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The Effectiveness of E-Learning Madrasah in Teaching Reading Toward Student's Reading Achievement in MTSN 2 Kota Kediri

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Abstract:
The purpose of this research was to describe the effectiveness of using E-learning Madrasah in teaching reading. This research was conducted using a descriptive quantitative approach, precisely the experimental method and the technique was used in data collection was a posttest-only control design. This research conducted to find out is there any significant different in student's reading achievement between the experimental class and the control class. This research was conducted on 7th grade students of MTsN 2 Kota Kediri. The researcher used two classes, namely class 7I as an experimental class with a total of 35 students, and class 7J as a control class with a total of 36 students. The instrument that used was posttest and the data were analyzed by T-Test. The result of this research indicates that the student's English reading achievements in the experimental class has the mean score 80,00 which is categorized as GOOD based on the categorization table, the student's English reading achievements in the control class has the mean score 69,17 which is categorized as GOOD based on the categorization table, and the result of T-Test show that t = 3,740, *df* = N-2 (71-2 = 69), Sig.(2-tailed) = 0,000, and 95% confidence interval ranging from 16,612 to 5,054. The Sig.(2-tailed) is lower than 5% (0.000< 0.05), it can be concluded that there is significant difference between the experimental class and the control class.

Keywords : E-Learning, E-Learning Madrasah, and Student's Reading Achievement.

1. INTRODUCTION

At the end of 2019 the world was enlivened by a disease caused by a virus known as Coronavirus. This virus causes respiratory tract infections. According to Siahaan (2020), said that on April 5, 2020, more than 1.2 million cases have been reported in more than 200 countries and territories, resulting in more than 64,700 deaths and more than 246,000 people having recovered from the Covid-19 infection. The spread of the disease has had a wide social and economic impact. Based on Siahaan (2020), revealed that as many as 50% of Indonesians began to reduce activities outside the home. Likewise, teaching and learning activities are carried out from home and even work is carried out from home with the aim of reducing the transmission of Covid-19. In the aspect of education, it has a very significant impact in changing the learning system which has been carried out

face-to-face and then must be changed to a system of distance learning activities through an online system or in a network.

Seeing the current conditions that require teachers and students to carry out the learning process online, the development of technology has a significant role and influence on the learning process. This is based on a circular letter issued by the Minister of Education and Culture of the Republic of Indonesia, namely Circular Letter Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid. The Circular Letter explains that the learning process is carried out at home through distance learning with the aim of providing a meaningful learning experience for students. Access to technology can support education improvement because there are no restrictions on finding the information you want to know. According to Keengwe *et al*. (2012), in their research, it explains that current technological developments are transforming the application of teaching and learning. One of the innovations that can be applied in the learning process is by using online media or e-learning. The implementation of distance learning using online media aims to ensure the fulfillment of student's rights to obtain educational services during the Covid-19 emergency.

E - learning according to Dahiya *et al.* (2016), is "E" which stands for electronica and "Learning" which means education. So E-learning is information and communication technology that can be used anytime and anywhere in the learning process. This is in line with the definition of e-learning according to Cucus *et al.* (2016), E-learning stands for Electronic Learning, which is a new way in the learning process that uses electronic media, especially the internet as a learning system. According to Fitriani *et al.* (2020), in her research stated that Regulation of the Minister of Education and Culture No. 109 of 2013, electronic learning (e-learning) is learning that uses data and communication technology for the benefit of students so that it can be accessed by all students anytime and anywhere. In a pandemic like this time, which does not allow face-to-face education at school, the use of e-learning is considered very efficient in the learning process. Thus, e-learning can be defined as a system in learning that refers to the use of information technology.

For the current application of e-learning, one of the efforts made by the government, especially the Ministry of Religion, is the E-Learning Madrasah program. E-learning Madrasah is one of the steps taken by the Ministry of Religion to facilitate the implementation of learning in madrasah which aims to keep learning running effectively and efficiently. The E-learning Madrasah application is a very complete application for the sustainability of online data in Madrasah, because in it there are data about madrasah administration, data on educators and education personnel, and student data. E-Learning Madrasah is an application designed to be used by teachers and students in carrying out online learning.

Online learning carried out by teachers must have new and more interesting innovations so that it can help make it easier for students in the learning process. According to Mustakim (2020), in his research, he concluded that using online media or e-learning is very effective, but there are several things that must be improved by teachers to maximize learning, for example in providing material and assignments, teachers must consider more things that can happen. In addition,

according to Nguyen (2015), in his research related to online learning, it is stated that online learning is very easy to do but cannot be said to be effective when compared to direct learning because the development obtained by students when learning online is very dependent on the situation.

