

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Previous study

There are some previous studies taken by some researchers related to the implementation of e-learning English learning in the coronavirus pandemic, to describe how e-learning implementation during this coronavirus pandemic. The first study was conducted from Dessta Putra Wijaya (2020) . The researchers conducted research from state junior high school 10 Yogyakarta with the title “ *Implementation of e- learning at state junior high schools 10 in Yogyakarta* “ because this is a qualitative descriptive research method , The purpose of this study to describe how e- learning implementation of learning during this pandemic , researchers conducted data collection using researchers conduct data using observation techniques, and interviews.

The second previous study was conduct from Oktavianti Anwar (2020) .The researcher conducted on student of muhammadiyah elementary school plus salatiga with the tittle “*Implementation of e-learning based learning At the pandemic covid-19 at Muhammadiyah Elementary School Plus salatiga* “ because this this is a descriptive qualitative method ,the purpose of this research is to knowing E-Learning Learning during the Covid-19 Pandemic techniques in data collection are interviews and documentation.

The last previous study was conducted from Aulia Nabilah (2020) .The researcher conducted research on student in junior high school 3 Bringin with the title “*Implementations of distance learning during the COVID-19*

Pandemic at SMP N 3 Bringin “ because this is a qualitative descriptive research method . The purpose of this study to identify implementations of distance learning during the COVID-19 pandemic, the researcher took data using interview, coding, classifying, and documentation .

Therefore, based on research related to the implementation of e learning in English learning during this pandemic which is related to previous research, the researchers decided to apply e-learning to English during the Covid19 pandemic in eleventh grade students of SMK Yasmida Ambarawa. Researchers want to see the implementation of e learning English learning during this pandemic.

B. The Concept of E- Learning

1. Definition of e-learning

According to Hartley (2001) in (Wahono, 2005: 2), E-Learning is a type of teaching and learning that is possible the delivery of teaching materials to students using Internet media, Intranet or other computer network media. According to Asep H Suyanto, (2005:3), e-learning is a teaching and learning activity that uses Internet. Rosenberg emphasized that e-learning is a use Internet technology to deliver a series of solutions that can increase knowledge and skills. E-learning can be defined as a form of technology information applied in the field of education in the form of cyberspace. The term e-learning is more appropriately intended as an attempt to create a transformation of the existing learning process in schools and colleges high into a digital form bridged by internet technology, Munir (2009: 169).

Meanwhile, according to Effendi (2005: 6) the terminology of e-learning itself can refer to all training activities that use electronic media or information technology. E-learning consists of two parts, namely "e" which stands for electronics and learning which means learning. So e-learning means learning using device services / assistance electronics, especially computer equipment. Because it's e-learning often called the online course (Soekartawi, 2003) in R. Poppy Yaniawati (2010: 73).

Kartasamista (2003) in R. Poppy Yaniawati (2010: 74) argued that one of the characteristics of e-learning is its existence learning with a combination of technology and various practical applications, as well as immediate access to learning resources, to teachers and Kesesama learners, via the internet. The fact that there is a combination of technology with application in e-learning learning was also stated by Savel (Kartasamista, 2004) which states that e-learning integrating electronic technology and education, because of that Internet use is very dominant in e-learning. Elearning is a learning system that utilizes media electronics as a tool to assist learning activities. Partly large assumes that the electronics referred to here are more directed on the use of computer and internet technology. Daryanto (2013: 168).

E-learning is a new learning method in the form of a combination of technology and multimedia combined with pedagogy and andragogy.

Elearning is the basis and logical consequence of development information and communication technology, (Ariesto Hadi Sutopo 2012:143). According to Derek Stockley (2006) in Dewi (2013: 33) defines E-learning as the delivery of learning programs, training, or education using electronic means such as computers or other electronic devices such as cell phones with various a way to provide training, education, or teaching materials.

Based on This description can be concluded that E-learning is one of the learning models that can be applied in learning where the model is a based learning model Internet. E-learning is closely related to information technology and communication because in its implementation using elearning electronic means such as computers and other electronic media are closely tied related to information and communication technology.

2. Characteristics and Components of E-Learning

Learning using e-learning is one learning that is currently being developed in education Indonesia. E-learning in its development and implementation has its own characteristics or characteristics. These characteristics can be in the form of using electronic technology services, where teachers and students, students and fellow students or teachers and fellow teachers can communicate with relative ease. Anderson and Elloumi (2004) in Ariesto Hadi Sutopo (2012:146) argues that there are 4 things that have

implications the use of e-learning can be stated as follows :

- a. Students must determine explicitly what is produced, so that he is can determine what is learned.

