived from : media meneliti.com : On 10 February 2021

Indonesian Islamic University, 2005) there are many benefits to be gained from the application of e-learning, including[12]:

a. Especially in open and facilitate and increase interaction time both between students and learning materials, between students and teachers, and between fellow students.

b. Students can continue to learn even though they are not physically present in the classroom.

c. Allowing students and teachers to share information or opinions about learning material so that they can optimize the face-to-face time available to concentrate on the material.

d. Improving the quality and performance of teachers with development, better learning models, and learning materials that are easy for students to understand and learn.

e. Reducing the digital divide between teachers and students by implementing an integrated and integrated internet technology-based system.

f. Making it easy to improve and store learning materials. Soekartawi in Poppy states the benefits of using the internetdistance education, are as follows:

    1) The availability of e-moderating facilities, this facility will enable educators and students to communicate easily via the internet facilities regularly or at any time.

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[12]Syaiful Muzid " entitled Student perceptions in e-learning as an application to improve the quality of education (a case study of Indonesian Islamic University, 2005)

2) Educators and students can use structured or scheduled teaching materials or learning instructions via the internet so that both of them can assess how far the teaching materials are studied.[13]

3. Types of E-learning

a. Learner-led E-Learning

Leaner-led E-Learning is e-learning designed to make participants able to learn independently. The term Learner-led E-learning is also known as self-directed. The distinctive feature of e-learning is that students can learn teaching materials by using a computer and without going through the internet or the web. Teaching materials are arranged and packaged into CD-ROM or DVD.

b. Instructor-led E-learning

Instructor-led e-learning is the opposite of instructor-led e-learning because this type used the internet or intranet or the deep web learning process. Therefore in learning needed technology such as video, audio, chat, bulletin board and the like.

c. Facilitated E-Learning

This type is a combination of learner-led and instructor-led E-learning. Students can learn independently by accessing teaching materials such as videos, moving images in various formats from the website. In addition, students can make interactions such as communication and collaborate through the website. The interaction can be done through conferences, forums, chat discussions, and others.

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[13]Poppy " states the benefits of using the internet" (2010: 82)Retrived From: respository.unpas.ac.id on 10 february 2021.

d.   Embedded E-learning

This type of e-learning is a tool that can assist students when they have difficulty learning. It help these can be instructions, diagrams, or available methods to guide students. That is why Embedded e-learning is equated with an electronic performances support system (Electronic Performance Support System).

e.   Telementoring and E-coaching

This type of e-learning uses the internet and the deep web to do distance learning. To help students master knowledge, monitor skills development and gestures then used teleconferencing, instant messaging, and chatting. Based on the results of the analysis conducted by Suhendi, it is known that the type of e-learning that department students have used Biology education at FKIP UNAD is Schoology (42 students), Edmodo (39 students), Google Classroom (17 students), and Moodle (10 students). It is also known that students agree (86.3%) while those who disagreed 13.7% used e-learning in the implementation of lectures. Fundamentally, there are two categories of e-learning.

4. Categories of E-learning

a. Synchronous E-learning

Synchronous E-learning is real-time learning in synchronous learning, the learners and teacher are online and interact at the same time from different locations. They deliver and receive the learning resources via mobile, video conference, internet, or chat. In this type of learning the participants can share their ideas during the session and interact with each other and they get detailed

queries and solutions. Synchronous e-learning is gaining popularity because of improved technology and internet bandwidth capabilities.

Examples of synchronous e-learning are online chat and video conferencing each real-time learning tool, such as instant messaging allows students and teachers to ask questions and answer the immediate question, is synchronous learning. Before developing and adopting interactive technology internet-based, synchronous learning is more frequent called distance education or distance learning and the term is still in use today. Meanwhile, distance learning distant takes many forms, frequent learning interactions done via radio and television systems. Relative television systems are expensive because schools need equipped classrooms with various audio-visual technologies - video cameras, microphones, television, and others - and only learning interactions can occur between classrooms equipped with a compatible system.

1) Synchronous communication chat is a derivative of communication done in writing. This communication uses a platform that provides a communication application in the form of a short conversation such as Short Message Service (SMS), Facebook Chat, Line Chat, WA Chat, and so on. This chat communication has several disadvantages such as not being able to hear the sound, not displaying expression, and can not see the other person directly.

2) Video Call Synchronous Communication Synchronous video call communication is a face-to-face communication over a distance remote which was created to make it easier for those who want to communicate

synchronously and face to face despite the distance between they are far apart from each other. Video calls are very popular with the community because the function is very sophisticated and can let go of homesickness and provide real facial expressions when communicating.

