

**THESIS**

**THE USE OF SEVIMA EDLINK FOR ENGLISH LANGUAGE  
TEACHING AT IAIN PAREPARE**



**By**

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**Reg. Number: 18.0213.002**

**PAREPARE**

**ENGLISH EDUCATION  
POSTGRADUATE PROGRAM  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2022**

**THE USE OF SEVIMA EDLINK FOR ENGLISH  
LANGUAGE TEACHING AT IAIN PAREPARE**



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master of Education (M.Pd) at IAIN Parepare Postgraduate Program

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## PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul "*The Use of Sevima Edlink For English Language Teaching at IAIN Parepare*", yang disusun oleh Saudari **ARIFAH APRIANI**, NIM: 18.0213.002, telah diujikan dan dipertahankan dalam *Sidang Ujian Tutup Munaqasyah* yang diselenggarakan pada hari **Selasa, 11 Januari 2022 Masehi**, bertepatan dengan tanggal **08 Jumadil Akhir 1443 Hijriah**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam Program Studi Pendidikan Bahasa Inggris pada Pascasarjana IAIN Parepare.

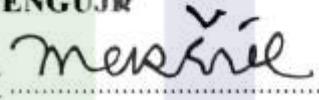
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## DECLARATION OF THE AUTHENTICITY OF THE THESIS

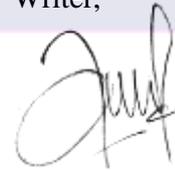
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Stated that this thesis is her own writing. The things out of her masterpiece in this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed.

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Parepare, 28 November 2021

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## ABSTRACT

ARIFAH APRIANI. *The Use of Sevima Edlink For English Language Teaching at IAIN Parepare.* (Supervisor: Abdul Haris Sunubi and Arqam)

Sevima Edlink is an online learning platform created by the Indonesian nation. Sevima Edlink was used as one of platform online learning in the universities or campus today. This research aims to investigate how the lecturer use of Sevima Edlink for teaching English, the activities in teaching English by using Sevima Edlink and the impacts of using Sevima Edlink

This research was conducted in IAIN Parepare involved ten lecturers of English Education Under graduate Program as the research subjects. This research applied a qualitative descriptive as the research design. In collecting the data, the researcher applied interview, and documentation. The data was then processed by using the technique of data analysis based on Miles and Huberman involved data reduction, data display, and conclusion drawing.

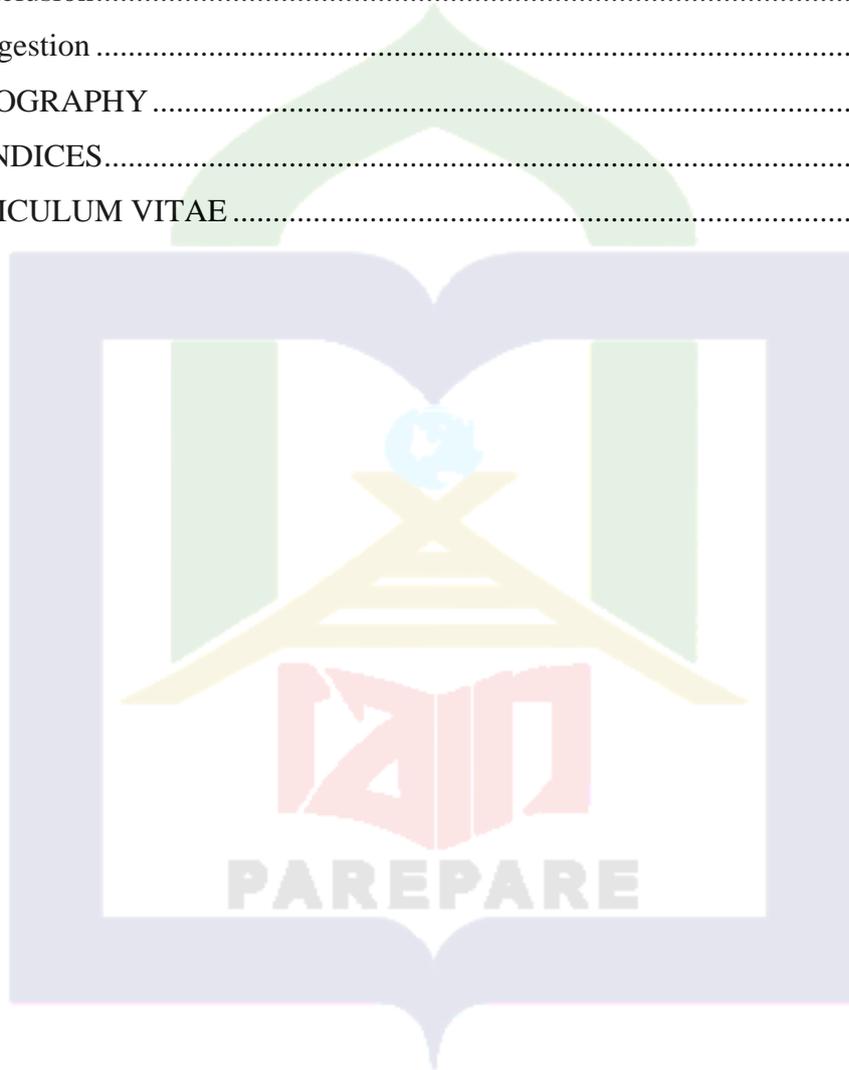
The findings showed that the use of Sevima Edlink in three categorize the use of Sevima Edlink, they are mono-feature, bi-features, and multi-features. Further more English teaching activities start from preparing materials, uploading materials, conducting discussions and asking questions using either video conferences or forum discussions on Sevima Edlink, and giving assignments through the assignment feature. Then give scoring and feedback. Moreover, the good impact of Sevima Edlink consist; makes teaching activities easy, Helps the Teaching Process Continue to Run Effectively in the Midst of the Covid-19 Pandemic, comfortable to use and helps the teaching process, help teaching because the features are structured and manageable. Meanwhile the bad impact: interfere with the teaching process the limited duration of the video conference and take a lot of qouta internet, some of the ineffective teaching processes are constrained by the cost of quotas and limited internet access, make the classroom atmosphere less interactive and difficult to control the class, the learning process is disrupted due to notifications that do not appear and sometime students are not detected on the attendance list.

**Keywords:** *Sevima Edlink, teaching English language, English lecturer.*

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## CHAPTER I INTRODUCTION

### A. Research Background

English is an important requirement in the era of globalization. Thus nowadays for most global communication the English language is widespread. The English language is used among people as a method of communication.<sup>1</sup> Any-yal stated that language in social life is a major series which highlights the importance of language to an understanding of issues of social and professional concern.<sup>2</sup> Almost all aspects of the life of the global community apply English so that everyone can understand it as an international language, not only social issues but also politics, economics, culture and all other aspects found in global society. English as a subject that must be studied specifically, so that we do not miss the times.

In indonesia English lessons are used as foreign language lessons. According to santoso<sup>3</sup> mastery of foreign languages is very needed for several reasons. First, mastery of foreign languages is the entrance to enter global world community (globalized).Second, as a means to absorb knowledge that develops in countries others and vice versa become media to spread that knowledge developing in Indonesia outside. Second the reason is certainly very good for

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<sup>1</sup>Karimova, v.s.” The English Language for Global Communication: Perspective of Youth”. Popular Science, literary-publicist bulk\ monthly publication. No. 348, March 2016, pp. 70\ ISSN 2218-2772. Khazar University: azerbaijan. March, 2016. (online) [https://www.researchgate.net/publication/311068862\\_The\\_english\\_language\\_for\\_Global\\_Communication\\_Perspective\\_of\\_Youth](https://www.researchgate.net/publication/311068862_The_english_language_for_Global_Communication_Perspective_of_Youth). ( Accessed January,20, 2020)

<sup>2</sup>Eny yal,” The Importance Of English In Globalization Era”.<https://rukyalaini.wordpress.com/2014/09/11/the-importance-of-english-in-the-globalization-era/>. (Accessed May, 24, 2020)

<sup>3</sup>Iman santoso, “Pembelajaran Bahasa Asing di Indonesia: Antara Globalisasi dan Hegemoni”, Vol. 14, No.1. Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta. (Online). [ejournal.Upi.Edu/Index.Php/Bs\\_Jpbsp/Article/Download/696/](http://ejournal.Upi.Edu/Index.Php/Bs_Jpbsp/Article/Download/696/) 501. (Accessed January 20 2020)

held. Although English is important but in fact there are still many students who are lacking in English. Besides as a part from the position as a foreign language, but also because of the limited application of English. This can be seen from the number of hours of English language learning in formal educational institutions especially public schools. This is why most students still lack English mastery compared to other countries that make English as a second language.

Furthermore on the national curriculum of Indonesia 2016, English has four skills to be studied; those are reading, speaking, listening, and writing. Moreover, there are also four aspects of it; those are vocabulary, pronunciation, structure and grammar. Students are required to understand this aspect, especially for students in English department. This is urgent for the existence of strategies, methods or media assistance that makes it easy for them to understand English lessons. Certainly the teacher has an important role in choosing the method or media needed in learning English so students can understand and apply English well.

The use of methods, strategies, approaches and learning media has a very significant impact in developing knowledge. Learning media are tools used to facilitate the learning process, making learning more fun and innovative. Specifically for in the current era of 4.0, the use of technology-based media is a necessity that affects the development of the world of education. Information and communication technology is a forum for accelerating access in obtaining information remotely. In this increasingly modern era, the use of technology in education is also growing. Now teaching and learning activities can be done without having face-to-face between teachers and students, by utilizing technology in the form of online classes students can connect with teachers to

learn whenever and wherever they are.<sup>4</sup> Technology develops all the time and until now, one of the impacts is that the learning technology does not always have to be in the classroom.

Currently, teachers, lecturers or educators can provide material to students remotely using online learning applications. Technological innovations in the era of the industrial revolution 4.0 provide many online learning applications circulating on the internet that are easily accessible for free or for a fee. With the help of technology, it can increase interest and motivation to learn and has great potential to reach a diverse student population where and whenever they need assistance.<sup>5</sup> Learning media in the form of this platform include e-learning, Google classroom, quipper school, teacher room, Kahoot, learning house, moodle, Edmodo, Sevima edlink and many others. The use of this platform aims to make learning easier if the teacher or instructor is unable to attend, but the learning process still takes place remotely and can still monitor it. With the use of the platform material and information can be obtained anytime and anywhere. By using online learning media it is expected to help the learning process such as learning English more effectively and efficiently.

Especially the phenomenon of pandemic diseases caused by the covid-19 virus which causes paralysis of economic, political, social and educational activities of the community. The government provides physical distancing and social distancing policies to reduce the current spread of the corona virus. The application of the policy makes the community, including student, educators work

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<sup>4</sup> Carolin Dwija Novandini and Margaretha W.D Luta, "Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri" Prosiding Seminar Nasional Etnomatnesia, ISBN: 978-602-6258-07-6 (Universitas Sanata Dharma:Yogyakarta)

<sup>5</sup> Jill Frankfort, Colleen Carmean and Jarek Sierschynski, *Support in Hand: Mobile Nudges for Math Success*. Mobile Learning and Mathematics. Design, And Case Studies, pp. 164-175. New York: Routledge, 2015.

from home. So that the use of the application in the distance learning process is needed, one of which is Sevima Edlink. The problems on the availability, accessibility, quality, equality, and guarantee are the concerns of this paper to see whether or not the developed Sevima Edlink platform is well-developed by meeting the students' expectations particularly in the independent assessment, learning outcome, and evaluation of online English learning.

More recently, Atmojo and Nugroho scrutinized how EFL teachers conducted online learning and some challenges they encountered amidst the global pandemic covid-16. Indonesian EFL teachers participated in the study upon invitation.<sup>6</sup> The results depicted that the teachers carried out some activities during the online teaching using a range of online resources such as social networking sites, applications, internet sites, and online quizzes. Notwithstanding the fact that teaching activities could be conducted by means of technology, a number of challenges was still encountered by the teachers, especially in terms of their communication with students and/or parents. The study suggests that online learning beyond classroom has both potentials and challenges that should be considered and therefore, immense studies are encouraged to address this issue.

In this research, the researcher will evaluate in using one of the learning platforms, namely Sevima Edlink. Sevima Edlink is an online learning platform created by the Indonesian nation.<sup>7</sup> This platform is used for distance learning processes that have been integrated with video conferencing, interactive and integrated with SIAKAD (Academic Information System). Currently Sevima Edlink has been widely used in Indonesia. The number of Sevima Edlink users is

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<sup>6</sup> Arief Eko Priyo Atmojo and Arif Nugroho, "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia" Register Journal SINTA, Vol 13, No 1 (2020)

<sup>7</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020

currently more than one hundred and fifty thousand students, seven thousand lecturers, two hundred and seventy campuses, and more than ten partners in the education sector.<sup>8</sup>

IAIN Parepare is one of the universities that uses Edlink. The socialization of the use of Sevima Edlink was carried out in early July 2020. Head of the Information Technology and Data Base Unit, Sufyaldi, M.Kom, said that the integration of the edlink aims to align the needs and desires of leaders in advancing information technology at IAIN Parepare.<sup>9</sup> During the pandemic, lecturers are currently holding online learning classes using Sevima Edlink, including English lessons which are also actively using Sevima Edlink in the learning process. Furthermore, the concern of this paper is the need to reveal how the use of Sevima Edlink, especially in English lessons.

Researchers are interested in doing this research because researchers want to see the use of Sevima Edlink as an online platform used during the Covid-19 pandemic at IAIN Parepare. This study involved EFL lecturers as a sample to determine the dominant features used in Sevima Edlink in teaching English, activities in teaching using the Sevima Edlink feature in teaching English and the impact of using Sevima Edlink. Previously, there have been many studies related to the use of Sevima Edlink in the learning process, but there has been no research on what features are often used in learning English and what activities are in teaching English Using Sevima Edlink. It can be seen that not all features of

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<sup>8</sup>Sevima Edlink, “Kuliah Semakin Mudah Tanpa Terkendala Jarak dan Waktu” (<https://edlink.id/>, Accessed Desember 11 2020)

<sup>9</sup> Hayana IAIN Parepare, “Sosialisasi Edlink, Demi Kemudahan Dosen dan Mahasiswa” IAIN Parepaer, Akulturasi Budaya dan Islam, In July 1 2020. (<http://www.iainpare.ac.id/sosialisasi-edlink-demi-kemudahan-dosen-dan-mahasiswa/>, Accessed December 11 2020)

Sevima Edlink can be used intensively in learning English based on these skills. Therefore, the researcher will conduct a study entitled "The Use of Sevima Edlink for English Language Teaching at IAIN Parepare".

### **B. Problem Statement**

Considering the background above, the researcher will formulate the following research questions:

1. How do lecturers use Sevima Edlink to teach English language?
2. What are activities in teaching English language by using Sevima Edlink?
3. What is the impact of using Sevima Edlink in English language teaching?