- b. Students must be able to evaluate themselves whether successful or not in e-learning. With equipped test for knowing whether the learning outcomes can be achieved, the examination is carried out online.
- c. Teaching materials must have adequate stages to support them learning, whether simple or complex, is straightforward and difficult, and knowledge until application.
- d. Students must be provided with feedback so they can monitor it what has been done and corrects the mistakes.

Cisco in Poppy (2010: 75), describes e-learning in various characteristics, including:

- a. E-Learning is the delivery of information, communication, education, and online training.
- b. E-Learning provides a set of tools that can enrich learning outcomes obtained only conventionally, so that they can respond to the challenges of globalization.
- c. E-Learning does not mean replacing conventional learning models in the classroom, but reinforces conventional learning models through content enrichment and educational technology development.
- d. E-Learning will cause the capacity of students to vary depending on the form of the content and the means of delivery.

The components that make up e-learning are E-learning infrastructure: E-learning infrastructure can be in the form of personal computers (PCs),

computer networks, internet and multimedia equipment. Inside too there is teleconference equipment when we provide services synchronous learning via teleconference. E-learning systems and applications: Software systems that virtualize the learning process conventional teaching. How about classroom management, material creation or content, discussion forums, scoring systems (report cards), online examination systems and all features related to teaching and learning process management. This software system is often referred to as Learning Management System (LMS). Many LMS are opensource so they can we use it easily and cheaply to build in schools.

3. E-learning learning model

There are three possibilities in the development of a learning system internet based, namely web courses, web centric courses, and web enhanced course according to Haughey quoted in the journal of sower education, (2005).

- a. Web courses are the use of the internet for educational purposes, where students and teachers are completely separate and not face to face is required. All teaching materials, discussions, consultations, training assignments, exams and other learning activities are delivered using the internet. In other words, this model uses distance far.
- b. Web centric course is the use of the internet that uses / combines distance learning and face-to-face, functions mutually complement, in this model the teacher can provide instructions on students to study the material via the web that he has made. Students are also directed to

find other materials from websites which is relevant. In face-to-face educators and students more lots of discussion about finding material that has been studied through Internet.

- c. The web enhanced course is the use of the internet to support it improving the quality of learning carried out in class. Function the internet is to provide enrichment and communication between students and teachers, fellow students, group members or students with other sources. The teacher's role in this are required to master the techniques of searching for information on the internet guiding students to find and find relevant sites with learning materials, presenting material via web interesting and desirable.

4. The Strengths of E- learning

The advantage of E-learning is that it provides flexibility, interactivity, speed, visualization through various strengths from each media (Sujana, 2005: 253). In addition, to L. Tjokro (2009: 187), E-learning has many advantages, namely :

- 1) Easier to absorb, meaning that it uses multimedia facilities in the form of an image, text, animation, sound, and video.
- 2) Much more cost-effective, meaning that there is no need for an instructor, no need for a minimum audience, can be anywhere, etc.
- 3) Much more concise, meaning that it does not contain much class formality, directly into a subject, subject as needed.

- 4) Available 24 hours a day, which means that mastery of the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

5. The Weaknesses of E-learning

According to L. Gavrilova (2006: 354) Lack of E-learning or online learning is a learning by using the E-learning model requires more additional equipment (such as for example computers, gadgets, monitors, etc). Meanwhile, the weaknesses of E-learning described by Nursalam (2008: 140) include the following :

- 1) Lack of an interaction between the instructor as well as students or even between students themselves.
- 2) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.
- 3) The teaching and learning process tends towards a training rather than education itself.
- 4) The change in the role of the instructor from previously mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- 5) Not all internet facilities are available and lack of a human resource that understands the internet.
- 6) Lack of mastery in computer language.
- 7) These students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware)

- 8) Availability of an infrastructure that can be fulfilled.
- 9) The information varies in quality and accuracy so guidelines and feature questions are needed.
- 10) The students can feel isolated.