3) Telephone Synchronous Communication. This synchronous communication is a type of communication only votes, cannot send messages and videos nor pictures. This communication we usually encounter when someone communicates using radio, handy talky or telephone. Even so, nowadays there are so many applications that provide three types of communication at once, namely chat, video, and telephone.

b. Asynchronous Communication

Asynchronous e-learning is a pause and resume kind of learning. In this type of e-learning, the learner and the teacher cannot be online at the same time. Asynchronous e-learning may use technologies such as email, blogs, discussion, forums, eBook's CDs, DVDs, etc. Learners may learn at any time, download documents, and chat with the teacher and also with co- learners. Many learners prefer asynchronous instead of synchronous learning because learners can take online courses to learn at their preferable time by not affecting their daily commitments.

Asynchronous communication chats as the name suggests, asynchronous communication is communication using a computer, cellphone, or smartphone the communication is delayed or indirectly. Asynchronous using e-mail chat, chat forums, or other application platforms as a supporter of this communication.

1) Video Asynchronous Communication

Video asynchronous communication is the opposite of video calling is a type of synchronous communication. Asynchronous video communication uses a video recording to communicate to a person, with the aim that people who receive the video can understand and understand what the sender wants to convey video. Usually, this communication is often done to provide information such as video of testimonials, long-distanceof thank you videos, and others.

2) Formal Communication

Formal communication is a communication that is used at official events both organized by the government and the private sector which are instructive convey messages related to the interests of the office as well company. Formal communication can be done using letters delivered in the meeting.

3) Informal Communication

This communication is still related to formal communication, will but informal communication is not planned or determined. Its function is to maintain social relations between members, dissemination of personal information.

5. The Importanceof E-learning

The importance of the E-learning system :

a. E-learning has been introduced to empower learners to get basic schooling and enhance skills.

b. For tutors, it is a great source of learning, wherein they can teach from anywhere in their preferred time.

c. Applying e-learning to all levels of schooling helped to ensure students grasp the lessons adequately at a faster pace.

d. According to psychology, the audiovisual method of teaching leads to a disciplined learning environment. There are an effective tutor and the student's engagements.

e. One of the importance of e-learning in education is that tutors and participants both can develop advanced learning skills. For example, creating and selling E-books is one such advancement.

f. E-learning has worked towards bringing learners, tutors, experts, practitioners, and other interest groups to one place. Thus, there is a good practice of knowledge sharing followed through different online platforms. This is important in current times as competition is rising and the world is also growing.

C. *Theoretical framework*

The use of Internet-based learning or known as e-learning in teaching English can help both students and teachers in the learning process. This allows students to study themselves outside of course hours, plus the existence of the situation, currently requires the learning process to be done online. The online learning process also has constraints for students when attending learning. The thought frameworks in this research can be described systematically as follows:

Picture1. 1 Theoretical Framework

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                    │    E – LEARNING     │
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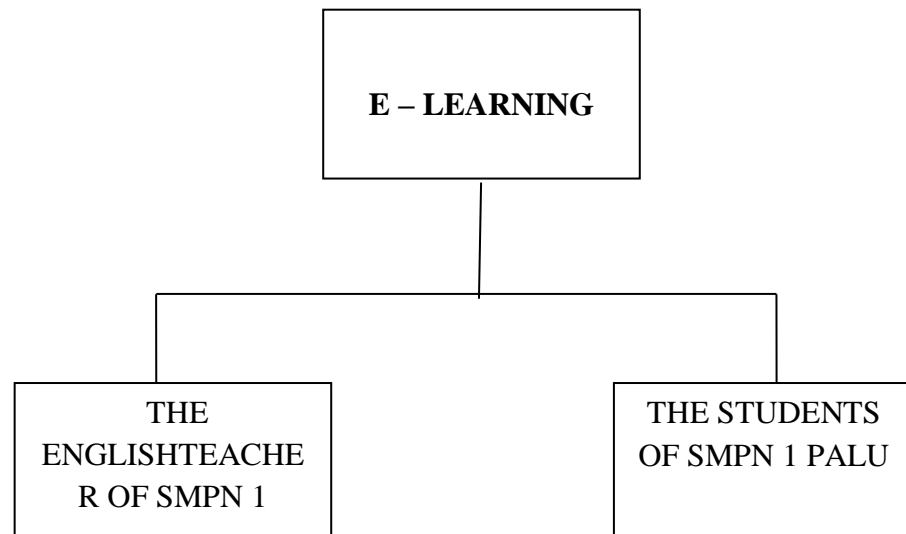
CHAPTER III
RESEARCH METHODOLOGY

A. *Research Approach and Design*

This research used qualitative descriptive research. The qualitative descriptive approach is aimed at describing, describing data, events, circumstances, and objects according to what is researched preciselythe reason for using the qualitative sresearch method is:

1. Qualitative method adjustment is easier than dealing with double reality. Qualitative research may develop during the ongoing research process.

2. This method can be directly between researchers and research subjects. Because qualitative research is not too determined by the number of sources involved, but how the researchers dig the information from the chosen resource.

