

**THE OBSTACLES OF LEARNING ENGLISH THROUGH E-LEARNING
IN SMP MUHAMMADIYAH 4 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS

**Submitted as partial fulfillment of the requirement
for the attainment of the *Sarjana Pendidikan* Degree
in English Language Education**



by

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FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2012**

APPROVAL SHEET

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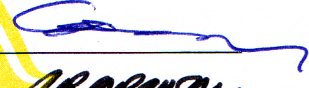
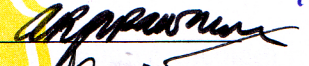
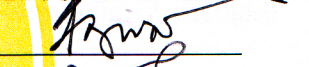
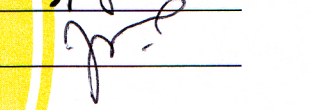
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A Thesis

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Fainna ma'al 'usri yusron
Inna ma'al 'usri yusron
So verily, with every difficulty, there's relief
Verily, with every difficulty, there's relief
[QS. 94:5-6]



Dedicated to my parents,
Apa and Mamah

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Yogyakarta, June 2012

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ABSTRACT

This research is aimed at describing the obstacles of learning English through e-learning in SMP Muhammadiyah 4 Yogyakarta in the academic year of 2010/2011.

This research is descriptive qualitative. It was conducted at the 7th ICT-based class. The data were collected by utilizing three techniques: observations, interviews, and documents. The research instruments were backed up in mp3, digital camera, observation sheet, and interview guide. The respondents of the research were the headmaster of SMP Muhammadiyah 4 Yogyakarta, the ICT team, English teachers in ICT-based class, and the students. The obtained data were in the forms of field notes, interview transcripts and documents. The trustworthiness was gained by triangulation technique. The data were analyzed through data reduction, categorization, synthesization, and substantive theories from the discussion of the research findings.

The findings of the research show that there are 4 components that affected the English teaching-learning process by using e-learning. The first is related to the teachers. There are 4 categories: 1) difficulty in estimating the students' English skills, 2) lack of technology skills, 3) the inconsistency of using e-learning, and 4) old teaching paradigm about the teaching-learning (method). The second is related to the students. There are 3 categories: 1) lack of technology knowledge, 2) low concentration in learning and 3) low motivation in using media for learning. The third is related to the support and services. There are 4 categories: 1) human resources, 2) environment: the small room, 3) no e-learning preparation for the students, and 4) inappropriate media. The last obstacle is related to the connection. There are 2 categories: 1) trouble connection and 2) careless electricity use. With the obstacles found in the research, actually the school was not ready for the application e-learning, especially from the human resources.