6. The Use of E-Learning In Education

Sukiman (in Mulyani, 2013, p. 44) explains some of the uses of e-learning learning media in the teaching and learning process are as follows:

- 1) Learning media can clarify the presentation of messages and information so that they can facilitate and improve learning processes and outcomes.
- 2) Learning media can increase and direct students' attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to learn independently according to their abilities and interests.
- 3) Learning media can overcome the limitations of the senses, space and time.
- 4) The teaching model will be more varied, not merely verbal communication through the teacher's words, so that students do not get bored and the teacher does not run out of energy, if the teacher teaches every lesson. The length of learning time required can be shortened because most media only require a short time in learning. Learning can be given anytime and anywhere students want so as to improve the quality of learning outcomes.

Mulyani (2013, p. 13) says that the use of e-learning learning media is very necessary in relation to improving the quality of education, especially in economic learning, namely:

- 1). To make it easier for teachers to convey material information to students.
- 2). To make it easier for students to absorb or accept and understand the material that has been delivered by the teacher.
- 3). To be able to encourage students' desire to know more and in depth about the material or messages conveyed by the teacher.
- 4). To avoid misunderstandings or misunderstandings between students with one another towards the material or messages conveyed by the teacher.

Made in Aldila (2013, p. 19) said that electronic learning or e-learning is beneficial for various related parties, such as:

a) For student

With learning activities through e-learning, it is possible to develop optimal student learning flexibility, where students can access learning materials at any time and repeatedly. Besides, students can also communicate with the teacher at any time. This is certainly different from conventional learning, where the learning process of students and teachers has been determined by time and place.

b) For Teachers

With the existence of learning activities there are several benefits obtained by the teacher, namely:

1. It is easier to update learning materials that are their responsibility in accordance with the demands of scientific developments that occur

2. Develop yourself or conduct research in order to increase your insight because you have relatively more free time
3. Controlling the study habits of students and even teachers can know when their students learn, what topics are studied, how long a topic is studied, and how many times certain topics are re-studied
4. Checking whether students have worked on practice questions after studying certain topics
5. Checking students' answers and informing students of the results

c) For School

With the existence of a web-based e-learning learning model, (1) will be available teaching materials that have been validated according to their fields so that each teacher can use them easily and the effectiveness and efficiency of overall learning will increase, (2) the development of learning content will be appropriate with the main points of discussion, (3) as a practical guideline for implementing learning in accordance with the conditions and characteristics of learning, and (4) encouraging the development of cooperative attitudes between teachers and teachers and teachers and students in solving learning problems.

It can be concluded that the purpose of using e-learning media is effectiveness and efficiency in teaching and learning activities enabling students to learn independently according to visual talents and abilities, variations in learning models, and increasing student activation in teaching and learning activities.

The use of appropriate and good learning media will provide benefits that can be obtained, namely the learning process is more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be done anywhere and anytime, and student learning can be improved..

7. The Purpose of E-learning Media

According to the Regulation of the Minister of Education and Culture Number 109 of 2013, electronic learning (e-learning) is learning that utilizes information and communication technology-based information packages for learning purposes that can be accessed by all students anytime and anywhere. The use of modern media or tools in learning is not intended to replace good teaching methods, but to complement and assist teachers in delivering material or information. By using elearning media, it is expected that there will be maximum interaction between teachers and students so that they can achieve learning outcomes that are in accordance with the objectives.

Actually there is no stipulation when a media should be used, but it is highly recommended for teachers to choose and use the media appropriately. Meanwhile, Poppy (2010, p. 83) explains the purpose of e-learning learning media in general is to facilitate interaction between students and the subject matter. Likewise, interactions between students and educators/instructors as well as between fellow students can share information or opinions on various matters relating to lessons or students' self-development needs. In accordance with the needs,

educators/instructors can also provide opportunities for students to access certain learning materials and exam questions that can only be accessed by students once and within a certain time span.

8. Functions of E-learning Media

In the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student). While the method is a procedure to assist students in receiving and processing information in order to achieve learning objectives. Hamalik in Arsyad (2011, p. 15) states "The use of learning media in the teaching and learning process can generate new interests and desires, generate motivation and stimulation of learning activities and even bring new psychological effects on students." From this explanation, we know that learning media can increase desire and have a psychological impact as well as increase student motivation to learn.