3. This method has sensitivity and more adapts to influences arising from the patterns faced. This is because there are things that can not be explained by numbers, such as human feelings.[14]

B. *Research Location*

The research site is SMPN 1 Palu, the oldest educational institution in Palu City. Established since 1954. SMPN 1 Palu, one of the nation's assets in the world of education, is located in a strategic location in the heart of the island of

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[14]Imam Affandi, "*Efektifitas Penggunaan Media Dalam Meningkatkan Prestasi Belajar Peserta Didik Pada Mata Pelajaran Fiqhi Di Madrasah Aliyah Al-Khairaat Pusat Palu*" Skripsi. (Palu: IAIN Palu, 2014), 40-41.

Sulawesi, precisely in the provincial capital of Sulawesi, downtown Palu, Jalan Jenderal Gatot Subroto . The chronology of the research:

1. On 9 January 2022 meeting with the teacher who served as Deputy Head of Student Affairs.

2. On 10 January 2022 , submit a research letter to the school.

3. On 11 January 2022 , research is allowed.

4. On 12 January 2022. Meeting the principal of SMPN 1 Palu and get to know Ma'am Ayu, an English teacher

5. From January 13 to 14 March 2022 conducting research, starting from interviews with English teacher Ma'am Ayu, and students of SMPN 1 Palu and taking documentation.

6. On 15 Marchto 23 March 2022 waiting for the letter to finish the research.

7. On 24 March 2022, the letter of completion of the research was completed and the research was completed.

C. *Presence of The Research*

The researcher acts, as the main instrument of indirect data collection. Attendance researcher aims to obtain valid and accurate data, interaction, and involvement in field research subjects and can confirm and check the subject if the information is lacking or not by the interpretation by checking the subject of the research. Researchers are planners, data collector executors, and become research

reporters.[15] While the researcher's present in this research is to know more about the E-learning system used by the teacher in teaching English and students class VIII the academic year 2021/2022,to act as a planner, to collect data, to analyzed data, and to report the research results.

D. Data and Data Sources

Any research cannot be said to be scientific research when there is no reliable data and data source. The main data sources in qualitative research are the remaining words, actions, and additional data such as documents and others. Data is necessary for research and data sources obtained from direct observation and literature review.[16]

1. Primary Data

   Primary data is derived from an original or first source, etc. This data is obtained through the resource, which is the person who used the object of research or the person we make the means of obtaining information or data.

2. Secondary Data is data sources that do not directly provide data to the data collector, such as documentation or records relating to research objects.[17]

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[15]"*Kehadiran Peneliti Dalam Penelitian Kualitatif* "**https://masyarakatbelajar.wordpress.com/.**On 10 July 2020.

[16]Imam Affandi, "*EfektifitasPenggunaan Media Dalam Meningkatkan Prestasi Belajar Peserta Didik Pada Mata Pelajaran Fiqhi Di Madrasah Aliyah Al-Khairaat Pusat Palu*". Skripsi (Palu: IAIN Palu, 2014).

[17]"*Program Studi Akuntansi. Universitas Komunikasi*" Retrieved from: https://ojs.unikom.ac.id/. On 10 July 2020.

E. *Techniques of Data Collection*

Data collection techniques are the ways that are traveled and the tools used by the researcher in collecting their data.[18] To obtain data that is suitable for research purposes, the researcher used the following data collection techniques:

1. Observation

Observation is one of the data collection techniques by using observation and recording of an object with a systematic phenomenon investigation. Observation is used because the researcher wants to be more sure about the validity of the data through direct experience in the field. Informationobtainedfromobservationisplaceactor, actor, activity, object, timeevent, etc. Activities to study a symptom and even though efforts to view and record data and information systematic assessment does not involve oneself in activities that do not experience by others.

In making an observation, the researcher acts as a nonparticipant observation where the researcher is not involved in the daily life of the informant. In this case, the researcher only observes the result of the implementation of the E-learning application at the school and the problems that occur during the application.

The observations write in the notebook, at first the researcher summarized as necessary things, the thing that considers. important and can be included in the observation report must be written. The topic and detailed

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[18]Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta: Insan Madani), 139-162.

explanation also need to be considered. After that, the researcher summarizes the result of this observation thoroughly.

2. Interview

The interview can be divided into three types, namely, interview informal talks, interviews using general guidelines, open standard interview, structured and unstructured interview[19]. An interview is a checking tool or proof of informati on or in formation obtained by using a tape recorder or other device that can save the result of the interview. The researcher must also make a list of questions to ask informants or resource persons so that we know what needs we need also so that researchers did not deviate from the topic under study. This research used a depth interview technique, with the goal is that the information that can be obtained can be proven and can be trusted, this technique is by way of question and answer and face to face between researcher and informant or interview using problem interview. In this case, the researcher asked several related questions among asking for clarification about what is being researched, namely about the result of implementing E-learning application in learning English and the driving and inhibiting factors and asking for critical awareness of informants in the implementation of the learning. In this interview, it is also used to establish communication with English teacherand related institutions.