### **C. Objectives of the Research**

As the research questions, the researcher considers the main purposes of this research that:

1. To know the lecturers use Sevima Edlink to teach English language.
2. To know activities in teaching language by using Sevima Edlink.
3. To know the impact of using Sevima Edlink in English language teaching.

### **D. Significances of the Research**

This research is expected to give contribution both theoretical and practical aspects as follows:

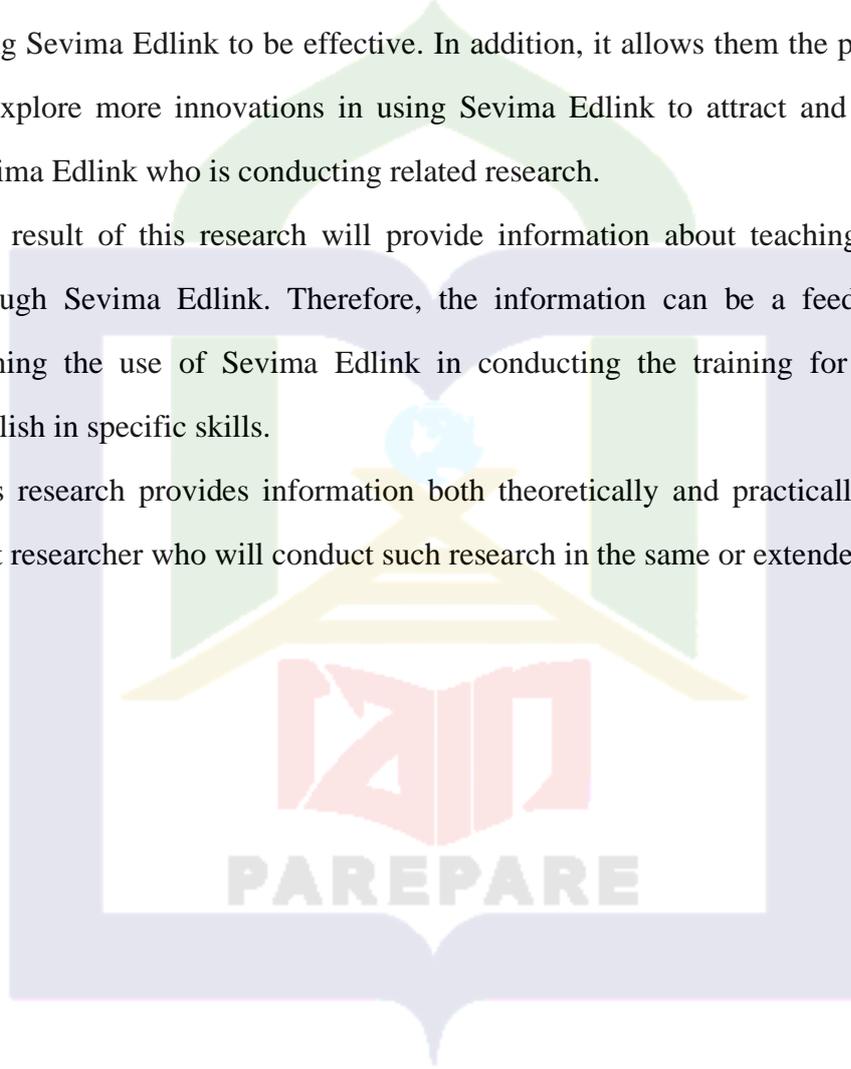
1. Theoretical Aspects

The findings of this study are expected to contribute to the theory of teaching English using Sevima Edlink. In addition, it is hoped that it can provide

the latest data on English language teaching through Sevima Edlink, and what features are more intensely used in teaching English by lecturers.

## 2. Practical Aspects

- a. The results of this study are expected to help lecturers or teachers in learning using Sevima Edlink to be effective. In addition, it allows them the possibility to explore more innovations in using Sevima Edlink to attract and motivate Sevima Edlink who is conducting related research.
- b. The result of this research will provide information about teaching English through Sevima Edlink. Therefore, the information can be a feedback for training the use of Sevima Edlink in conducting the training for teaching English in specific skills.
- c. This research provides information both theoretically and practically for the next researcher who will conduct such research in the same or extended field.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part consists of analysis and systematic explanation about the theory of study to build the conceptual framework of this research. It was generally believed that theories lead to problem solving. Some theories about teaching English by using Sevim Edlink, in this part are supposed to lead the reader to an understanding of the concepts comprehensively.

#### **A. Previous Related Research Findings**

Some studies in the literature have focused on perceptions of students in study English learning, some related research findings about this matter in the same and extended field will be presented in the following paragraphs.

Rosanti et.al conducted research mathematical critical thinking ability using assisted e-learning learning models Sevim Edlink application. This study aims to see whether there are differences and which one is better between the mathematical critical thinking skills of the experimental class and the control class, for describe the mathematical critical thinking skills of the experimental class and the control class as well the relationship between the results of quantitative and qualitative analysis data. This research is a research combination (mixed methods) with a sequential explanation design, namely analysing the results of the data quantitative in the first stage and analysing qualitative data at the second stage. Type The research is a quasi-experimental design that uses sampling techniques with Sampling Convenience. The population in the study were all eighth grade students at MTsN 1 Buleleng, the sample in this study was the eighth class D and the seventh class F. the result of this study showed that the mathematical critical thinking ability of the experimental class was better than the

control class. Meanwhile, the qualitative data analysis showed that the research subjects were more experimental class master the indicators of mathematical critical thinking skills, so that the results are linked quantitative and qualitative analysis can support, complement and strengthen the results of the analysis quantitative data.<sup>10</sup>

Moreover, analysing use of Sevima Edlink as an online learning medium for teaching and learning languages Indonesia is conducted by Wibowo and Indah. Evaluation for Sevima Edlink media was carried out with using Sections and Chaple theory. The study result showed that this Sevima Edlink media highly recommended to be used as a learning medium electronics in Indonesian language learning, because it has features which support the needs of learning Indonesian. The Sevima Edlink media besides being able to provide material, this media too can interact remotely through a conversational discussion via written or video.<sup>11</sup>

Another study concerned on the utilization of Sevima Edlink virtual classes to motivate Mathematics education students in Algebra & Trigonometry matters by Novandini. This study aims to help and motivate some students in the first semester of Mathematics Education at Sanata Dharma University to prepare remedial exam on the Algebra and Trigonometry course using the application of Sevima Edlink. This study used is qualitative research. Research data in the form are description in planning, description of the implementation, test result and evaluation. The results showed that the utilization of Sevima Edlink application is

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<sup>10</sup> Asih Rosanti, Alifiani, and Isbadar Nursit, "Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink" Vol. 15, No. 33, August 2020, ISSN 2337-6384, Program Studi Pendidikan Matematika FKIP Universitas Islam Malang

<sup>11</sup> Andi Wibowo and Indah Rahmayanti, "Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online untuk Mengajar dan Belajar Bahasa Indonesia" *imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol.02, No. 2, Maret 2020, (online) <https://imajeri.uhamka.ac.id/index.php/imj/article/view/67/40> (Accessed Desember 18 2020)

quite effective to help and motivate students to prepare for remedial exams. The effectiveness of this application can be seen from the increase in student's remembrance value. The increase in the remediation value of the subject is also influenced by the level of difficulty about remissions lower than the midterm exam.<sup>12</sup>

Marlina conducted that used of Sevima Edlink to develop blended learning model. The present research aims to adapt and to transform the policy of Merdeka Belajar-Kampus Merdeka into practical use by developing a learning models Blended Learning aided by an application of Sevima Edlink in Mathematics classrooms. The research method was used literature study and observation. The participants were six students of Mathematics in their fourth semester.. The finding showed that after the use of Blended Learning with Sevima Edlink, the average 90,83. Thus, is it concluded that Blended Learning using Sevima Edlink is appropriate in Mathematics learning process in order realize Merdeka Belajar-Kampus Merdeka policy<sup>13</sup>

Furthermore Wahyudi focus on the using Sevima Edlink as one platform android based application that make learning be easier because it can do wherever and anytime, there are some features in this application that facilitate interaction between the teacher and the students namely: discussion forums, sharing features, assignments in class, info, events, and surveys. The research method used is qualitative research. The participants were the students of STIK Bina Husada in the academic year 2019/2020, majoring Nursing Science Study Program who

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<sup>12</sup> Carolin Dwija Novandini and Margaretha W.D Luta, "Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri" Prosiding Seminar Nasional Etnomatnesia, ISBN: 978-602-6258-07-6 (Universitas Sanata Dharma:Yogyakarta)

<sup>13</sup> Emas Marlina," Pengembangan Model Pembelajaran Blended Learning Berbantuan Aplikasi Sevima Edlink", Jurnal Padagogik ,Vol. 3 Issue 2, July 2020, pp. 104 – 110 <https://doi.org/10.35974/jpd.v3i2.2339>This

were taking English 1 subject. This study aims to introduce the students' Sevima Edlink application and describe their English performance or mid-semester result test as the evaluation. The students were enthusiastic about using the Sevima Edlink application. The researcher found out several weaknesses of the Sevima Edlink application, one of them is network coverage because not all of the students are in Palembang city. Based on the mid-semester test result, majority of the students were in a good category, or it can be said that Sevima Edlink is one of useful platforms that can be used the teacher or lecturer to do the instruction.<sup>14</sup>

Referring to the previous findings above, the researchers conducted research that has a relationship in the study of the use of Sevima Edlink in learning and a different focus from the others. Firstly the study presented by Mutambik in 2018 concentrated students' and teachers' perceptions on the role of E-learning in studying EFL. Secondly by Kulal and Anupam with teachers' opinions of efficacy and teaching practice on online class, then students' perception about the impact of online classes. Thirdly study by Andika focus on English teachers' difficulties teaching using platform during pandemic Covid-19. Fourthly, research carried out by Adzkia et. el focused on students' perception using Edmodo in EFL classroom. The last Wahyudi in 2020 focus on the use of Sevima Edlink in social learning network for nursing science students as a method of enhancing learning, the effectiveness of using education during a pandemic. From several of these platforms have similarities and differences. The equation is that it has the same position as a media or online learning tool that facilitates the learning process anytime and anywhere.

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<sup>14</sup> Agus Wahyudi, "Sevima Edlink Social Learning Network For Nursing Science Students at STIMIK Bina Husada Palembang" *Language and Education Journal*, Vol. 5, No.1, April 2020

Moreover, Wahyudi's research has variable similarities with researchers about learning English using Sevima Edlink. However, this study also has differences with researchers. The researcher Researchers conducted research on the use of Sevima Edlink features which were often used during the English learning process in class, researchers also wanted to know what activities were carried out in teaching English by using Sevima Edlink and the researcher want to know what were the impacts using Sevima Edlink in teaching English language. Then, the research used qualitative method in this study. Furthermore for the qualitative research, the researcher use the documentation and interview as instruments to find out the features used by the lecturer as well as learning activities in teaching English using Sevima Edlink.

## **B. Some Pertinent Ideas**

### **1. Teaching English by Using Online Learning**

#### **a. Teaching English**

There are many experts who explain the meaning of the term teaching. Edmund Amidon (1967) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”<sup>15</sup> Teaching is defined as the showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand.<sup>16</sup> Then, because teaching cannot be defined apart from learning the meaning of teaching also can be defined as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Regarding it, Widdowson stated that the aims of a language teaching

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<sup>15</sup> Isola Rajagopalan, “Concept of Teaching “, March 2019 Shanlax International Journal of Education Vol. 7, No. 2.

<sup>16</sup> H. D. Brown, Principles of Language and Teaching, (New York: Addison Wesley Longman, Inc, 2000), p. 3.

course are very often defined regarding the four ‘language skills’: understanding speech, speaking, reading, and writing.<sup>17</sup>

Davis and Glaser (1962) have pointed out that the entire structure of teaching has four steps:<sup>18</sup>

- 1) Planning of teaching which includes content analysis, identification and writing of objectives.
- 2) Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.
- 3) Identification of suitable teaching learning strategies for effective communication of content.
- 4) Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the f In the case of English, English language teaching has been running for a very long time, started at the end of the middle ages up to the present day. Different times and places are the main factors that cause English plays a different role all around the world. Indeed, people who live in a particular time and place use English for a particular need which may be different from those people who live in the other time and place.

Moreover, the national curriculum of Indonesia 2016, English has four skills to be studied; those are reading, speaking, listening, and writing. Moreover, there are also four aspects of it; those are vocabulary, pronunciation, structure and grammar.<sup>19</sup> in English teaching, several methods can be used in the teaching and learning process in the class. According to Patel & Jain, methodology is a

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<sup>17</sup> G. H. Widdowson, *Teaching Language as Communication* (1st Ed.), (Oxford: Oxford University Press, 1978), p. 2

<sup>18</sup> Isola Rajagopalan, “Concept of Teaching “, March 2019 *Shanlax International Journal of Education* Vol. 7, No. 2.

<sup>19</sup> Farah Aulia, Talitha Amalia, and Marcyandi Rayi, *Solve Education! English Curriculum Alignment within the National Curriculum of Indonesia*, Solve Education.

systematic and scientific way of teaching any subject.<sup>20</sup> It guides the teacher on feed back to teacher and students. “How to teach” and “How his teaching may be effective”. The method also is defined as: “The process of planning, selection and grading language materials and items, the technique of teaching, etc.” Anthony as cited by Patel and Jain defines the term ‘Method’ as: “It is a particular trick, strategy or contrivance used to accomplish an immediate objective.”<sup>21</sup> The types of methods that must be popular are grammar-translation method, direct method, silent way, suggestopedia, audio-lingual method, Community Language Learning, Communicative Language Teaching, natural approach, Cooperative Language Learning, Content-Based Instruction, and Task-based Language Teaching.

#### b. Teaching English by Using Online Learning

Online learning concept according to Belawati, is an ordinary learning that is carried out on-line (online), so that the principles of learning that are carried out normally and conventionally still apply.<sup>22</sup> According to J. Anderson and McCormick, outlines that online learning needs to pay attention to<sup>23</sup>:

- 1) compliance with the curriculum,
- 2) inclusive,
- 3) involving learners,
- 4) Innovative,
- 5) Effective learning,
- 6) Formative evaluation, summative,
- 7) Coherent, consistent, and transparent,

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<sup>20</sup> F. M. Patel, & Jain, M. P., English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publisher, 2008), p. 71.

<sup>21</sup> F. M. Patel, & Jain, M. P., English Language Teaching (Methods, Tools & Techniques), p. 71.

<sup>22</sup> T. Belawati, *Pembelajaran on-line (kesatu)*. Universitas Terbuka. 2019

<sup>23</sup> J. Anderson & R. McCormick. “Ten pedagogic principles for e-learning. OINSIGHTObservatory for New Technologies and Education”. 2005

- 8) The device is easy to operate and use, and  
9) cost effective.