According to Sutini *et al.* (2020), the use of e-learning can be very effective if it fulfills the essential components in learning, namely discussion, adaptive, interactive, and reflective that are integrated with the environment. One of the uses of e-learning can be done in the process of learning English. In order for learning English to be carried out effectively, the teacher must be able to fulfill these components.

English is a foreign language that is very important to learn. Because in today's development, a person's ability to use English is very much needed. The ability to read in learning English is one of the skills students must learn. Reading is an activity to find information from written sources. According to Tarigan in Asnawi (2017), reading is a process carried out and used by readers to obtain messages conveyed by writers through written language media. Reading activities are activities carried out to stimulate someone's thinking. In this case, it means that reading activities cannot be owned quickly, but requires a continuous process.

The problem is that many students are reluctant to do reading activities. This has an impact on the learning process to be ineffective. The low interest and motivation of students in the learning process can result in low learning outcomes. According to Insiyah (2020), in her research said that the use of E-learning was more effective without having to meet face to face. Therefore, this research takes the formulation of the problem as follows: (1) how is the student's English reading achievements in the experimental class?; (2) how is the student's English reading achievements in the control class?; and (3) is there any significant different in English reading achievement between the students in experimental class and the students in control class at MTsN 2 Kota Kediri?. This research focuses on the effectiveness of using e-learning with the aim of reducing student's difficulties in English reading.

2. METHOD

This research was conducted using a descriptive quantitative approach, precisely the experimental method and the technique used in data collection was to use a posttest-only control design. According to Sugiyono (2016), quantitative research methods are research methods used to examine specific populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses. In addition, it also explains that the experimental method is a research method used to find the effect of certain treatments.

In this research design using two groups. The first group that was given a treatment called the experimental group and the other group that was not given treatment called the control group. In determining the research subject, the researcher chose MTsN 2 Kediri as the research location. This research was conducted on grade 7 students, totaling 14 classes with a total of 467 students. However, the researcher took 2 classes, namely 7I and 7J classes because they have the same English teacher, so the learning methods and materials used are the same. In class 7I there are 35 students consisting of 17 male students and 18 female

students. Whereas in 7J class, there are 36 students consisting of 16 male students and 20 female students. Researchers chose class 7I as an experimental class whose learning used e-learning madrasah while class 7J as a control class whose teaching did not use e-learning madrasah.

The researcher used a test as a research instrument. The test used is posttest only. The test was used to obtain data on student learning achievement. From the data on student learning achievement, it can be seen that the effectiveness of e-learning madrasah and the level of student's reading achievement during the implementation of learning using e-learning madrasah.

The research instrument is needed that must meet certain requirements. There are at least two kinds of requirements that must be met by a research instrument, namely validity and reliability. As explained in the explanation above, a good research instrument is a valid and reliable instrument.

A. Validity of Instrument

A valid research instrument means that the instrument made can be used to measure what what is needed to be measured. This is as stated by Sugiyono (2016), the results of research are valid if there is a similarity between the data collected and the data that actually occurs on the object under study. Because in this research using a research instrument in the form of a test, the instrument must have content validity. Validity testing can be calculated using the SPSS 23 version. Instrument validity is usually called point biserial correlation. The value of the validity of the instrument were as follows.

Table 1 : Validity Test of Instrument

		Total
Item1	Pearson Correlation	,493**
	Sig. (2-tailed)	,003
	N	35
Item2	Pearson Correlation	,419*
	Sig. (2-tailed)	,012
	N	35
Item3	Pearson Correlation	,506**
	Sig. (2-tailed)	,002
	N	35
Item4	Pearson Correlation	,547**
	Sig. (2-tailed)	,001
	N	35
Item5	Pearson Correlation	,723**
	Sig. (2-tailed)	,000
	N	35
Item6	Pearson Correlation	,557**
	Sig. (2-tailed)	,001
	N	35
Item7	Pearson Correlation	,534**
	Sig. (2-tailed)	,001
	N	35
Item8	Pearson Correlation	,582**
	Sig. (2-tailed)	,000
	N	35
Item9	Pearson Correlation	,419*
	Sig. (2-tailed)	,012
	N	35
Item10	Pearson Correlation	,623**
	Sig. (2-tailed)	,000
	N	35

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The result of the data can be gotten from SPSS. It shows two signs, those are one star (*) and two stars (**). The star has meaning in the table. One star means that the aspects are valid enough and two stars that aspects are very valid. The aspects given are supposed to be valid. It can be concluded that all aspects were valid.