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[19]Moleong J lexy "*metodology penelitian kualitatif*" bandung : PT Remaja Rosdakarya 2006 : 135

3. Documentation

Documentation is a way of collecting data through written relics, such as archives and books on opinions, theories, evidence, or laws, and other relatedresearch issues. Documentation techniques are used to search the data of people or groups of people, events in a socially useful in qualitative research.[20]

F. *Techniques of Data Analysis*

Data analysis is a process of systematically finding and structuring the data gained from interviews, field records, and documentation by organizing the data into categories, describing into units, patterns, choosing which are important and which had been learned and inferred, that it is easily understood by oneself and others. Descriptive analysis is used because data were poured in the form of a description or sentence, table, or diagram.[21] The data obtained were analyzed by using several techniques, namely:

1. Data reduction; which is the researcher summarizes, choosing important things data and giving a clear picture of the implementation of e-learning and presentation of data; after a certain amount of data is found, then present it to the core of the discussion that was described in the results of the research.

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[20]Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta: Insan Madani), 139-162.

[21]Leny Nofianti dan Qomariah, *Metode Penelitian Survey*Retrieved from: https://www.google.com/. On 5 December 2020.

2. Presentation of data; after a certain amount of data is found, then present it to the core of the discussion that was described in the results of the research.

3. Verification or conclusion; the final step of the research in the form of answers to the problem formulation. Some data were selected for correctness and validity.

G. *Techniques of Data Validity*

In qualitative research, data is declared valid if there is no difference between what is reported and what actually happened to the object being studied. In testing the validity of the data in qualitative research, it includes the credibility test (internal validity), transferability (external validity), depandability (reliability), and confirmability (objectivity).[22]

1. Credibility test, research shows the results of the findings by way of proving the reality that is being studied.

2. Transferability, generalization of a finding can be applied or applied to all contexts in the same population on the basis of findings obtained in a representative sample of the population.

3. Dependability (reliability), consistent or measurable means that research is carried out repeatedly but essentially the results are the same.

4. Confirmability (objectivity) of research results is agreed between the subjects studied.

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[22] Sugiono, *metode penelitian kuantitatif kualitatif Dan R&D*, 270

Checking the validity of this data is done with the aim of getting accurate, checking the validity of the data is done by correcting the data one by one so that errors can be found which will then be further refined.

Furthermore, to check the validity of the data obtained, it is done by means of triangulation. Tringulation is a technique of checking the validity of data that utilizes something else, outside the data for checking purposes or as a comparison with the data.[23]

Triangulation is a combination of various data sources with various data collection techniques and time to obtain valid data and meet the scientific standards of writing. There are three kinds of triangulation; triangulation sources, triangulation method, and triangulation time. Triangulation sources can be obtained from teacher and student.

Triangulation techniques are observation and interview. The triangulation used by the researcher is the triangulation source and triangulation method which is a technique to check whether or not the data or information is obtained in the field by comparing the data to the data source in the field. This is accomplished by comparing the observation result data to interviews, comparing what people are saying about the research situation with what it says, and comparing the results of interviews with the contents of a related document. The researcher also conducts discussions with associates or with anyone who is considered to provide solutions to the problems that the researcher faces to obtain accuracy and admit the validity of the data.The validity of the data is intended to prevent doubts about the data

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[23]Ibid, 273

obtained for both the researcher and the reader, especially the researcher who has compiled this scientific work.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Findings of The Research

1. Profil of SMPN 1 PALU

1. Name of the school : SMP Negeri 1 Palu
2. Address : Jl.Gatot Subroto No. 34
3. District and village : Palu Timur, besusu Tengah
4. City : Palu
5. Province : Central Sulawesi
6. Postal Kode : 94111
7. Operation time : full day / 5 days
8. Education level : Negeri
9. NPSN : 40203563
10. Established Since : August 1954
11. Classroom : VII, VIII, IX
12. Surface Area : 3 M
13. State ofelectricity : PLN Power Source, Power 60.000
14. Internet network : Telkom speedy
15. School facilities that
    support learning activities : Class Library , Biologi lab, Physic
    Laboratory, Computer lab.
16. Location map of SMP 1 : SMPN 1 Palu is located at latitude
17. Nearest health service : Singgani (0. 38 km) Jl. Moh. HattaNo.5, Kec, Palu Timur & kamonji(1.89 km) Jl. Imam Bonjol No.20 Ds Kamonji, Kec. Palu Barat
18. Nearest activitycenter : - curtural Heritage
    - Museum
    - Traditional village
    - Cultural park

		-	Studio
19. School details	:	-	Student
		-	Study group
		-	Facilities and infrastructure
		-	Accreditaion Score
		-	Developmant program

20. shade : Ministry of Education and Culture

21. No establishment decree : 1432/A1/K-9/80

22. Date establisment decree : 1954 -02 -08

23. No SK Operasional : No/ Date : 3522/B.III/1 July 1954

24. File SK Operasional : 42217-998567-93490-128358759

- 1829441643.