. The implementation of online learning was carried out to reach out to students from different regions in Indonesia.<sup>24</sup> Perhaps, in the most online class, the students have the responsibilities, such as they do not have the time to sit in a classroom at a particular time (Hoffman, 2010).<sup>25</sup> There are many advantages to teaching English online. It can be sustainable, saving on transport, travel costs and it reduces the printed materials. It also allows flexibility in teaching students/learners when the teachers away from school and the classroom.<sup>26</sup>

Teaching online system is related to the use of technologies in constructing the system's infrastructure with adequate performances.<sup>27</sup> According to Coombs the growth of online teaching also is the effect of the recent development in information technology.<sup>28</sup> Online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning. Online learning is a program for organizing online learning classes to reach a broad and massive group of students.

Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information technology.

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<sup>24</sup>Alchamdani, A., Fatmasari, F., Anugrah, E. R., Sari, N. P., Putri, F., & Astina, A. "The Impact of Covid19 Pandemic on Online Learning Process in the College at Southeast Sulawesi". JURNAL KESEHATAN LINGKUNGAN, 12 (1si), 129 – 136. <https://doi.org/10.20473/jkl.v12i1si.2020.129-136>

<sup>25</sup> Steven J. Hoffman, *Teaching the Humanities Online: A Practical Guide to the Virtual Classroom A Practical Guide to the Virtual Classroom*. Copyright Year 2011

<sup>26</sup> Nicola Pope, "Six top tips for teaching English online". March 17, 2020. <https://www.english.com/blog/six-top-tips-for-teaching-english-online/> ( Accessed 31 Maret 2021)

<sup>27</sup>C. Lee, "Utilizing Open Source Tools for Online Teaching and Learning: Applying Linux Technologies: Applying Linux Technologies". IGI Global. 2009

<sup>28</sup> N. Coombs, "Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities." John Wiley & Sons. 2010

Dabbagh and Bannan-Ritland proposed the characteristics of online learning as follows<sup>29</sup>:

- a) Constructivism
- b) Social interaction
- c) Inclusive community of learners
- d) Computer-based Learning
- e) Digital classroom
- f) Interactivity
- g) Independence
- h) Accessibility

Cooperman states that it is important for online teachers to know about technology or the ability of technical background to use new technology which can be delivered in teaching online both effectively and efficiently.<sup>30</sup> Each skill in using technology which the teachers have learned, surely related to the improvement of their teaching, both online or face-to-face classrooms.<sup>31</sup> Technology is an important thing in the processes of English language learning and teaching.<sup>32</sup> The students/learners can certainly learn English by using technology, where there are many different types of technology, both new and old, which support English language teaching.

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<sup>29</sup> N. Dabbagh, Brenda Bannan-Ritland, "Online Learning: Concepts, Strategies, and Application" Computer Science, Corpus ID: 60233612. Published 2004.

<sup>30</sup> L. Cooperman, *The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor*, (London, Chandos Publishing, 2017), p. 8

<sup>31</sup> S. Morris, *Teaching and Learning Online: A Step-by-Step Guide for Designing an Online K-12 School Program*, (R&L Education, 2002), p. 38

<sup>32</sup> D. Williams, *How an LMS Support s English Language Teaching*, (Topyx: The Learning Platform, 2016), p. 21

There are several roles in technology, such as a carrier of content, practical tools, communication devices, and learning management devices.<sup>33</sup> He also adds that as a communication device, the internet enables the students/learners to learn/study many things in the world in connecting and communicating with their teachers or other students.<sup>34</sup> Therefore, the internet becomes commerce to get information and become a paradigm in the teaching and learning process as interactive tools.<sup>35</sup>

## 2. Concept of Sevima Edlink

### a. Definition of Sevima Edlink

Learning Management System is a platform that is indispensable for online learning. In Indonesia, many schools and universities have used the Learning Management System application in online learning. Learning management systems that are widely used in general, such as google classroom, Edmodo, Quickpper school, Kahoot, Moodle, all of these platforms are learning management systems made from abroad. Sometimes the platforms are not compatible with the existing learning system in Indonesia. Thus, there is a learning management system, namely Edlink, which is a platform for the work of the Indonesian nation which is determined by foreign products and has been widely used by universities today.<sup>36</sup>

Sevima Edlink is an electronic learning platform created by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and Development

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<sup>33</sup> L. England, *Online Language Teacher Education: TESOL Perspectives*, (London: Routledge, 2012), p. 59.

<sup>34</sup> L. England, *Online Language Teacher Education: TESOL Perspectives*, p. 59

<sup>35</sup> I. Forsyth, *Teaching and Learning Materials and the Internet*, (New York: Psychology Press, 2001), p. 1

<sup>36</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020. <https://sevima.com/sevima-edlink-aplikasi-lms-terbaik-karya-anak-bangsa/> ( Accessed Desember20 2020)

Company that was founded in 2004. Currently it has office locations in Surabaya and Jakarta supported by competent, innovative and young experts. Experienced professionals in their fields. SEVIMA has areas of focus in the education sector and the government sector.<sup>37</sup>

Sevima EdLink is an android-based application devoted to the world of education in helping lecturers be efficient and effective, keep classes organized, and more interactive communication with students. Sevima Edlink is an online learning media used by educators in the learning process to measure student knowledge by utilizing the features contained in the Sevima Edlink. By downloading Sevima EdLink, lecturers or teachers can share information and lesson materials, and lecturers can give assignments easier and fast because that is only in the palm of their hand. Sevima Edlink is able to download this powerful application on the Playstore for free. This powerful application can download on the Playstore for free.<sup>38</sup>

Sevima Edlink is an online learning platform made by the Indonesian nation. This platform is the same as other platforms such as Google classroom, Edmodo, Kahoot, Quickpper school which are online learning media but what distinguishes it is that Sevima Edlink is integrated with the learning system in Indonesia. With this Edlink, it allows learning to be done anytime and anywhere effectively and efficiently.

#### b. Features of Sevima Edlink

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<sup>37</sup> Andi Wibowo and Indah Rahmayanti, "Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online untuk Mengajar dan Belajar Bahasa Indonesia" *imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol.02, No. 2, Maret 2020, (online) <https://imajeri.uhamka.ac.id/index.php/imj/article/view/67/40> (Accessed Desember 18 2020)

<sup>38</sup> Sevima, "Sevima EdLink, Aplikasi yang Memudahkan Dosen dalam Memberi Tugas" 30 MARET 2017, online article, <https://sevima.com/sevima-edlink-aplikasi-yang-memudahkan-dosen-dalam-memberi-tugas/> (Accessed Desember 18 2020)

One of feature class in Sevima Edlink is the educator or lecturer can give assignment In the class forum feature, the educator can make assignments by clicking on sharing information then selecting questions. The lecture is bale to give assignments, can also include files, pictures, and even links, to make it easier for students to understand the questions given. The lecturer can also check all the answers and give an assessment of those answers. And if the assignment has been collected then lecturer can also share all student answers to the members of the forum so that students can learn the answers from other students, so that students know which answers are correct and which are wrong. This feature very helpful to help the educator to see how the students understand the teaching and learning material. For the students, this feature also helps them to add learning references from their friends answers.<sup>39</sup> In Sevima EdLink, there are several features that we can get:

- 1) Discussion Forum and Class Features. This feature is used to share information, data, events, surveys and other media easily. And in class forums only lecturers or teachers can make it.
- 2) Features of Materials/Teaching Materials. In the Sevima Edlink application, you can share teaching materials in it, such as teaching in the form of videos, images, links or documents.<sup>40</sup>
- 3) Share Features. Students can share any type of data or file with their friends
- 4) Assignment Features. In this feature, the lecturer or teacher can make assignments. And lecturers can see the answers and provide an assessment of

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<sup>39</sup> Agus Wahyudi, “ Sevima Edlink Social Learning Network For Nursing Science Students at STIMIK Bina Husada Palembang” Language and Education Journal, Vol. 5, No.1, Apriel 2020

<sup>40</sup> Asih Rosanti, Alifiani and , Isbadar Nursit, “Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink” ISSN 2337-6384 JP3, Volume 15, No. 33, Agustus 2020.

these answers. Teachers or lecturers can see the understanding ability of students.

- 5) Private Message Feature. This feature is used to send messages privately to friends, teachers or lecturers on the same forum.
- 6) Info, Event and Survey Features. In this feature it is used to obtain information on everything, and here too you can share the agenda in the forum, and make surveys in the forum.<sup>41</sup>
- 7) Schedule reminder. This feature is used to get subject schedule notification
- 8) Report Check, this feature is used if you want to check the grades of the subjects.
- 9) Presence with QR code, this feature is used for attendance by using a QR code.<sup>42</sup>
- 10) Video conference remotely. In SEVIMA EdLink, a room has been prepared to conduct lectures remotely using video conferencing. By using this video conference, all teaching and learning systems will be very easy and flexible in its implementation.
- 11) Edlink itself is integrated with Siakad, and also has an attendance feature that is usually used by lecturers. Through this application, users can also check campus accreditation, or study program accreditation from Tires - PT.
- 12) Student absenteeism recap. Usually, time attendance recaps are still done manually and conventionally. However, by using the SEVIMA EdLink platform, you will no longer encounter this difficulty. simply by looking at the attendance done by students online, you can immediately recap the data.

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<sup>41</sup> Blog Mahasiswa Stie Pasim, “ Sistem Daring di STIE PASIm” online article,<https://mahasiswa.stiepasim.ac.id/sistem-daring-di-stie-pasim/> ( Accessed December 24 2020)

<sup>42</sup> Nyoman Trisukma Arsani, “ Media Pembelajaran Sevima Edlink” Online Article by Affiliation, <https://sukmaarsani.blogspot.com/2019/09/media-pembelajaran-sevima-edlink.html> ( Accessed December 24 2020)

13) Interactive quiz. Even though lectures are conducted with an online system, you can still do interactive quizzes easily. Especially if you use the application from SEVIMA EdLink. The interactive quiz will be packaged in a very interesting and fun way, so that students can master the material well.<sup>43</sup>

The various features contained in Sevima Edlink, learning can take place at any time. Face-to-face learning can be done with video compensation features and discussion forums. Besides that, lecturers and educators can share assignments and give quizzes to students with the features found on the Edlink platform. and student attendance remains under control. thus the use of Sevima Edlink greatly helps the distance learning process remain interactive

c. The advantages and disadvantages of using SEVIMA Edlink

The use of Sevima Edlink has many advantages, especially in facilitating the learning process. Here are the advantages of Sevima Edlink

- 1) Teaching is busy using Sevima Edlink, will easily do the learning. learning can use android, laptop or tablet to connect in online classes in the learning process. thus even though in a busy state the learning continues.
- 2) Teach and study anywhere and anytime the features available on this platform can be accessed once wherever you are. This convenience will make you and your students more flexible in carrying out teaching and learning activities. So, even in any activity you can still do lecture activities well.
- 3) Lectures are more effective Sevima Edlink continues to make changes and improvements in the online learning system. thus, we can be sure that this platform will be more effective and innovative in delivering material to students.<sup>44</sup>

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<sup>43</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020.

<sup>44</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020.

- 4) Easy to set up. Lecturers or teachers can add students directly or share code with their class to join. It takes only a few minutes to prepare.
- 5) Save Time. It is paperless assignment workflow allows lecturers / teachers to create, review, and class assignments quickly, all in one place.
- 6) Get Notification. If there are posts, events, or messages, students and lecturers will get a notification for a lifetime
- 7) Make it easy to provide info. Lecturers can inform the transfer of lecture schedules quickly, only inform the group and can give assignments in a short time.
- 8) Improve Communication. EdLink allows lecturers / teachers to post announcements and start discussions right away. Students can share references with each other or provide answers to questions in the group
- 9) Affordable and Safe. The Edlink application is built with high security standards. Standard operating standards ensure all processes are well controlled.
- 10) Light weight. The Edlink application is very light and doesn't take up much of your smartphone memory.<sup>45</sup>

From some of the advantages and benefits of using Sevima Edlink the main purpose of its use is of course to facilitate learning. Sevima Edlink is a form of innovation in the learning process in the current digital era. This course helps many teachers, students and instructors to access learning quickly. With the learning process Sevima Edlink can be done anytime and anywhere needed, we just need to know how to implement it. So of course the use of Sevima Edlink in learning can run effectively and efficiently.

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<sup>45</sup> Sevima, “ Download Aplikasi Sevima Edlink gtitle gratis untuk Anrdroid”, November 28 2016, Online Article <https://sevima.com/download-aplikasi-sevima-edlink-gratis-untuk-android/> ( Accessed 27 Desember 2020)

However, this application also has disadvantages including:

- 1) When opening this application, the state of the cellphone data must be online, not offline
- 2) Must have email because it is registered using email.<sup>46</sup>

It can be concluded that using Sevima Edlink not only has many advantages but also has several disadvantages. The shortcomings in Sevima Edlink are almost the same as online learning platforms, namely what online learning can only be done if the cellphone data is online, and it can only be accessed for those connected to email.

### **3. Sevima Edlink as Platform Online Learning**

#### **a. The impact of online interaction**

Chou in 2010 has defined active interaction in online learning activities including the types of interaction: the learner -self, learner- learner, learner - instructor, learner -content, and learner interface.<sup>47</sup> The learning activities in the course is a combination of forms of interaction between the subjects involved in the teaching and learning activities include: student-content, student-instructor, and student-student interaction<sup>48</sup>.

#### **1) The student-teacher interaction**

Student - teacher interaction is a key activity in the traditional teaching method when the teachers play a central role. With blended learning environment, learners play the central role, interaction between teacher and students become

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<sup>46</sup> Nyoman Trisukma Arsani, “ Media Pembelajaran Sevima Edlink” Online Article by Affiliation, <https://sukmaarsani.blogspot.com/2019/09/media-pembelajaran-sevima-edlink.html> ( Accessed December 24 2020)

<sup>47</sup> Chien Chou, “Can more interactivity improve learning achievement in an online course? Effects of college students’ perception and actual use of a course-management system on their learning achievement”. *Comput Educ*, 83, 10–21. article. <http://doi.org/10.1016/j.compedu.2014.12.013>

<sup>48</sup> Kathleen Gradel and Alden J. Edson, “Cooperative Learning: Smart Pedagogy and Tools for Online and Hybrid Courses”, *Vol.39. No.2*, .article. 2010. <http://doi.org/10.2190/ET.39.2.i>

more flexible in many different forms. Kang and colleagues,<sup>49</sup> said that the interactive activities between teachers and students have an impact on learning outcomes of students when implementing learning activities such as learning assistance, and social intimacy, communication and instructional Q & A, instructor presence, Instructional support. Liu in 2016 suggested using video blogging class to assist students in achieving good results for some kind of special courses for the oral training course.<sup>50</sup>

## 2) The student - student interaction

Blended learning environment allows students to have more favorable conditions of time, space to perform the interactive operation. With the supported technology, the forms of interaction between the students in the course are increasingly diverse and more efficient. The previous studies have shown that this kind of interaction student - student that affect learning outcomes. The online learning activities different to be tested to determine whether the effects of this interaction. Dawson and colleagues (Dawson, E, & Tan, 2008) indicate that interaction via discussion forums is 80% of interaction in online learning environments. However, studies have not mentioned the influence of activities through the forum on learning outcomes<sup>51</sup>. Schrire (Schrire, 2006) suggests that students obtain better academic results when participating in discussions with

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<sup>49</sup> M. Kang, T. Im, "Factors of learner-instructor interaction which predict perceived learning outcomes in online. learning environment, Vol. 29, No. 3, 292-301. article. 2013 .<http://doi.org/10.1111/jcal.12005>

<sup>50</sup>Mei Hui Liu, " Blending a class video blog to optimize student learning outcomes in higher education" Internet High Educ, 30, 44-53. Article. 2016. <http://doi.org/10.1016/j.iheduc.2016.03.001>

<sup>51</sup> Shane Dawson, Erica L. M, and Jenniper Pei Ling Tang, "Teaching smarter: How mining {ICT} data can inform and improve learning and teaching practice ". Conference: Australasian Society for Computers in Learning in Tertiary Education (ascilite)At: Melbourne, Australia. 2008 [https://www.researchgate.net/publication/228662220\\_Teaching\\_Smarter\\_How\\_Mining\\_ICT\\_Data\\_Can\\_Inform\\_And\\_Improve\\_Learning\\_And\\_Teaching\\_Practice](https://www.researchgate.net/publication/228662220_Teaching_Smarter_How_Mining_ICT_Data_Can_Inform_And_Improve_Learning_And_Teaching_Practice)

each other rather than proceed with the teacher.<sup>52</sup> The interaction through discussion measured by the number of postings and log-in with academic results and showed no correlation between the number of scores posted to results. Besides, in this study, the authors implemented only in the asynchronous interactive type.