B. Reliability of Instrument

Instrument reliability is needed to ensure that the instrument can be consistent if used at other times. According to Sugiyono (2016), a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. A good research instrument must be valid and reliable. The reliability of the instrument was calculated using the SPSS 23 version. It can be shown from the table of reliability test bellow.

Table 2 : Reliability Test of Instrument

Cronbach's Alpha	N of Items
7.30	10

The reliability test can be said to be reliable if the reliability value is more than 0.6 where 0.6 is the standardization of the reliability value. From the table of reliability test, it can be seen from Cronbach's Alpha that the value is 0.730. it means that the value is more than 0,6. based on the result above, it can be concluded that the instruments is reliable.

The research data were analyzed through quantitative analysis. Data analysis techniques in quantitative research use statistics. According to Sugiyono (2016), there are two kinds of statistics used for data analysis in research, namely descriptive statistics and inferential statistics. Descriptive statistics are statistics that are used to analyze data by describing the data that has been collected as it is without intending to make general conclusions or generalizations. Researcher determine descriptive statistics such as: mean (average), median, mode, range, and standard deviation. While inferential statistics is a statistical technique used to analyze sample data and the results are applied to the population. In this research, independent sample t-test was used for inferential statistics.

In addition, the researcher also used a categorization table to determine the category of the class under research. Descriptive categorization of student learning achievement based on the categorization according to Arikunto as follows:

Table 3 : Descriptive Categorization

Score	**Categorize**
81 – 100	Very Good
66 – 80	Good
56 – 65	Fair
41 – 55	Bad
0 – 40	Very Bad

3. FINDINGS AND DISCUSSIONS

After carried out the learning process in the experimental class and control class, the researcher used a post test to collect data. From the data, it was used to analyze the research questions, they were (1) how is the student's English reading achievements in the experimental class; (2) how is the student's English reading achievements in the control class; and (3) is there any significant difference in English reading achievement between the students in experimental class and the students in control class at MTsN 2 Kota Kediri.

A. The Student's English Reading Achievements in The Experimental Class

After giving the test, the researcher analyzed the test data using descriptive analysis. It can be shown from the following table.

Table 4 : Descriptive Statistics of Experimental Class

KI

N	Valid	35
	Missing	0
Mean		80,00
Median		80,00
Mode		80
Std. Deviation		11,114
Variance		123,529
Range		40
Minimum		60
Maximum		100
Sum		2800

It can be seen from the table above, the number of students is 35, the mean is 80, the median is 80, the mode is 80, the Std. Deviation is 11,114, while the maximum score is 100, minimum score is 60, and the range is 40. Besides that, the researcher not only searched the data from the statistic but also the researcher searched the data from the frequency. Then the researcher made the frequency of the test scores by using SPSS 23.0. It can be shown by the following table.

Table 5 : The Frequency of Student's in The Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	5,7	5,7	5,7
	70	10	28,6	28,6	34,3
	80	14	40,0	40,0	74,3
	90	4	11,4	11,4	85,7
	100	5	14,3	14,3	100,0
	Total	35	100,0	100,0	

From the table 4.2, it can be seen that the minimum score is 60 and the maximum score is 100. It can be analyzed that the student who gets the score 60 is 2 students or 5,7%, the student who gets score 70 is 10 students or 28,6%, the student who gets score 80 is 14 students or 40%, the student who gets score 90 is 4 students or 11,4%, and the student who gets 100 is 5 students or 100%.

After knowing the data from the statistic and the frequency, the researcher put the categorization of table. So that, it can be known the category value from the students who gets Very Good, Good, Fair, Bad, and Very Bad. It can be shown in the following table.

Table 6 : The Categorization of Experimental Class

Score	Category	Frequency	Percent
81 – 100	Very Good	9	26%
66 – 80	Good	24	68%
56 – 65	Fair	2	6%
41 – 55	Bad	0	0%
0 – 40	Very Bad	0	0%
TOTAL		35	100%

From the table above, it can analyzed that the students who get Very Good are 9 students, for the students who get Good are 24 students, and for the students who get Fair are 2 students. There are no students who get Bad or Very Bad categories. The results of the research, the students' English reading achievement in the experimental class, the researcher analyzed the data using SPSS 23.0. This shows that the students' English reading achievement in the experimental class is good.

B. The Student's English Reading Achievements in The Control Class

After giving the test, the researcher analyzed the test data using descriptive analysis. It can be shown from the following table.