25. Accreditation : A
26. No SK Accreditation : 49/BAP-S/M/LL/IX/2015
27. Date SK Acredation : 16 -09-2015
30. Certification number : 9001: 2008
31. Fax : 0851421792
32. Email : smpnegeripalu@gmail.com
33. Website : http://www.smpn1palu.sch.id

a.   The History of The Foundingof SMPN 1 Palu

SMPN 1 Paluis the oldest educational institution in Palu City. Established since 1954 SMPN 1 Palu, one of the nation's assets in the world of education, is located in a strategic location in the heart of the island of Sulawesi, precisely in the provincial capital of Sulawesi, downtown Palu, Jl.JenderalGatotSubroto no. 34

built on an area of 8409 M2, with a building area of 2893 M2 and a sports field covering an area of 671 M2.

In 2002 SMPN 1 Palu was designated as an Environmentally Cultured school then in 2004 as a National Standard School (SSN). Along with the development of education and in accordance with the mandate of the Law on the National Education System Number 20 of 2003 article 50 paragraph 3 that in every district/city has at least one International Standard School, SMPN 1 Palu is improving itself to become an International Standard School Pioneer.

The results of the preparation carried out from various aspects received an assessment from the Directorate of Junior High School Development, Directorate General of Mandikdasmen, Ministry of National Education. Then in 2008 SMPN 1 Palu was established as an International Standard School Pilot (RSBI). In the course of a year as RSBI SMPN 1 Palu has implemented international standard quality management and received an ISO 9001:2008 Certificate.After the RSBI Program was terminated, SMPN 1 Palu with the status of a National Standard School was again trusted as one of the schools that became the pilot project for implementing the 2013 curriculum.SMPN 1 Palu has won various achievements both at the regional and national levels. Fore more datails, the researcher presents in table forms follows :

Table 1.1
The achievement of SMP Negeri 1Palu in the last year 2014

No	Achievement Name	Achievement Type	Ranting	Region
1.	Kihajar 2014 Quiz contest	Academic	Third place	Province
2.	2014 National level LPIR Silver Medial	Scintific Work	2nd Place	City /District
3.	Kihajar Quiz Contest	Academic	Third place	Privince
4.	Poetry Reading Contest 2014	Art	Champion	City /district
5.	Scientific Writing Competetation SMANSA Palu	ScientificWork	Champion I	City /district
6.	Scientific Writing competition SMANSA Palu	Scientific Work	2nd Place	City /district
7.	2014 LCEN in Surabaya	Acedemic	Third Place	National
8.	OSN Physics	Acedemic	Third Place	National
9.	Ecoschool Contest in the framwork of the 2014 palu city annyversary	Etc	Champion 1	City/ district
10.	Intermediate & WiraCross Conuntry Competition 2014	Student	Champion 1	City/ district
11.	Generation planning poster competition Tkt. Provincial BKKBN Middle school	Art	Champion 1	Province
12.	KKB Spensa Cup 1 2014	Sport	2nd place	City /district
13.	Popwil V Men's Tennis Branch in Manado	Sport	Champion 1	National Region

14.	Speech contest in the framwork of celebes trans Mupen the road 2014 by the BKKBN	Student	2nd Place	Province
15.	Popwil V Women'sTeam Tennis Branch Manado	Sport	Third	Province

The table above shows that several achiviement have been achieved by SMPN 1 Palu in various events/ champions. In relation to the demand in the provision of education, SMPN 1 Palu aims to produce graduates who have high comparative competitivenes and are able to compete in various international competitions. SMPN 1 Palu is trying as much as possible to improve the quality of graduates through improve the quality of learning and student self – development activities.

b. The condition of School and the Condition of Teacher, Students and Employes of SMPN 1 Palu

Table 1.3
principle for the last five years

No	Name	Leadershipperiode
1.	H. Hardi, S.Pd,M. Pd	(2013 - 2017)
2.	HJ. Farida, S. Pd,M.Pd	(2017-sekarang)

Table 1.3
Study Room

No	Room Name	Total	Size	Description
1.	Library	1	15X10 M2	Good
2.	Science laboratory	1	15X10 M2	Good
3.	Skills	1	9X15 M2	Good
5.	Art	1	9X15 M2	Good
6.	Language laboratory	1	5X10 M2	Good

7.	Lab. Computer	1	9X12 M2	Good
8.	Multipurpose	1	19X15 M2	Good

Table 1.4
Office Room

No	Room Name	Total	Size	Description
1.	Head Master	1	8 X 7 M2	Good
2.	Vice prinsipal	2	3 X 5 M2	Good
3.	Teacher	1	11 X 10 M2	Good
4.	Administration	1	9 X 7 M2	Good