Similarly, Macfadyen constructed regression model that results showed a tight correlation between the study results to the number of forum posts, the number of completed assignments<sup>53</sup>. Considering the role of teamwork, Mitchell stated that working groups have a positive impact on learning outcomes of students.<sup>54</sup> Consider factors influenced by social networks, Sparrowe, noted that social networks have a direct impact on the final learning outcomes of learners.<sup>55</sup> However, Kayode review the impact of the interaction on learning outcomes, with interactive activities including reading the contents of the blog, interacting with other learners, and engaging in the blog context with 342 students participated in the experiment. The results showed that this form of interaction between the students together no significant impact on student learning outcomes.<sup>56</sup>

### 3) The student - content interaction

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<sup>52</sup>Sarah Schrire, "Knowledge building in asynchronous discussion groups: Going beyond quantitative analysis". *Computers & Education*. Vol. 46, No. 1, article. 2006

<sup>53</sup> Shane P. Dawson and Leah Macfadyen "Mining {LMS} data to develop an "early warning system" for educators: A proof of concept, Vol. 54, No. 2, 588–599. article. 2010 <http://doi.org/10.1016/j.compedu.2009.09.008>

<sup>54</sup> Anthony John Mitchell and Sue Honore, "Criteria for successful blended learning. *Industrial and Commercial Training Industrial and Commercial Training* Vol. 39, No.3 article. April 2007. <http://doi.org/10.1108/00197850710742243>

<sup>55</sup> [Raymond T. Sparrowe](#), [Robert C. Liden](#) [Sandy J. Wayne](#) and [Maria L. Kraimer](#) "Social networks and the performance of individuals and groups". *Academy of Management Journal*, Vol. 44, No. 2, <http://doi.org/10.2307/3069458>

<sup>56</sup> Kayode, E.-O., & Teng, T.-L. "The impact of transactional distance dialogic interactions on student learning outcomes in online and blended environments". *Comput Educ*, 78, 414–427. article. (2014) <http://doi.org/10.1016/j.compedu.2014.06.011>

With the support tools, learning content design is increasingly diverse in forms and ways to communicate the sense of excitement generated for learners to learn. Moallem stated that “it became clear that developing an online course that encourages student exploration and reflection required much more thinking, time, and effort than had been predicted.”<sup>57</sup> Anderson also stated that “Content, having only volition ascribed to it by humans, is the most flexible of actors, “willing” to undertake any combination and quantity of interaction”<sup>58</sup> shows that the impact of experience using blogs to the learning outcomes of students. Yang developed Col framework model proposed by Garrison and colleagues develop blog content course, and online presence shows there impact on academic performance.<sup>59</sup> Similarly, Liu stated that video blog in the course content is also used to improve the efficiency of learning (Liu, 2016).<sup>60</sup> Asterhan showed a positive effect on the content reads to the learning outcomes, which are also shown in the study by Ramos when they analyzed correlation keep the number of pages viewed, discussion posts, discussion reads to the learning outcomes of students.<sup>61</sup> Nandi (Nandi, Hamilton, Harland, & Warburton, 2011) also showed that the number of

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<sup>57</sup> Moallem, M. “An Interactive Online Course: A Collaborative Design Model”. Educational Technology Research and Development, Vol. 51, No.4, 85–103. (2003) Retrieved from [http://www.scopus.com/inward/record.url?eid=2\\_s2.0\\_1142277588&partnerID=40&md5=c34c9689db8ec437d9521eaaacd2f4](http://www.scopus.com/inward/record.url?eid=2_s2.0_1142277588&partnerID=40&md5=c34c9689db8ec437d9521eaaacd2f4)

<sup>58</sup>Terry Anderson, “Getting the mix right again: An updated and theoretical rationale for interaction”. The International Review of Research in Open and .... article. 2003.

<sup>59</sup> Jie Chi Yang, Benazir Quadir, Nian Shin Chen, & Qiang Miao, . “Effects of online presence on learning performance in a blog-based online course”. Internet High Educ, 30, 11–20. article. 2016. <http://doi.org/10.1016/j.iheduc.2016.04.002>

<sup>60</sup>Mei Hui Liu,”. Blending a class video blog to optimize student learning outcomes in higher education.” Internet High Educ, 30, 44–53. article. 2016 <http://doi.org/10.1016/j.iheduc.2016.03.001>

<sup>61</sup> Christa S.C Asterhan & Hever, R. “Learning from reading argumentive group discussions in Facebook: Rhetoric style matters (again)”, 53, 570–576. article. 2015. <http://doi.org/10.1016/j.chb.2015.05.020>

posts increases in the time students have to submit assignments or take exams, students have better academic results time more online during the course.<sup>62</sup>

#### 4) The student – technology interaction

LMS systems help design and develop the course in the form of blended or online learning easier and more convenient. Through providing learning activities such as lessons, forum, quiz, wikis, surveys help students easily interact with the learning environment. Steel and colleagues showed that the relationship between the frequency of the LMS system access (via counting the number of clicks) affect student scores.<sup>63</sup> Wei and colleagues have examined the impact of the interaction via the LMS tools. Data of 381 undergraduate students through analysis of the results of assignments form (online discussion, exam, group project) and the data access (access time, the number of posts, the time to read the document), the research results show that the relative activity this can affect their academic performance.<sup>64</sup> Notice that the LMS system or technological factors play a major role in promoting the interactive learning activities. Nick Z. Zacharis have demonstrated the Wiki edit learning activities, content creation contribution, mail messages read, and assignments submitted quiz engagement affect 10% to 27% of the learning outcomes of students in the blended learning courses when considering 29 online Activities.<sup>65</sup>

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<sup>62</sup> Dip Nandi, Margaret Hamilton, James Harland and Geoff Warburton. “ How active are students in online discussion forums” School of Computer Science and Information Technology, Australia: RMIT University Melbourne. 125–n134. article. 2011.

<sup>63</sup> C Steel, Keppell, M., Gerbic, P., & Housego, S. “ Curriculum, technology & transformation for an unknown future.” Proceedings ascilite Sydney 2010. Ascilite 2010. article.

<sup>64</sup> Huei-Chuan Wei, Hsinyi Peng & Chien Chou “Can more interactivity improve learning achievement in an online course? Effects of college students’ perception and actual use of a course-management system on their learning achievement”. *Comput Educ*, 83, 10–21. article. 2015. <http://doi.org/10.1016/j.compedu.2014.12.013>

<sup>65</sup> Nick Z.Zacharis, “A multivariate approach to predicting student outcomes in web-enabled blended learning courses”, *Internet High Educ*, Vol. 27, 44–53. article. 2015. <http://doi.org/10.1016/j.iheduc.2015.05.002>

In the future according to Igorovna<sup>66</sup> as for studying a foreign language, by means of the Internet it is possible to improve the language skills considerably as well as to learn it practically from scratch. It is feasible by means of special services which allow not only to learn a language online but also to contact with native speakers, to watch videos in a studied foreign language with the necessary comments on the lexical structure of a video. On the whole, all the totality of the opportunities of the Internet in studying a foreign language can be distinguished into the following groups:

- 1) Language lectures and lessons containing new vocabulary, explaining any grammatical structures with exercises on fixing a studied material;
- 2) Determination of the level of proficiency of a foreign language and control of acquisition of new knowledge using the available online language tests;
- 3) Watching video and listening to audio in a foreign language with the further analysis of the language features in it such as the grammatical structures, phraseological units, complex phrases and slang features;
- 4) Direct communication with the native speakers or other Internet users, studying a foreign language, which allows mastering the colloquial speech more effectively and perceiving a foreign language aurally better.

It can be concluded that the use of online platforms in learning has many positive impacts. By learning EFL using technology students are more independent, besides that the relationship between other students also continues well because students can communicate even from a distance. The use of online platforms such as Sevima Edlink makes it easier for teachers to learn EFL because all learning processes can be accessed by young people, besides that the

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<sup>66</sup> Irma Igorevna Molchanova, "Influence of the Internet on Studying English" *International Education Studies*; Vol. 8, No. 1; 2015, Published by Canadian Center of Science and Education. at: <https://www.researchgate.net/publication/287714744>

interesting features in the platform make learning more fun and easy so that learning can run efficiently and effectively. Besides that students can easily access EFL learning quickly. Students can learn English directly from native speakers based on watching videos available on the internet. Moreover helping students and teachers easily access the required learning materials quickly and precisely. This can only be obtained if the network connection is good, so that one of the factors in online learning can run well, what is needed is a stable network.

#### b. Challenges of Online Learning

Learning using online platform has many advantages, including learning can be done anytime and anywhere, learning material can be accessed easily, making learning more innovative so that learning can take place effectively. However, apart from having many advantages there are also many challenges and difficulties that teachers or lecturers and students encounter in the online learning process, especially during the Covid 19 pandemic.

During the Covid-19 pandemic had a very significant impact on the educational aspect. According to Listiana (2020, p. 5) in an International Webinar Conference held by FKIP UM Surabaya on May 20, 2020 that the impacts are<sup>67</sup>:

- 1) Changing learning system from face-to-face learning conducted as usual to a distance learning system (online)
- 2) Learning from offline to online cannot necessarily be carried out effectively
- 3) Online learning tools still lack support
- 4) Adaptation of students in the use of online media
- 5) Network access, additional costs for students, and
- 6) The competence of lecturers needs to be prepared in designing online-based learning.

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<sup>67</sup> Listiana, L. (2020). *Transformasi pembelajaran di masa pandemi Covid-19*.

Sun and Chen (2016) found that one of the essential challenges in online learning is to develop a sense of community in the online environment. Therefore, promoting social presence, interaction and collaboration is significant in the implementation of online learning. Thus, students and teachers have to make a joint effort to get deeply involved in encouraging collaboration and interaction between students and teachers also among students in order to create effective online learning communities. Considering that student-centred learning is the key in online learning, suitable means, approaches and technologies could be used to achieve the learning objectives.<sup>68</sup> Furthermore, Hamid et. al. stated that The success of online learning cannot be separated from the availability of supporting learning infrastructure such as: the availability of stable internet access, access devices with the latest technology, devices used for internet access, as well as the presence of students who live in areas where there is no electricity network, so that practical online learning very difficult to implement.<sup>69</sup>

The Secretary General of the Federation of Indonesian Teachers' Union Heru Purnomo who states that so far many schools, especially in Jakarta, have applied the online assignment method to students. The assignment is carried out through various available social media, especially WhatsApp groups. He considers, in an emergency due to the corona virus as it is now, it is the form of assignment that is seen to be effective in distance learning. Consequently, the introduction of the concept of a lesson as applied in face-to-face learning cannot work well.<sup>70</sup> Many empirical studies have been conducted to examine the quality

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<sup>68</sup> Anna Sun and Xiufang Chen “Online education and its effective practice: A research review”. Journal of Information Technology Education: Research Volume 15, USA: Rowan University. 2016.

<sup>69</sup> Rimba Hamid, Izlan Sentryo, and Sakka Hasan, “Online learning and its problems in the Covid-19 emergency period” Jurnal Prima Edukasi, Vol. 8, No. 1. June 2020 Available online at: <http://journal.uny.ac.id/index.php/jpe>

<sup>70</sup> M. Ashari, “Proses pembejalaran daring di tengah antisipasi penyebaran virus corona dinilai belum maksimal”. Pikiran Rakyat. 2020 <https://www.pikiran->

of online courses from various aspects. Studies have identified and examined critical issues affecting quality of online education such as communication, technology, time management, pedagogy, and assessment.<sup>71</sup>

This shows that the success of learning using an online learning platform is influenced by many aspects. Online-based learning is able to make the learning process effective and efficient, moreover it also has many challenges. Online learning can be effective if challenges regarding aspects of technology, the ability to use technology, the availability of adequate infrastructure in the form of good networks and hardware in the form of androids, or laptops used in learning and the pedagogical abilities of teachers or lecturers in handling the online learning process can fulfilled. Thus the learning process can run well.