According to Kemp and Dayton in Arsyad (2011, p. 21) the functions of learning media are as follows:

- 1) The delivery of lessons becomes more standard, this results in a reduced variety of interpretations of the material presented
- 2) Learning can be more interesting, the media can be associated with attracting attention and students can stay awake and focused
- 3) Learning becomes more interactive, thereby causing students to be more active in class (students become more participative)
- 4) The length of learning time can be shortened
- 5) The quality of learning outcomes can be improved if there is a synergy and there is integration between the material and the media to be delivered

- 6) Learning can be given anytime and anywhere, especially if the media designed can be used individually
- 7) Students' positive attitudes towards what they are learning and towards the learning process can be improved
- 8) The teacher's role can change in a more positive direction, the teacher's burden can be slightly reduced and reduce the possibility of repeating the explanation over and over again .

Learn more about this source text requires the source text to get additional translation information such as learning media functions, there are three functions in e-learning learning activities in the classroom (classroom instruction), namely as (optional additional) supplement (optional), complementary, or substitute (substitution), siahaan in Poppy (2010, p. 80). First, supplement (additional). It functions as a supplement (additional), namely: Students have the freedom of choosing, whether to use it or not. Second, complementary (complementary). It functions as a complement (complementary), namely: The material is programmed to complement the learning material received by students in the classroom. Third, substitution (replacement). Some higher education in developed countries provide several alternative models of learning / lecture activities to students. With the aim that students can flexibly manage learning activities in accordance with time and daily activities.

There are three alternative learning activities that can be chosen by students, namely:

- 1) Fully face to face (conventional)
- 2) Partial face-to-face and some pass through the internet
- 3) Fully through the Internet.

9. Learning Process in E-Learning

Philosophically, the implementation of E-learning contains two the consequences. The first consequence, demands the implementation of the system learn to be independent. This means that every student has the autonomy to specify the following three options:

- a. What will they learn.
- b. When, where, how did they learn it.
- c. When, how do they prove their learning success

The second consequence is optimized communication media, in particular communication technology appropriately and as needed. Media communication and telecommunication technology, among others are print media, audio media, audio visual media, internet media, and teleconferencing media as well as mobile media. Hence it is in context nowadays, the implementation of distance learning can be said already entering the fifth generation. The first generation took advantage correspondence (correspondence) rose to the second generation along with it potential print media called the print module. Third generation already combined the use of radio, because it already existed radio.

The fourth generation, coupled with a combination of utilization television, along with the rapid development of TV at that time. And when this has entered the fifth generation with the use of computers and the internet (Elearning or online E-learning) (Kusuma, 2011). Independent study does not mean studying alone. The most important thing in the independent process is an increase in willingness and skills students in the learning process without the help of others, so the end students are not dependent on the teacher. In independent learning students will try yourself first to understand the content of the lesson that is read or he saw through the audio visual.

The independent learning process provides students with opportunities to digest the teaching material with a little help from the teacher. They followed learning activities with specially designed teaching materials so that problems or learning difficulties are anticipated in advance. This selflearning model is very useful, because it is considered flexible, not binding, as well as train the independence of students so as not to depend for the presence or description of the teaching material from the teacher. The independent learning process changes the role of the teacher, becoming a facilitator or learning process designer. As a facilitator, a teacher help students overcome learning difficulties.

The independent learning system demands designed teaching materials specifically for that. According to Prawiradilaga, several conditions must be filled with this teaching material are:

- a. Clarity of the formulation of learning objectives (general and specific)
- b. Teaching material is a complete learning system, which is available formulation of learning objectives, teaching materials, evaluation of mastery of the material, study instructions and reading references.
- c. Teaching materials can be conveyed to students through print media, or computerized such as CBT, CD-ROM or audio / video program.
- d. The teaching material is sent using advanced technology with the internet (certain sites) and e-mail or by any other means considered easy and affordable by students. (Kusumana, 2011).

The online learning process can be held in various ways the following ways :

- 1) the conventional learning process (more face to face meeting) with additional learning through media interactive computer over the internet or using interactive charts computer.
- 2) with mixed methods, namely most of the processes learning is done via computer, but also nonetheless requires a face to meeting for tutorial or discuss teaching materials.

- 3) the overall learning method only done online, this method is simply not found face to face meeting.

Learning model developed through E-learning emphasizes on resource based learning, which is also known as learner-centered learning. With this model students are able get teaching materials from their respective places (through personal computers in their homes). Model advantage learning like this is the level of independence of learners get better and their communication engineering skills are showing encouraging progress. With this model, communication between students and educators takes place simultaneously or individually through a computer network.