Table 1.5
Situation of teachers and employees

No	Name/ Nip	Place and date of birth	Rank /class	L/P	Certification status	Field of study
1..	Yati Sunarti S.Pd., M.Pd 196204301989012002	30-04-1962	IV/b	P	Finish	English
2.	Dra.Hj. Nahria Hi. Haleko, M.Pd 196204301989012	30-04-1961	IV/b	P	Finish	English
3.	Hj. Maryam, S.Pd., M.Pd 196606061990032	06-06-1966	IV/b	P	Finish	English
4.	Nurwadi, S.Pd.,M. Pd 196312311984112	13-12-1963	IV/b	P	Finish	English
5.	Mutmainnah W.,S.Pd.M.Pd 198108272008012016	27-08-1981	III/d	P	Finish	English

6.	Admansi Ismail S.Pd 197701062008012018	06-01-1977	III/d	P	Finish	English
7.	Suriani, S.Pd 196604051990032013	05-04-1966	IV/b	P	Finish	English
8.	Jeny Stany Roring, S.Pd 197109122014072013	12-09-1971	II/c	P	Finish	English
9.	Mahrus , S.Pd 196603261998011001	26-03-1966	IV/b	P	Finish	Indonesia
10.	Dr. Suhartini, S.Pd 196604121994122005	12-04-1966	IV/b	P	Finish	Indonesian

c. The Vision and Mission ofSMPN 1 Palu

Vision

The formation of a generation of intelligent, healty, characther, andenvironmentally friendly which is based on faith and piety and the spirit of kinship.

Mission

1. Realizing the role of teachers, education staff, parents and the community in improvingthe quality of schools.

2. Realizing graduates who are faithful, productive, intelligent, creative, innovative, have a character, are healty, care about the environment and are compititive.

3. Realizing the development of an a innovative and enviromentally friendly curriculum.

4. Realizing a quality learning process that is oriented towards character building.

5. Realizingtheuseofauthenticassessment.

6. Realizing religious, innovative and professional teachers and education staff.

7. Fulfilingeducationalfacilitiesandinfrastructurethat are complete, functional, andenvironmentallyfriendly.

8. Realizing a democratic, transparent, and accountable school governance system.

9. Creating a clean, healthy, andconduciveschoolenvironment.

2. Findings of how did the Implementation of e- learning application on the students' English learning on the Eighth grade of SMP 1Palu.

The implementation of e- eleaning application on the Eighth grade ofSMPN 1 Palu. Thispart consists of research results and explanations to answer problem statements. The researcher divides the data based on the results of the interview. Furthermore, the researcher analyzed the Implementation of E- lerning application on the Eighthgrade atSMPN 1 Palu.

E-learning at SMP 1Palu was implemented due to a pandemic, from 2020 to 2022, schools decided to use a web-based LMS. With web-based online learning, it can make alternative choices for distance learning media and access can be easier because there is no need to download applications that take up

storage space, and can be accessed anywhere. As for the type used, namely the type of facilitated E-learning, this type is a combination of learner led and instructor – led E-learning.

The planning for Eighth grade English learning using e-learning has been agreed upon by the school. And the school also provides special training for each class teacher to prepare learning using e-learning. According to the results of in-depth interviews with English education teachers regarding e-learning learning plans in the Eighth grade of SMPN 1 Palu.The following of the interview :

According to Ma'am Ayuas a English teacher on the Eighth grade SMPN 1 Palu.

"Planning for the implementation of e-learning on the Eighth grade at SMPN 1 Palu is starting from the school which has agreed to use e-learning as an online learning medium, in planning its implementation it has received support and separate policies from the school. So, before entering class, we especially English teachers do a small MPG to prepare material, either in pdf or video form.".[24]

In this case it can be seen that learning planning using e-learning is good with training for all teachers, especially English teachers to prepare material before the e-learning process.

. The researcher also asked question about the implementation of e-learning application on the students' English learning on the Eighth grade at SMPN 1 Palu. The following are the result of the interview :

[24]Ayu, English teacher, at SMPN 1 Palu "interview " 13january 2022.

According Ma'amAyu, "The implementation of e-learning in English subjects at SMPN 1 Palu will be carried out at the end of the semester for the 2021/2022 academic year. The implementation of e-learning is quite good, teachers have carried out learning well, while students have also responded well to learning but we do not know the results of collecting students' assignments are purely from their understanding because this learning is done online.[25]

For its application, it is also quite good because during the learning process, students responded well to the material provided, did the assigned tasks and collected assignments with a predetermined time. Furthermore, the researcher also asked about "How the evaluation of e- learning application in English learning".The following are the result of the interview :

According Ma'am Ayu"The Evaluation of the implementation of e-learning application on the Eighth grade of SMPN 1 Palu is usually held at the end of each semester, but does not yet have a special evaluation system for learning".

As for the results of interviews regarding the evaluation of learning English using e-learning application, there is no special evaluation because the evaluation is carried out at the end of each exam.As for the positive and negative impacts of using e-learning applications the following are the result of the interview :

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[25]Ayu, *English teacher, at SMP 1Palu*," interview" 13 January 2022.