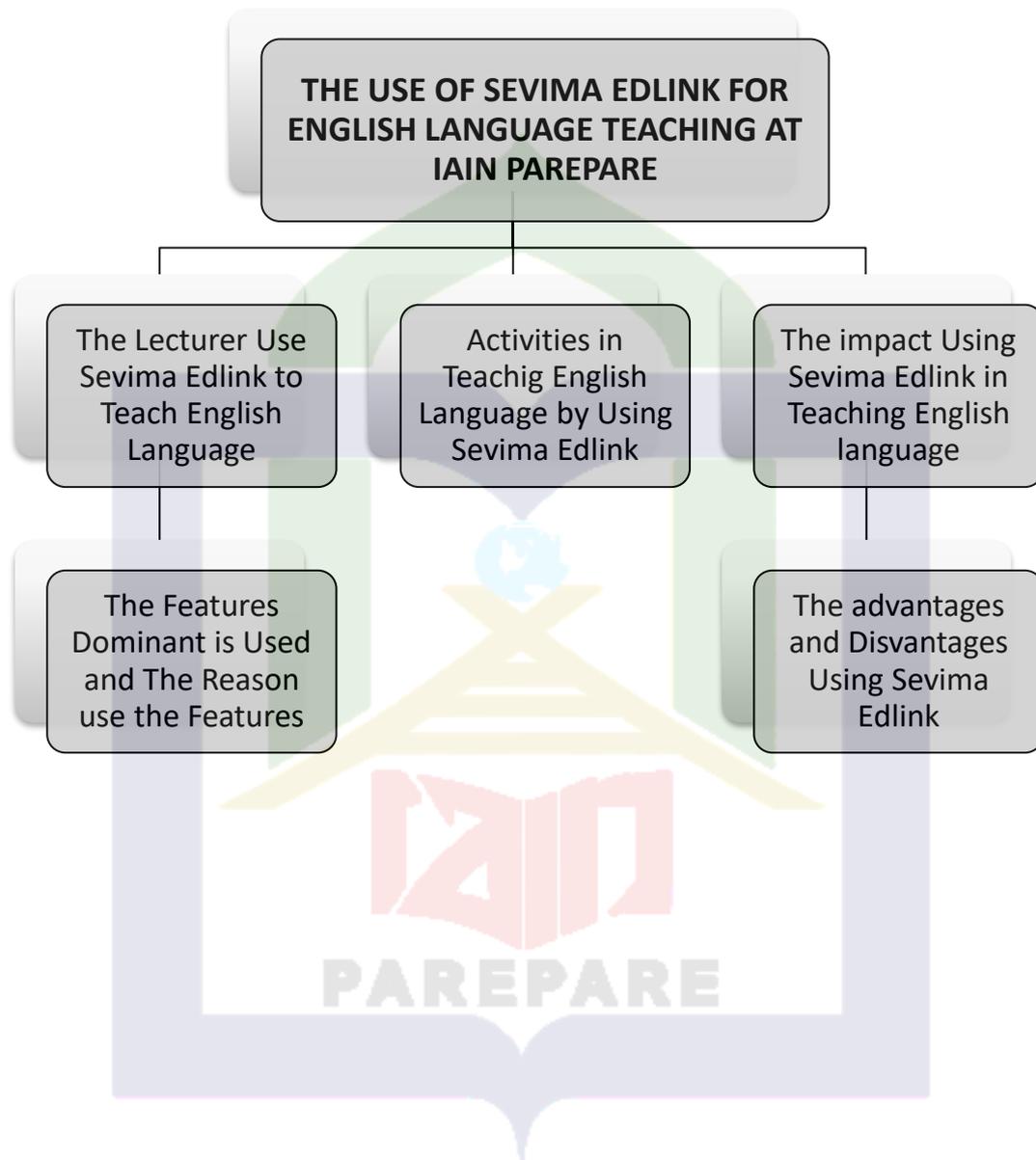
### **C. Conceptual Framework**

The focus on this research to found out the use of Sevima Edlink in teaching English language at IAIN. The learning process using Sevima Edlink at IAIN has been started since July 2020 until now. However, there was less research on using Sevima Edlink in teaching English by Lecturer. Thus, the researcher aimed to examine the use of Sevima Edlink in English teaching. For more details illustrated in the following figure:

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rakyat.com/pendidikan/pr-01353818/proses-pembejalaran-daring-di-tengah-antisipasi-penyebaran-virus-corona-dinilai-belum-maksimal

<sup>71</sup> Roger N. Conaway, Susan S. Easton, Wallace V. Schmidt.” Strategies for enhancing student interaction and immediacy in online courses. *Business Communication Quarterly*”, Vol. 68, No. 1, Retrieved February 14, 2021 from <https://www.learntechlib.org/p/103072/>.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This parts consists of the guideline to reach the objectives of this research. It provided readers information about research design, research participants, research instruments, data collection and data analysis as well.

#### A. Design of Research

Research design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom. This type of research in terms of its approach is classified as a qualitative descriptive research, namely research on research that is descriptive and tends to use analysis.<sup>72</sup> Kriyantono stated that qualitative research aims to explain phenomena with the most profound data entry. This study also applied phenomenological study as a means to obtain deeper understanding of something and phenomena in a particular study and context. Phenomenology is the study of human experience and of the way's things present themselves to us in and through such experience.<sup>73</sup> The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the

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<sup>72</sup> Sugiyono, *Metode Penelitian Kualitatif, kuantitatif, R & D* (Cet. 1; Bandung: Alfabeta. 2012), h. 17.

<sup>73</sup>SGallagher, 'WhatIsPhenomenology?', 2008, P.7. [https://link.springer.com/parts/10.1057%2F9781137283801\\_2](https://link.springer.com/parts/10.1057%2F9781137283801_2)

research participant(s).<sup>74</sup> This study will discuss research related to the use of Sevima Edlink as an online learning medium at IAIN Parepare during the Covid-19 pandemic. Researcher will use documentation and interview as instrument data collection to know what are features often used and what are activities in teaching English and also use interviews to obtain in-depth information.

### **B. Location and Duration**

This study was be conducted in State Islamic Institute (IAIN) Parepare speacially English department. This research took one month in its process including research activity and data analysis.

### **C. Subject of the Research**

This research involved lecturers of the English at IAIN Parepare in the academic year of 2019/2020. The totals of lecturers are 26. Participants in this study were cross-faculty lecturers involved 10 as the sample of the research.

Table 3.1 the number of EFL lecturers at IAIN Parepare

No	Faculties	Total Lecturers
1	Tarbiyah	6
3	Fakultas Ekonomi dan Bisnis Islam	3
4	Fakultas Ushuluddin dan Dakwah	1

<sup>74</sup> J. W. Mann, 'Book Review: An Introduction to Phenomenological Psychology', *South African Journal of Psychology*, 10.3-4 (1980), P.1 <<https://doi.org/10.1177/008124638001000311>>.

## **D. Instrument of the Research**

### **1. Documentation**

Researcher used documentation to collect the data. Document examination was also one of data sources which could be inform of written or visual that could contribute to the understanding of what was happening in the teaching-learning process or in the research site where the research is conducted. In this documentation, researcher checked the Sevima Edlink lecturer account to find out what features were often used in teaching English dan what learning activities are taught.

### **2. Interview**

According to Sugiyono, interview is a meeting of two people to exchange information and idea through and responses, out coming in communication of meaning about a certain topic. The interview is a conversation between two or more people and takes place between the interviewee and the interviewer where the purpose of the interview is to get the right information from a trusted informant. The result of interview was analysed based on what the lecturers the using Sevima Edlink in teaching English. In this type using interview guide approach , the topics and issues to be discussed are determined in advance, in the form of an outline, then the interviewer decides the order and does the questions during the interview. From the conclusion it can be got about the description teaching English through Sevima Edlink at IAIN Parepare.

## **D. Procedure of Collecting Data**

### 1. Documentation

In this study, the documentation method used a photo taken from the Sevima Edlink lecturer's account, as for the photo in the form of a capture containing the Sevima Edlik feature used by lecturers in teaching English language.

### 2. Interview

For collecting the data from interview, the researcher used procedure as follows:

- a. The researcher prepared the interview guideline that would be asked to the selected students.
- b. The researcher also prepared recorder to record lecturers'
- c. The researcher contacted lecturers who are committed in the collage, to provide information to interview.
- d. The researcher made the schedule with lecturer
- e. The researcher asked and talked in a friendly way according to the interview guideline that have been prepared
- f. The researcher record lecturers' answers

## **E. Technique of Data Analysis**

In this research, researcher analysed data by using analytical flow model proposed by Miles and Huberman.<sup>75</sup> This analysis model revealed that activities carried out in the analysis of qualitative data in interactive and take place continuously until complete, so the data is saturated. There were three

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<sup>75</sup> Miles, M.B., An Expanded Coursebook: Qualitative Data Analysis Second Edition, (California: Sage Publication Inc., 1994), p.10.

components of this analysis model namely data reduction, data display as well as conclusion drawing or verification.

a. Data Reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decisions about which data chunks provided initial focus. So, the reduced data can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making reflection note and data selection.

b. Data Display (Data Presentation)

Data display was the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion drawing .

c. Conclusions and Verification

Conclusion Drawing/Verification was the third stream of analysis activity is conclusion drawing and verification. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirmability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.<sup>76</sup>

After the process of collecting and analyse the data, the researcher try to find out and get the conclusion or verification from the result based on the data

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<sup>76</sup> M. B. Miles and A. M. Huberman, 'Qualitative Data Analysis : Handout', A Sourcebook of New Methods. California; SAGE Publications Inc., 1-8, 1984.P.1

taken from the observation and interviewing by the researcher. The conclusion of this research became the final report of this research.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter deal with the findings of the research and discussion of the findings. The findings of this research gave evidence for the three objective of the research. The two objectives were: (1) To know the lecturers use Sevima Edlink to teach English language, (2) To know activities in teaching language, and (3) to know the impact the use of Sevima Edlink in teaching English language.. In the discussion section, arguments and further interpretation of the findings are given.

#### A. FINDINGS

This research was conducted in Parepare, one of city of South Sulawesi province Indonesia. The study itself was conducted in a State Islamic Institute ( IAIN) Parepare, that is known as favourite collage in town. After completing written interview as evaluative interview to the English language lecturers in the collage to find out the research subject based on the use of Sevima Edlink , the researcher interviewed 10 lecturers. The findings focused on describing the English Language lecturers IAIN Parepare what features they used in Sevima Edlink, what were activities on the use of Sevima Edlink and the impactc of using Sevima edlink.

#### 1. How The Lecturers Use Sevima Edlink to Teach English Language

##### a. The Use of Features Sevima Edlink for Teaching English

In the use of Sevima Edlink there are several features that are often used by lecturers. These features consist of material features, assignment features, discussion features, and video conferencing features. Based on data obtained by

documentation and interviews through researcher divided into three classifications about the use of the Sevima Edlink feature by lecturers in teaching English:

### 1) Mono Feature

Mono features based on findings are lecturers who tend to or only use one feature of Sevima Edlink for teaching English in every meeting or every session. It could be seen from the response of the interview below about how the lecturer use Sevima Edlink in teaching English language:

“... the features often i use are material and assignment feature. In using those features I use them alternately, material then assignment...”<sup>77</sup>

The lecturer only used one feature of Sevima Edlink in teaching English, especially for the subject of writing in every meeting. The features that lecturers use are materials and assignments, these features were used alternately in each meeting. This was supported by the Sevima Edlink feature documentation which was often used on the subject of writing:



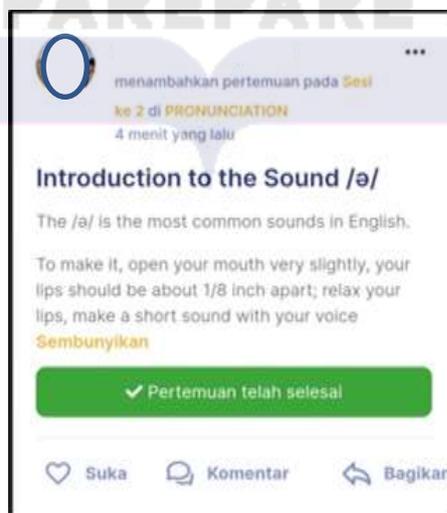
Figures 4.a Features of Sevima Edlink by lecturer's account

<sup>77</sup> The research subject. Interviewed on June 03, 2021

The others lecturer stated:

“ ... Video conference, because this pronunciation class, the students have to do a lot of practice and exemplified, so i think features Sevima Edlink which the best or most appropriate feature I use is video conference which has been connected directly in the zoom. but it's not always zoom. Sometimes I also use the material feature, meaning that if I don't have time to attend face to face, I sometimes use this, material. So what I post is also a video, not reading, because I'm sure some of my students don't read it all so I post is a video. I sometimes take videos and materials on YouTube but it's not the link that I copied, but I downloaded the material first on YouTube and then I posted it myself on Edlink...”<sup>78</sup>

The lecturer only used one feature of Sevima Edlink in teaching English, especially for the subject of pronunciation in every meeting. The features that often used are the video conference and material features, these two features were only used one of them in every meeting and are used interchangeably. The video conference feature was used to explain to students or practice while the material feature was used to share material in the form of videos if the lecturer did not have time to do a video conference. This could also be seen from the documentation in the lecturer's Sevima Edlink account, lecturer used the video conference feature and material features in teaching the subject of pronunciation.



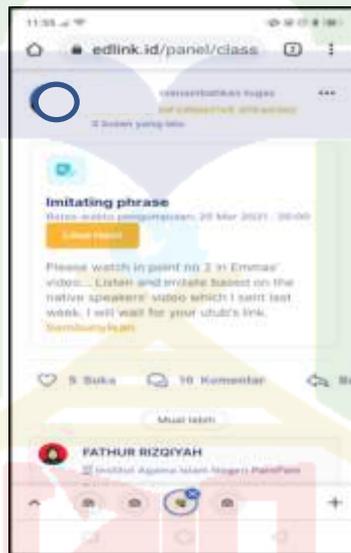
<sup>78</sup> The research subject. Interviewed on June 07, 2021

Figures 4.b Features of Sevima Edlink by lecturer's account

Another English lecturer response:

"I always use a assignment, material to upload video, sometimes zoom, live conference"<sup>79</sup>

From the data above, it could be seen that the Sevima Edlink features used by lecturers in teaching informative speaking subjects are assignments, materials and live conference features. Meanwhile it could be seen from the following documentation data.



Figures 4.c Features of Sevima Edlink by lecturer's account

Based on the documentation data obtained by the researcher, this lecturer was classified as mono-feature because the lecturer only uses one feature in each meeting to teach English. This could be seen from the documentation in appendix.

## 2) Bi- Features

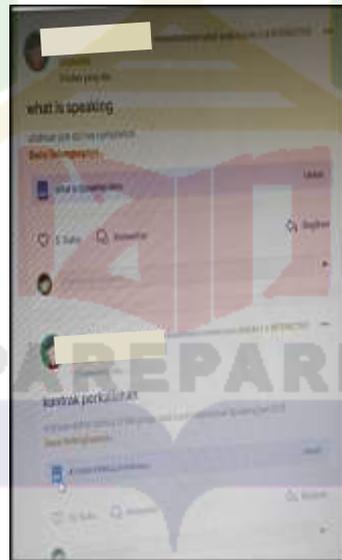
Meanwhile, bi-features are lecturers who tend to use two Sevima Edlink features in every meeting or session. The following were the findings of the data

<sup>79</sup> The research subject. Interviewed on June 14, 2021

included in the bi-feature category taken from the responses and documentations of the Sevima Edlink account of the lecturers:

“..The first is the input of material. There, the first we input what the material will be taught in every meeting, or session lesson on going that day. Beside that we often use assignment feature, where the assignments that we have given them, i upload through assignment features. Then when we are learning teaching process, we will use live conference...”<sup>80</sup>

The interview response data above showed that, the lecturer tend to use the material, assignment and video conference features. Furthermore, at each session or meeting the lecturer only used two features, namely the material feature and video conference or the material and assignment feature, this could be seen from the documentation taken through the lecturer's Sevima account. For more complete data, could be seen in the documentation appendix.