In the e-learning application, it is not only students who are required to master certain skills, but an educator too required to have several competencies that he must have, in order the e-learning program that he runs works well. There is three basic competencies that educators must have for organizing e-learning learning models, namely:

- a. the ability to make instructional designs in accordance with the pedagogical principles outlined in the lesson plan.
- b. mastery of technology in learning, namely the use of the internet as a learning resource in order to obtain teaching material up to date and quality.
- c. mastery of learning materials according to the area of expertise they have.

Several things need to be considered in implementing the program Digital e-learning classrooms are educators using the internet and email to interact with learners and measure learning ability, students are able to manage learning time, and regulating the effectiveness of deep internet use multimedia room. By observing technological developments information in education and several important components which needs to be prepared in developing e-learning programs e-learning program is not something that cannot be realized (Hartanto, 2016).

C.Implementation of E-Learning

The definition of implementation according to the Indonesian Big Dictionary (KBBI) is the act of applying. An implementation is an act of practicing a theory, method, and other things to achieve certain goals and for an interest desired by a group or group which has been planned and arranged beforehand. According to Badudu (1996), implementation is a thing, way or result. As for ali (1995), implementation is practicing and pairing . Based on this understanding it can be concluded that implementation is an action carried out individually or in a group with the maximum to achieve the goals that have been formulated .Wahab (1990:45) state that elements applications include :

- 1.The program is implemented .
- 2.The existence of a target group, namely students who are targeted and expected to receive benefits from the program.

3. The implementation, both groups or individuals who are responsible for the management, implementation and supervision of the implementation process.

1. E-Learning Policy Implementation

In a policy there must be the formulation of related policies programs or activities related to action implementation or implementation. How good is a policy without implementation there is no meaning. Experts interpret understanding of implementation, among others.

Etymologically the dictionary definition of implementation Webster quoted by Solichin Abdul Wahab (2005: 64) is "the concept of implementation comes from English, namely to implement. In the great Webster dictionary, to implement means to provide the means for carrying out (providing a means to carry out something) and to give practical effect to (to have an impact / effect on something)". So something is done to make an impact or consequences can be in the form of laws, government regulations, decisions judiciary and policies made by government agencies in state life. Meanwhile, the definition of implementation according to Van Meter and Van Horn in Wahab (2005: 65) are: "Implementation are actions taken by individuals / officials or government or private groups directed at the achievement of the goals outlined in policy decisions." Implementation according to Nurdin Usman (2002: 70) is which leads to the activity, action, or action of a mechanism system. Implementation is not just an

activity but an activity planned and planned to achieve the objectives of the activity.

Based on the above statement it can be concluded that implementation is the act of implementing something that has been planned and mutually agreed upon in order to achieve the goals or targets that has been determined so as to provide a positive impact for all person. Policy implementation is a crucial stage in policy process. A policy program must be implemented in order have the desired impact or purpose, due to implementation policy is one of the important variables that influence the success of a policy in solving problems. Therefore, the relationship with the implementation of e-learning is a activities which are initially only a policy which is implemented or stated in an activity where the implementation process this e- learning takes place in an institution or agency.

2.Challenges in implementing E-learning

The use of electronics, especially the internet, in learning invites many problems, among others, as written Soekartawi (2003) in Poppy (2010, 141), namely:

- a. Lack of interaction between educators and students, and between participants students can slow down the value generation in the process learning.
- b. Tendency to ignore academic or social aspects, and on the contrary, it encourages the growth of the business / commercial aspects.

- c. The learning process tends towards training rather than education.
- d. Changing the role of educators who originally mastered techniques conventional learning, now also required to know techniques learning using ICT.
- e. Students who do not have high learning motivation likely to fail.
- f. Not all places have internet facilities.
- g. Lack of those who know and understand the skills using the internet.
- h. Lack of mastery of computer language by educators.

According to Onno W Purbo (1996) in Poppy (2010, 142), educators / instructors must be transparent in conveying information about aspects of learning so that students can study well to achieve good results.

Information here includes:

- a. Allocation of time to study learning materials and completion of tasks;
- b. The technological skills that students need to facilitate learning activities ;
- c. Facilities and equipment needed in learning activities. In this connection, in applying e learning in learning at least needs to consider five factors, namely :
 - 1) Learners , an e-learning system can ideally be built accordingly characteristics or learning patterns of learners as subjects in the whole process.
 - 2) Theory ,restructuring of the material needs to be done to fit the format technology used, besides that it can provide more value compared to traditional classroom processes.