According to Ma'am Ayu the positive impact of implementing e-learning application on the students' English learning on the Eighth grade at SMPN 1 Palu is that it can save costs, facilitate learning because students can learn from various sources not only with books but can also learn from the internet and finally students can think more creatively because you can learn with a variety of unique and interesting learning variations, for example learning through videos on YouTube. Meanwhile, for the negative impact students may find it a little more difficult to understand and understand some learning materials that should be carried out directly and in real terms, for example speaking material. In speaking material students should immediately practice the teacher but because learning is done online it makes the learning material become less effective.

The researcher also asked about How to implement e-learning in Eighthgrade English subject based on the results of the interview with Ma'amAyu

"The implementation of e-learning application on the students English learning on the Eighthgrade of SMPN 1 Palu is goodand complete, starting from the link provided by the school, then entering the e-learning website of SMPN 1 Palu, after entering the website the homepage consists of e-learning login which contains a username and password after which there is an additional logo for online materials, online

assignments, online exams, and online assessments like we can see the score after answered the questioned."

As for the results of interviews If we have logged in, the e-learning menu will be more complete which consists of a homepage, announcements, messages, teaching schedules, related links, assignments, materials, my comments, group assignments, teacher filters, student filters, and logout or exit. . In this e-learning it is very complete starting from absences, giving materials, giving assignments, collecting assignments, some are non-physical and some are physical, if non-physical the collection is through e-learning, while physical collection is through books, collected directly with the teacher who concerned.

The implementation of e-learning in English on the Eighth grade is also quite good, the teacher is very good in terms of providing materials and assignments, and students are also able and easy to understand the material that has been given by the teacher. Here are some English subject matter during e-learning. Some of the English subject matter studied using e-learning is about asking and giving permission, describing places and expression to invite the others. Teachers also always remind and inform their students to always give assignments and tests through this e-learning. The implementation of e-learning application on the Eighth grade is not too different when learning face-to-face or using e-learning, the only difference is when face-to-face teachers and students interact directly, but if e-learning teachers and students interact through electronic media such as cellphones or laptops.

Meanwhile, according to some students regarding the application of e-learning applications in learning English in the Eighth grade .Based on an interview with a student named kheyshya as 1st student.

"The implementation has been very good, it can make it easier to collect assignments indirectly, in e-learning it can also make it easier to understand the materials that have been given because the materials are still stored".

Based on an interview with 2nd student named Layla Syafila

"Very good and also facilitates learning activities such as doing assignments directly in the e-learning application, because the teacher is also fun so we are also happy to learn"

Based on an interview with the 3th student named Reshida Farah

"Very good because it helps us to do learning activities and do assignments".

We can see from the results of the interview above that the application of e-learning applications in learning English is quite good but still has some obstacles in its implementation.

3. What are the obstacles in using E- learning application on the students' English learning on the Eighth grade of SMPN 1 PALU

There are several obstacles during the e-learning process:

1. The first component is the e-learning infrastructure, because not all students have cellphones and that is one of the obstacles in the

learning process. To overcome this, the school provides several computer units at school for students who do not have smart phones.

2. The second component is students' understanding in understanding learning, because learning is done online or remotely, this is the most difficult thing for the teacher because when explaining the teacher cannot be sure whether these students really understand the lessons given.

3. The third component is a server or network that often errors because the network does not support this which is the most difficult thing for students because it will slow down the learning process and collecting assignments that have been given by the teacher. Those are some of the obstacles experienced during the use of e-learning applications for SMPN 1 Palu.

The results of interviews about the obstacles in using E-learning application on the students' English learning on the Eighth grade of SMPN 1 Palu.

According to Ma'am Ayu, the constraint of using e-learning is in frastructuresuch as cellphones, because not all students have sufficienteconomics. There are some students whose economy is still lacking. The second is the signal, the signal is also an obstacle because we donot know what happens when we are learning to use e-learning, sometimes when studying suddenly the lights go out, the blackout will also affect the signal. The third is quotas, quotas are also a problem for students.The same thing with cellphones, quotas also depend on the

student's economy, if students are less able, then they cannot afford to buy quotas continuously. The fourthislaziness."

Based on an interview with the 1st students named Keysha Grace

"The problem is that the network suddenly crashes while working on and sending assignments or tests."

Based on an interview with 2nd student named Layla Syafila

"The problem is that sometimes the network suddenly crashes while working on and sending photo or video assignments."

Based on an interview with 3th student Resida Farah

"The problem is that the network is not stable, so the e-learning error when sending assignments."

B. Discussions

Based onthe result so fresearch conducted by researcher sregarding the implementation of e-learning application in English learning on the Eighth grade at SMPN 1 Palu, There are discussions that will be discussed in this study.