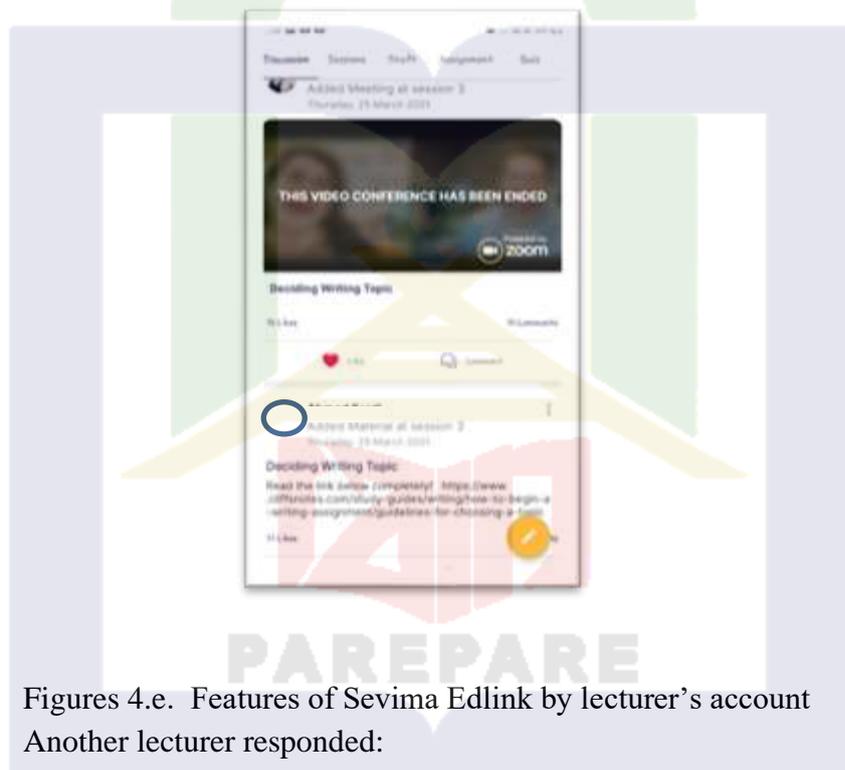
Figures 4.d Features of Sevima Edlink by lecturer's account

Another lecturer added:

<sup>80</sup> The research subject. Interviewed on June 02, 2021.

“... For the last two years, we were given orders to use Sevima Edlink maximally. For two features that I often use, namely the material and video conferencing features. I only use the assignment feature once...”<sup>81</sup>

The data above shows that lecturers use the material features, video conferencing features and assignments on Sevima Edlink in teaching essay writing. in this case the lecturer is categorized as bi-feature because the lecturer tends to use two features in each session, this can be seen in the following documentation.



Figures 4.e. Features of Sevima Edlink by lecturer’s account  
Another lecturer responded:

“...The feature i often use is material feature exactly, because we give the students material, and after that i give the students quiz I mean test in assignment feature, even though not all session i have to give them quiz. In the material features we can share power point, in form word, or link video. I also usually use some videos relate the topic of material...”<sup>82</sup>

Based on the interview response above, it showed that lecturers tend to use two features for teaching English for accounting, namely material features and

<sup>81</sup> The research subject. Interviewed on June 03, 2021

<sup>82</sup> The research subject. Interviewed on June 03, 2021

assignments so that they can be categorized as dual features. This is supported by the following documentation data:



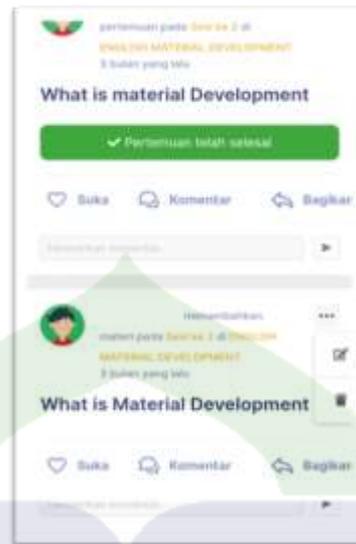
Figures 4.f. Features of Sevima Edlink by lecturer's account

Moreover, there were also lecturers who were included in the bi-feature category in using Sevima edlink in teaching English material development.

"...the features frequently i use in Sevima is live conference. I use it because i want to meet with the students event though virtually but i can communicate directly with them... I have used also material features and features assignment"<sup>83</sup>

The responses above, it could be seen that, in teaching English materials development, lecturers more often used video conferencing features, materials and assignments. In each session, lecturer tend to use two features, such as video conference features and material features or materials and assignment feature so that it can be categorized as bi-features. This was supported by the following documentation taken from the lecturer's account Sevima Edlink.

<sup>83</sup> The research subject. Interviewed on June 04, 2021



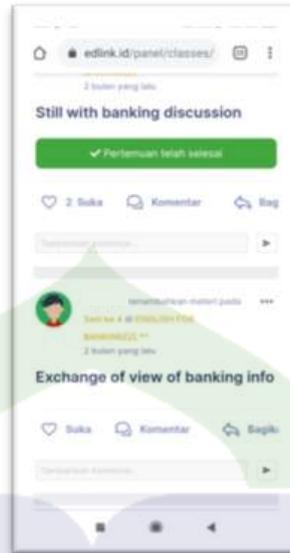
Figures 4.g Features of Sevima Edlink by lecturer's account

In addition, there were other lecturers who include bi-feature category more often used two features, namely the material feature and the video conferencing feature in every session for teaching English for banking. In this case, it could be seen from the lecturer interview response:

“...Live conference, material, also assignment..”<sup>84</sup>

Based on extract above, fully material this could be seen from documentation taken by the researcher through the lecturer's Sevima Edlink account. It showed that the lecturer tend to use two features in every session for teaching English for banking. For complete documentation data could be seen in the appendix.

<sup>84</sup> The research subject. Interviewed on June 07, 2021



Figures 4.h Features of Sevima Edlink by lecturer's account

"...The feature that I often use is material, here are eight features. The first features I used were materials, assignments and once in a while I used video conferencing..."<sup>85</sup>

It based on extract above shows that the Sevima edling features that are often used are material features and assignment features so that they can be categorized as bi-feature users. This is supported by documentation data from the Sevima Edlink lecturer's account.



Figures 4.h Features of Sevima Edlink by lecturer's account

<sup>85</sup> The research subject. Interviewed on June 08, 2021

For complete data can be seen in the appendix of the documentation.

### 3) Multi Features

Multi-feature based on findings can be interpreted as the use of Sevima Edlink features which tend to have more than two features in each session or meeting. The following is data on the use of multi-features on Sevima Edlink in teaching English.

“...for my TEFL class of course every meeting i use live conference in Sevima Edlink right! i usually use, material, assignment also, sometimes quiz, and mostly i use live conference and discussion...”<sup>86</sup>

Based on extract above showed that the features that were often used by lecturers to teach TEFL classes are feature material, assignments, live conferences and feature forum discussions. Meanwhile, it found from the documentation data taken from the lecturer Sevima edlnk, it could be seen that the lecturer tends to used three features in teaching Sevima Edlink. So that it can be categorized in the use of multi-features on Sevima Edlink..



<sup>86</sup> The research subject. Interviewed on June 02, 2021.

Figure 4.i Features of Sevima Edlink by lecturer's account.

Documentation data from the Sevima Edlink account above shows that in each session or meeting, lecturers tend to use three Sevima Edlink features, namely the material feature, the discussion feature and the video conference feature. For more complete data, see the documentation appendix.

#### **b. The Reason Use Features of Sevima Edlink In Teaching English Language**

Based on interviews conducted by researchers, it was found that there are several reasons why lecturers use Sevima Edlink features in teaching English.

##### **1) Teaching Need**

Teaching need is one of reason used features Sevima Edlink according to the needs of activities in teaching. Some lecturers use Sevima Edlink for the learning process based on what activities are needed during teaching it could be seen by the response in interview:

“For the material that is the place that i share the topic, then the students are going to discuss about the topic on the day and for the assignment i usually use to collect their mid test or their individual assignment for the group assignment, and then for the live conference, i use live conference feature to doing a discussion for we test the students so just make students sure that they really understand the material that i already shared on material features.”<sup>87</sup>

A similar statement was expressed by the lecturer regarding the use of Sevima Edlink, which was used according to the needs of the subject pronunciation which requires more practice. The right features to use are video conferences and material in the form of videos.

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<sup>87</sup> The research subject. Interviewed on June 02, 2021

“As I said earlier, why do I mostly use video conferences and materials? I use the material if I don't have time to enter, while in the video conference, I think that teaching pronunciation is more about practice, so video conference is the right feature. During the covid 19 pandemic we are limited to meeting face to face in class directly so with video conference or zoom we can meet face to face even though virtually so I can direct students how to pronounce this word and students can immediately follow after me”<sup>88</sup>

From the interview responses from the extract above, it could be seen that the reason for using the Sevima feature was in accordance with what they need in the teaching process. For the video conference feature was used to conduct virtual meetings and materials to share material with students in addition to the assignment feature to give assignments to students.

## 2) Easy to Use

Besides that, lecturers also use the Sevima Edlink feature because it is considered easy. Easy use is one of the factors in using Sevima Edlink where by using this feature it is easier to apply and has adequate access.

“i use the features because they are easy to use, and now the access to study by using online learning, then e..., if e...we use that media to facilitate “<sup>89</sup>

Meanwhile, it was also supported by a similar statement from the lecturer who considers the Sevima Edlink feature to be easy to use.

“...The first is because the material is easy to convey to students, and the material can be downloaded via Google and it is easy for me to interact with students, then in giving the assignment I give more analytical tasks to introduce, it's actually easier to interact with students, and sometimes if there are students who ask questions directly via edlink in writing, yes, it's like that.”<sup>90</sup>

The data above showed that the reason lecturers use Sevima edlink is because Sevima Edlink is easy to use and access.

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<sup>88</sup> The research subject. Interviewed on June 07, 2021

<sup>89</sup> The research subject. Interviewed on June 04, 2021

<sup>90</sup>The research subject. Interviewed on June 08, 2021

### 3) Convenient to Use

In addition, some lecturers revealed the reason they used the Sevima Edlink feature because it was convenient was used in teaching., it could be seen by the response in interview:

“Why I use those features because it's the most comfortable feature for me to use. I think this is convenient to use because this feature is the easiest to use..”<sup>91</sup>

The data showed that Convenience is part of the indicators of ease of use of online platforms that can support learning effectiveness.

### 4) Used as an Interactive Platform

Some lecturers used the Sevima edlink feature because it was considered an interactive feature. The interactive features used are intended to make the learning process more active and share feedback, both between teachers and students.

“Because we are going to do be interactive with the students, we are going to know with the students’ responses when we are doing learning teaching process..”<sup>92</sup>

The data showed that one of reason using Sevima Edlink because the lecturer though that feature Sevima Edlink could be interactive platform for teaching online.

### 5) Useful

Another lecturer also responded that Sevima Edlink is useful platform for teaching.

“Because they are very useful, to make students improvement in speaking English i mean”<sup>93</sup>

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<sup>91</sup> The research subject. Interviewed on June 03, 2021

<sup>92</sup> The research subject. Interviewed on June 03, 2021

<sup>93</sup> The research subject. Interviewed on June 14, 2021

From some of the findings above, it could be concluded that there were several reasons why the Sevima Edlink feature was used in teaching English. The first, teaching needs, secondly, the Sevima Edlink feature was considered easy and convenient to use. In addition, the Sevima Edlink feature as an interactive and useful media is used in teaching English.

## **2. The Activities in Teaching English by Using Sevima Edlink**

The following was an explanation of English learning activities using the features in Sevima Edlink. In this activity, it was explained about the stages of learning in online classes used by English lecturers at IAIN Parepare. In addition to this, it was explained how the impact of using the features contained in Sevima Edlink. Furthermore it explained about the positive and negative impacts on the use of the Sevima feature that was felt by lecturers who teach English at IAIN Parepare.

On language learning activities using the Sevima Edlink feature was a series of activities carried out by lecturers in the learning process by utilizing the features available in Sevima Edlink. The following were responses from lecturers found by researchers regarding learning activities using Sevima Edlink.

### **a. Prepare The Material**

Prepare material is the initial part of learning activities. at this stage the teacher prepares the material by looking for material sources either from books or looking for it on the internet, but generally online learning they tend to look for it on the internet. The material prepared is usually in the form of word, pdf, powerpoint, video links and so on. this can be seen from the lecturer's response during the interview.

“...The first English learning activity for accounting subjects is that I prepare learning materials in the word, pdf, or power point, or video links.”<sup>94</sup>

More over there was also lecturer prepare the material by searching in internet before share to the students. It could be seen by respon interview.

“...then i prepare the material by searching in google for sharing to students...”<sup>95</sup>

The data shows that the first step in learning activities using an online learning platform is to prepare the material. preparing the material can be in the form of word, pdf, powerpoint, link or video. Besides that, this activity can also be done by the lecturer looking on the website for the teaching materials before they are distributed to students.

#### **b. Upload The Material**

Uploading material is a learning activity where ready-to-use material is uploaded to the material share feature so that students can get the material learned in the session. Materials that can be shared by lecturers on the material sahre feature can be in the form of word, pdf, powerpoint, video or links.

“...and after that i share the material on that and i let to students to read, read the material. Probably some, some materials that i share is about the text, or some of videos, and i share the videos to them or the text and let them about twenty five minutes to read or see the material, understand it...”<sup>96</sup>

Another response:

“..Because this is a pronunciation course, so it provides a lot of practical material and what I use is video conference and for material features I post video or link about pronunciation material..”<sup>97</sup>

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<sup>94</sup> The research subject. Interviewed on June 04, 2021

<sup>95</sup> The research subject. Interviewed on June 03, 2021

<sup>96</sup> The research subject. Interviewed on June 02, 2021.

<sup>97</sup> The research subject. Interviewed on June 07, 2021

From the data above, it can be seen that the material feature is an important feature in the online learning process, through this feature lecturers can share material in the form of text word, pdf, powerpoint, link or video.

### **c. Discussion**

In this activity, Sevima Edlink provides a discussion forum to help the learning process. Through the discussion feature, lecturers and students can conduct a question and answer process in the online learning process using Sevima Edlink. This is supported by the following interview responses:

“...While for discussion forums only if students don't understand the material then they ask in the chat room...”<sup>98</sup>

The data shows that discussion activities are carried out with the discussion feature provided by Sevima Edlink, where lecturers and students can interact online.

### **d. Conduct Virtual Learning Through Video Conferences**

The video conference feature really helps the learning process to replace face-to-face learning. the video conference feature helps in directly explaining the material and conducting discussions. It could be seen by responses in interview as below:

“...Then for several meetings I used video conferencing to explain or discuss with students...”<sup>99</sup>

Another response:

“...As I said before that, I use the video conferencing feature more often because I want to explain directly to students, even if only virtually...”<sup>100</sup>

The data showed that video conference feature was used to explain the

material to students or to make discussion in online learning.

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<sup>98</sup> The research subject. Interviewed on June 02, 2021.

<sup>99</sup> The research subject. Interviewed on June 04, 2021

<sup>100</sup> The research subject. Interviewed on June 07, 2021

### e. Give Assignment

Give assignment is one of activities in online learning. The assignment feature is one of the dominant features used in the online learning process. This assignment feature is used to distribute assignments to students as a form of evaluation or measurement of learning achievement.