- 3) Organization, policies and organizational leadership commitment to learning very needed in leading and disseminating the program this change.
- 4) System process ,work processes that must be defined in full related to the roles and responsibilities of administrators, educators, material designer, implementation of teaching and learning process and structuring the whole system process.
- 5) Technology , as a tool that supports the achievement of objective effectiveness from e-learning to learning organizations.

3. Several things are needed in implementing E-learning

The implementation of e-learning requires system support administration and management. Administration and management systems can organized by utilizing information systems, including several activities as argued Soetomo (2002) in Poppy (2010, 145), namely :

- a. Administration of education staff data, employees, curriculum, courses, data learners.
- b. The teaching and learning process includes uploading and downloading material learning, maintenance process, final project, exam. in the teaching and learning process includes teachers and students :

1) Teacher

- a) The teacher informs the students in the WhatsApp group that the lesson will start.

- b) The teacher opens a predetermined link from the school that is open via the school web, and selects the student attendance menu, where the teacher can see how many students will be ready to take online lessons starting.
- c) The teacher selects the material menu to provide material for the online class.
- d) The teacher selects the task menu where the teacher wants to give assignments to students.
- e) The teacher selects the value menu when the teacher has finished correcting student assignments.

2) Student

- a) Students open the link via the web provided by the teacher.
 - b) Students select the absent menu to take part in online learning.
 - c) Students select the material menu to see the material provided by the teacher.
 - d) When the teacher gives student assignments, select the task menu to see what assignments are given by the teacher.
 - e) Students select the value menu to see the results of the assignments that students have collected.
- b. The formation of a scientific climate in learning includes compiling interesting learning materials, creating learning materials interesting, creating a conducive learning environment.
 - c. Also in money management which is not difficult anymore. Education and internet experts suggest a few things need to be considered before educators choose e-learning as a model learning (Purbo, 2002;

Soekartawi, 2003) in Poppy (2010, 146), are as follows:

1) Needs analysis

At the initial stage, one thing to consider is whether e-learning is already needed. This requires analysis needs (need analysis). If this analysis has been carried out and the answer is need or require elearning, then the next stage is to create a feasibility study, which is a component judgments as follows:

- a) Is it technically feasible (technically feasible). For example; whether the internet network can be installed, there is also technicians and electricity and telephone networks.
- b) Is it economically profitable (economically profitable).
- c) For example: whether the e-learning activities are carried out profitable.
- d) Is the use of e-learning socially accepted by society (socially acceptable).

2) Instructional design

In determining this instructional design needs to be considered the following aspects:

- a) Course content and learning unit analysis; such as lesson content, topics which is relevant.
- b) Learner analysis ,such as the educational background of students, age, gender, employment status, and so on.
- c) Learning context analysis; like what learning competition should be discussed in depth in this section.

- d) Instructional analysis; such as what teaching materials are used or grouped according to importance, arrange the tasks from easy to difficult, and so on.
 - e) State instructional objectives; These instructional goals can be set based on the results of the instructional analysis.
 - f) Construct criterion test items; the preparation of these tests can be based of the intusional goals that have been set.
 - g) Select instructional strategy; instructional strategies can be defined based on existing facilities.
- 3) interface design
- It is necessary to test the existing platform or working template designed. Because the models have been designed in HTML style is inoperable
- 4) Development stage
- E-learning development can be done by following development of available ICT facilities. Teaching materials and designs instructional that will be developed and used continuously continuously evaluated.
- 5) Implementation
- The complete prototype can be transferred to a computer (LAN) with using a format such as HTML format. Testing of prototypes should be done continuously. At this stage it often happens barriers for example: whether the teaching material really meets independent teaching materials.
- 6) Evaluation

Before the program starts, it is better to try it by taking it some samples of people who were asked to help evaluate it. Input from other people or students needs to be paid attention to continuously seriously. The process from stage one to stage five can done repeatedly because the process happens continuously.

D.Frame of thinking

The following research was developed to see the implementation of English learning using e learning carried out in schools during the Covid 19 pandemic to students, to measure the progress of the learning process, researchers conducted research on the application of e learning in English learning. study.