Implementation is defined as the implementation or application. This means that what is implemented and applied is a curriculum that has been designed and designed to be fully implemented. Implementation is an action or implementation of a plan that has been prepared carefully and in detail. E-learning is an approach learning through computer devices connected to the internet, where students seek to obtain learning materials according to their needs. E-learning is an internet application that can connect educators and students in an online learning room. Chandrawati, states that E-Learning is a distance learning

process by combining principles in the technology learning process[26]. Asep, states that E-learning is a teaching and learning activity that uses the internetPlanning for the implementation of e-learning on the Eighth grade in English follows the school's planning, if the implementation planning of the school has been implemented, the implementation of e-learning in English subjects is also implemented together with the school[27]. At first e-learning was implemented because of the difficulty of online learning as a result of the covid 19 virus and finally the school took the initiative to do learning from home through e-learning, with e-learning very helpful for teachers in carrying out their obligations as teachers. With e-learning, it also makes it easier for teachers to teach because e-learning is quite easy and simple to use. The implementation is carried out when the school has agreed on the use of e-learning as a learning medium at SMPN 1 Palu City, the implementati on is carried out at the end of the semester ofthe 2021/2022 academicyear. The evaluation of the implementation of e-learning application on the students English learning on the Eighth grade at SMP1 Palu , has not had too many evaluations and there is also no specific evaluation, although there has been no specific evaluation for each subject but the school always evaluateand also continue to improve the quality of e-learning every new school year.

Teaching and learning activities using e-learning in English learning are quite effective even though through online learning, teaching and learning activities are almost the same as teaching and learning activities that are carried

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[26]Srirahayu Chandrawati, " *pemanfaatan e- learning dalampembelajaran* " : jurnalcakrawalakependidikan 8,No 2 (2010). 101-203

out directly. Teaching and learning activities are also carried out with preliminary activities, core activities and closing activities.

The difference between using e-learning is that the preliminary and closing activities are not too many. If the introductory activity directly begins with the teacher greeting, asking how things are, praying before learning and conveying the learning objectives. In e-learning the teacher only tells and asks students to see the material and assignments given. If in the core activity, students pay attention to the material directly explained by the teacher, conduct questions and answers, simulate questions to make assignments that will be given by the teacher. In e-learning the teacher only provides a youtube or pdf link, after that students learn to understand themselves, but if students really donot understand they can only ask through the comments column. If the closing activity is directly the teacher will provide opportunities for students to ask questions about learning, the teacher provides reflection and also appreciation of learning and finally the teacher will close the class and sayregards. In e-learning, teachers can only tell students to study and do assignments according to the time given by their respective teachers.

The positive and negative impacts of implementing e-learning on English Eighth grade subjects, the positive impact is that students can save costs, ranging from transportation costs, snack costs and also the cost of other necessities.It facilitate learning with various creative, unique and modern sources. The negative impact is that students may find it a little difficult to understand the material that should be done directly but is done online because no matter how

sophisticated online learning is, it will be more effective if learning is done directly.

The implementation of e-learning application on the students' English learning on Eighth grade at SMPN 1 Palu is quite completeand good, starting from absences, announcements, giving materials, giving assignments and collecting assignments. Teachers and students don't need to bother anymore, because learning is enough to do in one application teachers and students also don't need to bother because e-learning can be opened anywhere and anytime. Teachers and students are also not too difficult to give and also receive the material provided. The material provided is also quite easy and simple, for example procedure text material. However, there are some materials that are difficult to understand online, these materials must be done in person, for example lecture materials.

Every formal or non-formal educational institution or institution has the same goal, namely wanting its students to achieve success in the learning process, both in terms of attitude and knowledge. Similarly, SMPN 1 Palu City alsowantsitsgraduatestohaveknowledgeandgoodmoralsorbehavior.   With   the implementation of e-learning, it is hoped that students will enjoy learning and can increase their knowledge.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted on the Eighth grade at SMPN 1 Palu, theImplementation of e-learning application on the students English learning subject is good and complete. Starting from features in the application like attendance list , students and teacher, to collecting assignments, it is already in one application. Although there are some assignments that must be submitted directly to the school. Infrastructure constraints such as cellphones, quotas, difficult signals, and server errors. However, the school has provided facilities and infrastructure such as lending computer labs to students who do not have cellphones. Server errors and lack of notifications have also started to be fixed with an increase in e-learning every new school year. During the covid pandemic, teachers always remind and inform their students to understand and give assignments according to the time given.

The obstacles to implementing e-learning in English on the Eighth grade at SMPN 1 Palu City are not toomany, students are onlyconstrainedby facilities and infrastructure, but the school has prepared facilities for students who do not have the facilities and infrastructure. Quotas and signals, maybe there are some students who have poor economic conditions, while the signal if the light goes out, the signal also disappears.

B. Suggestion

Based on the research results and conclusions, the researcher can provide suggestions or input that may be useful for school institutions that are the object of research. So that it can be used as motivation or input. In this regard, there are several suggestions that the researcher recommends:

1. For teachers, in the implementation of e-learning, they can continue to teach as much as possible even through online learning.

2. Students are expected to be active in doing assignments and taking Indonesian lessons as well as getting used to independent learning and being able to take responsibility for the tasks that have been given by the teacher.

3. For schools, they must continue to improve the quality of e-learning, so that any problems that occur and may occur with e-learning can be overcome as well as possible.

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