“...The processe asked the students to do assignments based on the instructions that I shared in the Assignment feature. or sometimes I also share the material with students and then ask them to analyze and proceed to assignments regarding the material...”<sup>101</sup>

### f. Give a quiz.

Sevima Edlink as a learning application is also supported by a quiz feature. Give a quizz is one of activities in learning to measure students' achievemen in leaning.

“...and after that i give the students quizz, eventhough not all session i have to give them quizz...”<sup>102</sup>

### g. Give Scoring

Scoring is one of the final stages in learning activities. At this stage the lecturer will give a score as an achievement for the task given by the lecturer.

“...After I give assignments to students, then I check their assignments and give scores...”<sup>103</sup>

### h. Give Feedback

Giving feedback is one of the processes of online learning activities where the lecturer gives instructions or corrections to student assignments. This is intended so that students can interact with students and lecturers even though it is

<sup>101</sup> The research subject. Interviewed on June 07, 2021

<sup>102</sup> The research subject. Interviewed on June 04, 2021

<sup>103</sup> The research subject. Interviewed on June 03, 2021

only in online learning and so that students are more thorough in carrying out the instructions given by the lecturer. It could be seen by respon interview:

“...i usually give direct instructions to the students how it works, In addition, I often give feedback on student assignments that they collect because their answers are the same, so I give feedback in the form of corrections or certain notes...”<sup>104</sup>

The learning activities are different each subject and learning sessions this depends on the needs of the learning process. Learning activities generally start by preparing the material and then uploading the material on the material features. Then the students are asked to observe the material. And then, it will continue with a video conference for discussion and question and answer. After that, the lecturer gives assignments to students to work on. And the last give scoring and feedback.

### **3. The Impact of Using Sevima Edlink in Teaching English Language**

In this section to answer the question of how the impact of using Sevima Edlink on learning English. The researcher divided into two categories, they are good impact and bad impact. Based on the finding the researcher found that some the good impacts of using Sevima Edlink for teaching English.

#### **a. Makes Teaching Activities Easy.**

Sevima Edlink is a platform that facilitates teaching activities because lecturers can do other activities when they have free time after sharing material and asking students to analyse the material. The following is a lecturer's response about the impact of using Sevima Edlink found by researchers in interviews that have been conducted:

“...Okey the advantages of this features while we are doing online class if i give the students twenty five minutes to read by their own material that i already share or what the movie that i already share so i can do many activities for twenty five minutes that's a good impact to the lecturers right, it is different with the offline class the students read the

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<sup>104</sup> The research subject. Interviewed on June 03, 2021

material and the teachers don't do anything only observe the students while teaching, but in online class so twenty five minutes it's enough for the teacher to do others activities but after live conference coming and usually that i open the time to the students ask some question relating the material about ten minutes before live conference end<sup>105</sup>,

The good impact that the lecturer got in using Sevima Edlink was she can do others activities while teaching. Besides that, Sevima Edlink also facilitates the teaching process by checking attendance automatically. This can be seen from the following lecturer's response.

**b. Helps the Teaching Process Continue to Run Effectively in the Midst of the Covid-19 Pandemic.**

Furthermore the other lecturers added about how the impact of using Sevima Edlink is that it really helped the learning process to keep going in the midst of the current Covid-19 pandemic condition.

“The impact of Sevima Edlink, i think very needed, it is very important especially the condition right now, especially with the current covid 19 condition, Sevima is very much needed because it is one of the media that can be used to streamline the learning process yaa. Sevima's advantages are that it can make the learning process activities learning running well, that's the first one, so the existence of Sevima now on our campus can streamline the learning process effectively at times like this.<sup>106</sup>

Another lecturer said that Sevima Edlink was a platform that really helped the learning process in the midst of the Covid-19 pandemic and was also effectively used. Although there were some difficulties, this was constrained for students who lived in remote areas so that it was difficult to access the internet and also some students had difficulty paying the cost of purchasing quotas to be able to follow this online while studying. In addition, he also added that it is

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<sup>105</sup> The research subject. Interviewed on June 02, 2021

<sup>106</sup> The research subject. Interviewed on June 03, 2021

difficult to upload videos or voice recordings, so he really hopes that Sevima will add a feature to upload videos or voice recordings because learning English is really needed. It can be seen by response lecturer about the impact Sevima Edlink:

“In my opinion, the advantages of Sevima edlink are very helpful in the learning process in the Covid-19 pandemic situation where the government issued a work from home policy. Likewise, the learning process on campus is also carried out virtually to avoid crowds and Sevima Edlink has been used on our campus since July last year. In my opinion, Sevima Edlink is quite effective and easy to use on campus, even though there are shortcomings...”<sup>107</sup>

Another lecturer responded:

“Regarding the impact of using Sevima Edlink, of course this application is quite effective for the implementation of the teaching and learning process in the midst of the current Covid-19 pandemic. although this application is quite complex and has too many options, so sometimes it is a little complicated to use because of the many menu bars or options.”<sup>108</sup>

The other responded:

“For the impact of online learning, especially the use of Sevima Edlink in the midst of the current pandemic, I think it is quite effective in keeping the distance lecture process going. because this is studying or working from home so I can do many other activities.”<sup>109</sup>

### **c. Comfortable to Use and Helps The Teaching Process**

Meanwhile another lecturer also stated that Sevima edlink was a helpful comfortable platform to use and innovative platform. It could be seen by the responses lecturers below:

“I think Sevima Edlink is a helpful application to use for teaching and convenient. we only need to upload material or assignments and students can immediately check it when they open it. Besides that, I can do many other activities while studying when i ask students to read or do the assignment...”<sup>110</sup>

The other responded by lecturer found that Sevima edlink is helpful and innovative platform:

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<sup>107</sup> The research subject. Interviewed on June 04, 2021

<sup>108</sup> The research subject. Interviewed on June 08, 2021

<sup>109</sup> The research subject. Interviewed on June 14, 2021

<sup>110</sup> The research subject. Interviewed on June 03, 2021

“I think this platform is very helpful and innovative because we can still carry out learning even from a distance. Besides that, it also makes it easier for us to do other activities at the same time when we enter the hours with these material features.”<sup>111</sup>

The data shows that Sevima Edlink makes lecturers comfortable using it because it is easier to use. In addition, the Sevima Edlink feature is complete compared to other platforms and is an innovative online platform.

**d. Facilitates/ Help Teaching Because the Features Are Structured And Manageable**

Sevima edlink is a structured and organized online platform. this makes it easier for users to easily access it. It could be seen by lecturers’ responses below:

““The advantages because it is structured and manageable, I think, especially when we enter the classroom, there are already available discussion sessions so the learning that has been studied is more structured. On Edlink, the good thing is that the material that we have uploaded is stored so we can know, we can even reuse it.”<sup>112</sup>

The preceding extract showed the lecturer said that Sevima Edlink features had a good impact. The advantages used Sevima Edlink were structured and manageable because when we entered the classroom, there was already available discussion sessions so the learning that had been studied was more structured. Then the material that we had uploaded was stored and we could reuse it. Another lecturer responded:

“According to me, the use of Sevima Edlink, the learning process is more organized because there are features that we can use for learning activities that have been structured and scheduled so that if they are included in the teaching schedule they can be directly accessed. In addition, we can teach anywhere as long as we have internet access and

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<sup>111</sup> The research subject. Interviewed on June 07, 2021

<sup>112</sup> The research subject Interviewed on June 03 2021

all teaching materials contained in Sevima Edlink are stored so that they can be reused someday..”<sup>113</sup>

The extract showed that In her view about the impact the Sevima Edlink features was more organized and that have been structured. Process learning could do anywhere as long as we have internet access and all teaching materials contained in Sevima Edlink are stored so that they can be reused.

Furthermore, based on the findings, researcher also found bad impacts on the use of Sevima Edlink in teaching.

**a. Interfere with the Teaching Process the Limited Duration of the Video Conference**

Some lecturer responded that duration provide in vedeo confrence of Sevima Edlink it is limited and not enough for teaching activities so that it interferes with the learning process. This is can be seen by respond of the lecturer:

“..but i actually i need extra time in Sevima they only provide fourteen minutes, fourteen minutes for live conference, it is really limited time, so we need more.”<sup>114</sup>

The bad impact that the lecturer got in Sevima Edlink was Sevima Edlink provided limited time in live conference, it was not enough for the lectures to explain more about the material and to answer the question by students.

**b. Some of the Ineffective Teaching Processes are Constrained by The Cost of Quotas and Limited Internet Access**

One of the things that interfere with the teaching process is the issue of quota fees so that students find it difficult to access Sevima Edlink. In addition, there are features such as video conferences using a lot of quota so students

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<sup>113</sup> The research subject. Interviewed on June 07, 2021

<sup>114</sup> The research subject. Interviewed on June 02, 2021.

complain about it. In addition, the problem of internet access also has an impact on difficulties for some students to access lessons through Sevima edlnk. It could be seen by lecturer responded:

“Then the disadvantages are when the students sometimes say "sorry sir i dont have any quota" so the drawback is when students are not active with the reason that they don't have quotas and the network is not good, the bad network is one of the drawbacks. The drawback is in the presence of students, but on the campus side, Sevima is ready to cover the needs, especially in the needs of the teaching and learning process at this time.”<sup>115</sup>

Another lecturer added :

”... The drawback is that students complain that they sometimes can't access because of network problems or costs.”<sup>116</sup>

The disadvantages that she found during teaching English through Sevima Edlik was sometimes student got bad network and students complained about the cost quota.

### **c. Make The Classroom Atmosphere Less Interactive and Difficult To Control The Class.**

There are lecturers who reveal that in the psychological teaching process there is a distance and interaction between lecturers and students or fellow students is lacking in teaching using online media platforms, especially Sevima Edlink.

“... In addition, there is a lack of direct interaction between students and lecturers so that the psychological relationship between students and lecturers is less than face-to-face learning.”<sup>117</sup>

Meanwhile the other lecturer stated that difficult to control class by teaching onlin on Sevima Edlink.

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<sup>115</sup> The research subject. Interviewed on June 03, 2021

<sup>116</sup> The research subject. Interviewed on June 07, 2021

<sup>117</sup> The research subject. Interviewed on June 03, 2021

”... it's just that this virtual learning lacks it is difficult to control the class, usually while I explain via zoom some students are busy with other activities or are indifferent...”<sup>118</sup>

**d. The Learning Process is Disrupted due to Notifications That Do Not Appear And Sometime Students Are Not Detected On The Attendance List.**

On the used of Sevima Edlink the lecturer found a shortcoming that there were no notifications so that sometimes students and lecturers were slow in responding to the latest information. It could be seen by the response interview below:

“...it's just that I found the drawback on Sevima Edlink, this notification when the latest info or the latest message doesn't appear on the cellphone screen so this is the usual reason why I and students are slow to respond to respond to the link...”<sup>119</sup>

Meanwhile the problem that sometimes interferes with the learning process is that students have entered class but the presence of students at Sevima Edlink is not detected.

“...But sometimes there are some students who have joined Sevima Edlink but are not detected in the attendance list at Sevima Edlink so I sometimes check their attendance list again.”<sup>120</sup>

Another lecturer added:

“... the minus is that sometimes students have joined but students are not registered to attend even though students are present and taking classes. For student connections, sometimes they say that the copy of the username does not match the student and in my opinion it is detrimental, maybe Sevima Edlink can fix that section and the time is limited.”<sup>121</sup>

**B. Discussion**

This section discussed and further explore the use of Sevima Edlink in learning English at IAIN Parepare. As the aim of this research, this section was

<sup>118</sup> The research subject. Interviewed on June 14, 2021

<sup>119</sup> The research subject. Interviewed on June 07, 2021

<sup>120</sup> The research subject. Interviewed on June 07, 2021

<sup>121</sup> The research subject. Interviewed on June 03, 2021

divided into two main sections. The first part discussed the findings, this research was related to how lecturers use Sevima Edlink in learning English. This section consists of two sub-indicators; the features that were often used in teaching English using Sevima Edlink, the second investigated why or reasons lecturers use Sevima Edlink. The learning activities will be divided into two sub-indicators; first, how are learning activities using Sevima Edlink in learning English, in this case regarding the learning process. The second describes the teacher's perception of the impact of learning English in using Sevima Edlink.

## **1. How The Lecturers Use Sevima Edlink to Teach English Language.**

### **a. How The Lecturer Use Sevima Edlink For Teaching English**

Sevima Edlink provides several features, namely class features, teaching material features, discussion forum features, task features, features assessment, quiz features, and features share. Of the various features that found in the Sevima Edlink application can certainly help and support in doing various learning activities such as, live conferences, presentations, discussion, question and answer, assignment, and attendance.<sup>122</sup> The features that can be used as needed in teaching.

In finding it was found that of the ten research subjects, there were how lecturers use Sevima edlink. Researchers classify into three categories how lecturers use Sevima Edlink. The first is mono-feature, the second is bi-features, the third is multi-features. Mono feature namely lecturers who tend to or only use one feature at each meeting or session, meanwhile bi-features interpreted as the use of two features of Sevima Edlink by lecturers in every meeting or session.

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<sup>122</sup> Srie Shailly Meilindha, "Efektivitas Penggunaan Aplikasi Sevima Edlink Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa" Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Langsa: Provinsi Aceh.

More over multi features means lecturers who tend to use more than two features of Sevima Edlink.

The Sevima Edlink is a platform used to help Lecturers and students to communicate with each other in the world of education in order to keep the learning process organized and save more time. Application Sevima Edlink is an application that directly connected to Siakad dan can be accessed via computer or Android media so that it can make it easier and help Lecturers as well as Students in carrying out lectures online.<sup>123</sup> This research has found the use of Sevima Edlink features. This is about using the Sevima Edlink feature for lecturers in teaching English and the reasons they use this feature.

#### **b. The Reason Use Sevima Edlink In Teaching English**

In Sevima Edlink there are several features that can be used by lecturers in teaching languages. Sevima features that can be used are, feature materials, assignments, video conferences, quizzes, discussion groups and other features that can be used as needed in teaching.

In finding it was found that of the ten research subjects the feature that was most often used was materia feature. In learning, of course, teaching materials are the most important learning components. In the delivery, the lecturer makes every effort so that students are expected to be able to master the teaching material that has been delivered. The Sevima Edlink application is very helpful and supportive in the delivery of teaching materials, seen from the material features contained in the Sevima Edlink application that can be used by lecturers to deliver teaching materials to be taught.<sup>124</sup> The teaching materials feature can

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<sup>123</sup> Emas Marlina, "Pengembangan Model Pembelajaran Blended Learning Berbantuan Aplikasi Sevima Edlink" *Jurnal Padagogik* , Vol. 3, No. 2, July 2020, pp. 104 – 110. <https://doi.org/10.35974/jpd.v3i2.2339> ( Accessed August 24, 2021)

<sup>124</sup>Srie Shailly Meilindha, "Efektivitas Penggunaan Aplikasi Sevima Edlink Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa" *Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Langsa: Provinsi Aceh.*

include teaching materials/materials in it, such as teaching materials in the form of videos, images, links and documents.<sup>125</sup> This statement is supported by Dewanto's opinion which states that in terms of ease of access, this application is very easy to use, we only need to attach files or what is needed to be shared.<sup>126</sup>

The second feature famous used by English lecturers at Sevima Edlink is the assignment feature. This assignment feature is a feature that is also commonly used by lecturers from all subjects of this research. Assignment Features is a feature where the lecturer or teacher can make assignments then, lecturers can see the answers and provide an assessment of these answers. Teachers or lecturers can see the understanding ability of students.<sup>127</sup> Moreover there is lecturer uses the assignment feature to give students assignments whether it's individual assignments or group assignments. This assignment feature is also commonly used by lecturers to give mid-semester exams. According to some lecturers this assignment feature is used to measure students' knowledge or analysis based on the material that has been shared previously.