Table 7 : Descriptive Statistics of Control Class

KJ

N	Valid	36
	Missing	0
Mean		69,17
Median		70,00
Mode		70
Std. Deviation		13,175
Variance		173,571
Range		60
Minimum		40
Maximum		100
Sum		2490

It can be seen from the table above, the number of students is 36, the mean is 69,17, the median is 70, the mode is 70, the Std. Deviation is 13,175, while the maximum score is 100, minimum score is 40, and the range is 60. Besides that, the researcher not only searched the data from the statistic but also the researcher searched the data from the frequency. Then the researcher made the frequency of the test scores by using SPSS 23.0. It can be shown by the following table.

Table 8 : The Frequency of Student's in The Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	5,6	5,6	5,6
	50	3	8,3	8,3	13,9
	60	6	16,7	16,7	30,6
	70	14	38,9	38,9	69,4
	80	8	22,2	22,2	91,7
	90	2	5,6	5,6	97,2
	100	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

From the table 8, it can be seen that the minimum score is 40 and the maximum score is 100. It can be analyzed that the student who gets the score 40 is 2 students or 5,6%, the student who gets score 50 is 3 students or 8,3%, the student who gets score 60 is 6 students or 16,7%, the student who gets score 70 is 14 students or 38,9%, the student who gets 80 is 8 students or 22,2%, the student who gets 90 is 2 students or 5,6%, and the student who gets 100 is 1 students or 2,8%.

After knowing the data from the statistic and the frequency, the researcher put the categorization of table. So that, it can be known the category value from the students who gets Very Good, Good, Fair, Bad, and Very Bad. It can be shown in the following table.

Table 9 : The Categorization of Control Class

Score	Category	Frequency	Percent
81 – 100	Very Good	3	8%
66 – 80	Good	22	61%
56 – 65	Fair	6	17%
41 – 55	Bad	3	8%
0 – 40	Very Bad	2	6%
TOTAL		36	100%

From the table above, it can analyzed that the students who get Very Good are 3 students, for the students who get Good are 22 students, for the students who get Fair are 9 students, and for the students who get Bad are 2 students. There are no students who get Very Bad category.

The results of the research, the students' English reading achievement in the control class, the researcher analyzed the data using SPSS 23.0. This shows that the students' English reading achievement in the control class is good.

C. The Significant Difference in English Reading Achievement Between The Experimental Class and Control Class

After the researcher found the posttest results from both classes, the researcher looked for a significant difference between the English reading achievement in the experimental class and the control class by using Independent Sample T-Test. SPSS 23.0 was used to analyze the data. The

results of significant differences can be shown in the following table.

Table 10 : Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Achievement	Equal variances assumed	,569	,454	3,740	69	,000	10,833	2,897	5,054	16,612
	Equal variances not assumed			3,749	67,669	,000	10,833	2,890	5,066	16,600

From the table of independent sample t-test, there is significant difference between experimental class and control class if Sig.(2-tailed) value is the same as or is lower than 5% or 0.05. From table 4.3, it can be seen that t = 3,740, *df* = N-2 (71-2 = 69), Sig.(2-tailed) = 0,000, and 95% confidence interval ranging from 16,612 to 5,054. It can be seen from the result that Sig.(2-tailed) is lower than 5% (0.000< 0.05). So, it can be concluded that there is *significant difference* between the experimental class and the control class.

The results of post-test scores, researcher found a significant difference between students' English reading achievement in the experimental class and the control class. In this case, the data taken from the mean score of English reading achievement in the experimental class was good and the data taken from the mean score of English reading achievement in the control class was good.

4. CONCLUSION

After analyzing the data, the conclusions can be shown as follows: (1) the student's English reading achievements in the experimental class has the mean score 80,00 which is categorized as GOOD based on the table 6 : The Categorization of Experimental Class; (2) the student's English reading achievements in the control class has the mean score 69,17 which is categorized as GOOD based on the table 9 : The Categorization of Control Class; and (3) based on the table 10 : Independent Sample T-Test, there is significant difference in English reading achievement between the experimental class and the control class at MTsN 2 Kota Kediri.

From the conclusion of this research, the researcher can give some suggestions. There are some suggestions which are given for the students, the English teachers, the next researchers, and the readers. *For students*, E-learning madrasah can be used to improve learning achievement, especially learning English. Students can also do English learning easily and fun. *For the teachers*, from the result of this research, it is expected for the English teacher to have another technique in teaching learning especially in reading because it is very important for the learners if they feel bored in online learning. In other hand, the teacher can minimize the student's problem in learning reading and also it can improve the student's reading achievement by using E-learning madrasah. *For the next researchers* must be more creative if the researchers want to use the same technique especially in teaching English reading by using E-learning madrasah. *For the readers*, this research hopefully can make the readers can read this journal as their innovation especially in teaching English reading. It also can make the readers have another imagination and knowledge about teaching English reading by using E-learning madrasah.

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