Besides that, the feature that lecturers tend to use is the video conferencing feature. The use of features live conference on Sevima Edlink makes learning which implemented will be effective because the lecturer could explain material learning with maximum, can have discussions and ask questions and answer in the learning process. So in the delivery of teaching materials lecturers can use the method which varies.<sup>128</sup> Several lecturers used video conference to

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<sup>126</sup> Darwanto and Mar'atun Khasanah, "Pembelajaran Daring dengan Menggunakan Platform Edlink (Sebagai Salah Satu Alternatif Pembelajaran di Masa Pandemi Covid-19)"

<sup>127</sup> Blog Mahasiswa Stie Pasim, "Sistem Daring di STIE PASIm" online article, <https://mahasiswa.stiepasim.ac.id/sistem-daring-di-stie-pasim/> ( Accessed December 24 2020)

<sup>128</sup> Srie Shailly Meilindha, "Efektivitas Penggunaan Aplikasi Sevima Edlink Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa" Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Langsa: Provinsi Aceh.

explain English language material to students or discuss with students. Moreover there are some lecturers use video conferencing to conduct face-to-face learning even though virtually, in addition to using video conferencing can make the class more formal and we can ensure that students follow the material. Especially for subjects such as speaking or pronounce, the video conference feature on Sevima Edlink is very helpful, it can be seen that this learning requires more teacher assistance in providing practical examples and can also be used to measure students' speaking and pronunciation skills.

The reason lecturers use Sevima Edlink features such as material features, assignments, and video conferences is because the material features is used to upload materials needed at the meeting, the assignment feature is used to evaluate student learning outcomes and video conferences are used to conduct discussions or questions and answers with students. In addition, the lecturer also considers that the Sevima feature is easy to use, comfortable and very helpful in the learning process so that learning is more interactive.

Sevima Edlink interpreted as an application that intended to help make it easier Lecturers and Students in the process lectures, and can be more updated information about the college and campus.<sup>129</sup> Sevima Edlink has features built for make it easier for lecturers and students carry out learning. Among them can do distance learning by using the video feature conference, student attendance can done only with a device or Smartphone, class schedule notification which helps remind students. The evaluation process is more effective and interesting by taking advantage of the interactive quiz feature, Students will find it easier study online using Sevima Edlink application because Lecturers can attach files and

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<sup>129</sup> Aufia Aisa and Linta Lisvita, "Penggunaan Teknologi Informasi dalam Pembelajaran Online Masa Covid-19" *Journal Of Education and Managemant Studies*, Vol.3, No 4. ( Accessed August 24 2021)

videos that can be downloaded download Student so you can get more easy to understand the material given by lecturers, lecturers can easily share material with students on the material share feature, besides that students will also more concise collecting answers through the Edlink app so recap Lecture activities will be more accurate.<sup>130</sup>

## 2. Activities in Teaching English Language

Based on the data gained in findings, the researcher has found that there were several English learning activities taken by English lecturers by using Sevima Edlink. It is known that Sevima Edlink is one of the technology-based learning media, in this case technology has several roles such as a carrier of content, practical tool, communication devices, and learning management devices.<sup>131</sup> Online learning means a set of learning activities in a subject delivered through network giving access and exchange of knowledge. Online learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants.<sup>132</sup> Online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience.<sup>133</sup>

Learning activities are a series of stages in the learning process, whether it is the actions chosen for the transfer of knowledge, attitudes and values. In

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<sup>130</sup>Darwanto and Mar'atun Khasanah, "Pembelajaran Daring dengan Menggunakan Platform Edlink (Sebagai Salah Satu Alternatif Pembelajaran di Masa Pandemi Covid-19)"

<sup>131</sup> Liz England, *Online Language Teacher Education TESOL Perspectives*, 1st Edition, Routledge Classics Books. ISBN 9780415894517 Published June 18, 2012 by Routledge

<sup>132</sup> Pramela Krish, "Language Learning in the Virtual World: Instructors' Voices" . *International Journal of Pedagogies and Learning*, 4(4), 2008, 113–129. <https://doi.org/10.5172/ijpl.4.4.113>

<sup>133</sup> M. Ally, "Foundations of Educational Theory for Online Learning" . In T. Anderson (Ed.), *The Theory and Practice of Online Learning* (2nd ed., pp. 15–44). Edmonton: AU Press, 2008.

addition, the process for evaluation or assessment is also part of the learning activity. Moreover, based on finding to answer about English learning activities using Sevima Edlink researchers found several activities used. In this activities the researcher divides into several stages in the activity of learning English using Sevima Edlink;

- a. Prepare materials or teaching materials. Material preparation is material that will be discussed in the session, either in the form of word, PDF, video or by sharing a link with others. In terms of the teaching function (Teaching Funtion) this application makes it very easy for teachers to share material, just choose the type of material to be given and can immediately copy it.<sup>134</sup>
- b. Share material. Through the material feature, the lecturer can upload the material to be taught according to the session schedule, so that students when the lecture schedule arrives can easily download the material that has been given by the lecturer in the material feature.<sup>135</sup> delivery of teaching materials, seen from the material features contained in the Sevima Edlink application that can be used by lecturers to deliver teaching materials to be taught. The teaching materials feature can include teaching materials/materials in it, such as teaching materials in the form of videos, images, links and documents.<sup>136</sup>
- c. Discussion. In this activity, Sevima Edlink provides a discussion forum to help the learning process. If students do not understand the material presented, the discussion feature is very helpful for students in discussing and asking questions in the comments column so that students can master the teaching

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<sup>135</sup> Asih Rosanti, Alifiani and , Isbadar Nursit, “Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink”

<sup>136</sup> Srie Shailly Meilindha,” Efektivitas Penggunaan Aplikasi Sevima Edlink Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa: Studi kasus pada mahasiswa Prodi PAI FTIK IAIN di Desa Meurandeh, Kec. Langsa Lama, Kota Langsa, Provinsi Aceh. IAIN Langsa: Prov. Aceh .

material well.<sup>137</sup> This feature is used to share information, data, events, surveys and other media easily. And in class forums only lecturers or teachers can make it.<sup>138</sup>

- d. Conduct virtual learning through video conferences. The video conference feature really helps the learning process to replace face-to-face learning. In this learning activity, the lecturer can explain the lesson to students, conduct discussions or ask questions with students. By using this video conference, all teaching and learning systems will be very easy and flexible in its implementation.<sup>139</sup>
- e. Give assignments. Assigning assignments to students is part of learning activities to evaluate student learning outcomes. Sevima Edlink provides an assignment feature to make the learning process easier. The task feature can include files in the form of documents in the form of daily assignments or tests, videos, or images to be done by students with the provision of a time limit for collecting. As for the assessment feature, there is a column devoted to providing grades and direct feedback to students who have collected the results of assignments or daily tests, so this can be used as a reference in evaluating students' self.<sup>140</sup>
- f. Give a quiz. Sevima Edlink as a learning application is also supported by a quiz feature. Even though lectures are conducted with an online system, you

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<sup>137</sup> Srie Shailly Meilindha, "Efektivitas Penggunaan Aplikasi Sevima Edlink

Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa: Studi kasus pada mahasiswa Prodi PAI FTIK IAIN di Desa Meurandeh, Kec. Langsa Lama, Kota Langsa, Provinsi Aceh. IAIN Langsa: Prov. Aceh .

<sup>138</sup> Asih Rosanti, Alifiani and , Isbadar Nursit, "Kemampuan Berpikir Kritis Matematis Fakultas Tarbiyah dan Ilmu Keguruan.

Institut Agama Islam Negeri Langsa Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink"

<sup>139</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020

<sup>140</sup> Srie Shailly Meilindha, "Efektivitas Penggunaan Aplikasi Sevima Edlink Dalam Proses Pembelajaran Pada Mahasiswa Prodi Pai Ftik Iain Langsa" Fakultas Tarbiyah dan Ilmu Keguruan,

can still do interactive quizzes easily. The interactive quiz will be packaged in a very interesting and fun way, so that students can master the material well.<sup>141</sup>

- g. Give Feedback. Giving feedback is one of the processes of online learning activities where the lecturer gives instructions or corrections to student assignments. This is intended so that students can interact with students and lecturers even though it is only in online learning and so that students are more thorough in carrying out the instructions given by the lecturer.
- h. Give Scoring. Scoring is one of the final stages in learning activities. At this stage the lecturer will give a score as an achievement for the task given by the lecturer.

In addition, the attendance service for student attendance at Sevima Edlink has been done automatically. The learning activities are different each subject and learning sessions this depends on the needs of the learning process. Learning activities generally start by preparing the material and then uploading the material on the material features. Then the students are asked to observe the material. And then, it will continue with a video conference for discussion and question and answer. After that, the lecturer gives assignments to students to work on.

### **3. The Impact of Using Sevima Edlink**

In addition, based on previous findings, researchers also found feedback from lecturers regarding the use of Sevima Edlink. Here the researcher divided into two parts, namely the positive impact or advantages of using Sevima Edlink and the negative impact or disadvantages of using Sevima Edlink. The following are the positive impacts of using Sevima Edlink:

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<sup>141</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020.

The use of Sevima Edlink in teaching English is very easy for lecturers and students because it can be done anywhere, especially in the current pandemic conditions which require working and studying from home. This convenience will make you and your students more flexible in carrying out teaching and learning activities. So, even in any activity you can still do lecture activities well.<sup>142</sup> Sevima Edlink is an easy-to-use learning platform lecturers or teachers can add students directly or share code with their class to join. It takes only a few minutes to prepare.<sup>143</sup> Furthermore, there are features that support effective learning. More over it can check student attendance automatically so it makes lecturer easy to use that. For students who access courses according to the lecturer's instructions and schedule, their attendance is automatically read on Sevima Edlink, so that lecturers do not have to bother checking student attendance one by one.

Generally, almost all universities in Indonesia were not able to carry out face-to-face learning in class during the Covid-19 pandemic.<sup>144</sup> Teaching online by using free platforms that can be used as support facilities for online learning during the Covid-19 pandemic. As a platform that helps the teaching process continue to effectively in the midst of the Covid-19 Pandemic.<sup>145</sup> Sevima Edlink as one of platform online can be used for teaching in Covid-19 pandemic situation , it provides a special room is prepared for private discussion and chat, so that if

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<sup>142</sup> Sevima, "SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa" online Article in September 29 2020.

<sup>143</sup> Sevima, " Download Aplikasi Sevima Edlink gtitle gratis untuk Anrdroid", November 28 2016, Online Article <https://sevima.com/download-aplikasi-sevima-edlink-gratis-untuk-android/>

<sup>144</sup> Dewa Gede Hendra Divayana, Agus Adiarta , and P. Wayan Arta Suyasa, "Development Of Material Contents And Online Assessment Based On The Sevima Edlink Platform For Online Learning Of Program Evaluation Subject During Covid-19 Pandemic In Indonesia" Journla Technology and Science Education, Vol.11 No.2 ( 2021) , Department of IT Education, Universitas Pendidikan Ganesha (Indonesia). <https://www.jotse.org/index.php/jotse/article/view/1243/554>

lecturers can convey information and students can respond or ask questions.<sup>146</sup> The material that has been taught. The material that has been uploaded to the material feature can be accessed again, making it easier for lecturers or students to read it again or view it again even though the learning time has passed.

Furthermore, the advantage of online learning is that it is convenient to use<sup>147</sup>, Sevima Edlink is a platform that is comfortable to use because it is supported by features that make learning activities more enjoyable and lecturers can choose the appropriate features needed when teaching. Meanwhile Sevima edlink facilitates or helps teaching because the features are structured and manageable Sevima Edlink is an online platform that is organized so that learning is according to a schedule, therefore learning using Sevima Edlink saves time<sup>148</sup> because time has been arranged according to a schedule and makes learning more disciplined.

Meanwhile based on the findings, researchers also found negative responses impact about the use of Sevima Edlink Some of the ineffective teaching processes are constrained by the cost of quotas and limited internet access. To be able to access learning at Sevima Edlink, some students need to obtain a quota of internet data, so this online learning also requires a fee to buy a quota to be able to access the internet.<sup>149</sup> The availability of the internet network greatly affects the

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<sup>146</sup> Sevima, “ Download Aplikasi Sevima Edlink gicle gratis untuk Anrdroid”, November 28 2016, Online Article <https://sevima.com/download-aplikasi-sevima-edlink-gratis-untuk-android/> ( Accessed 27 Desember 2020)

<sup>147</sup> Nopa Yusnilita, “The Impact of Online Learning: Student’s Views” ETERNAL (English Teaching Journal) Volume 11, No. 1, February 2020. University of Baturaja <http://journal.upgris.ac.id/index.php/eternal/index>

<sup>148</sup> Sevima, “ Download Aplikasi Sevima Edlink gicle gratis untuk Anrdroid”, November 28 2016, Online Article <https://sevima.com/download-aplikasi-sevima-edlink-gratis-untuk-android/>

<sup>149</sup> Aufia Aisa and Linta Lisvita, “ Penggunaan Teknologi Informasi dalam Pembelajaran Online Masa Covid-19” Journal of Education and Management Studies, Vol. 3, No. 4, Agustus 2020 Hal. 47-52

learning process.<sup>150</sup> On the use of Sevima Edlink Students often complain about the bad network so that they have difficulty accessing lessons. The availability of the internet network greatly affects the learning process. On the use of Sevima Edlink Students often complain about the bad network so that they have difficulty accessing lessons.

More over, make the classroom atmosphere less interactive and difficult to control the class. The lack of direct interaction causes psychological relationships with lecturers and students compared to face-to-face learning. The problem about the lack of direct interaction between teachers and students causes students to find it difficult to understand the material sent only without any comments, which means that students should understand the material by reading it themselves.<sup>151</sup> Moreover it is difficult to control the class. As a distance learning media, lecturers find it difficult to control the class, sometimes students do not focus on the material presented, especially when using video conferences.

Meanwhile the learning process is disrupted due to notifications that do not appear and sometime students are not detected on the attendance list. Notifications that do not appear. Things that make it less effective such as the absence of notifications that appear if there is a notification. In this application there is actually a notification that appears if there is information, it's just that sometimes it doesn't appear.<sup>152</sup> In research, lecturers complain about Sevima Edlink notifications or information notifications not appearing on their Android or laptop. Meanwhile the problem that sometimes interferes with the learning

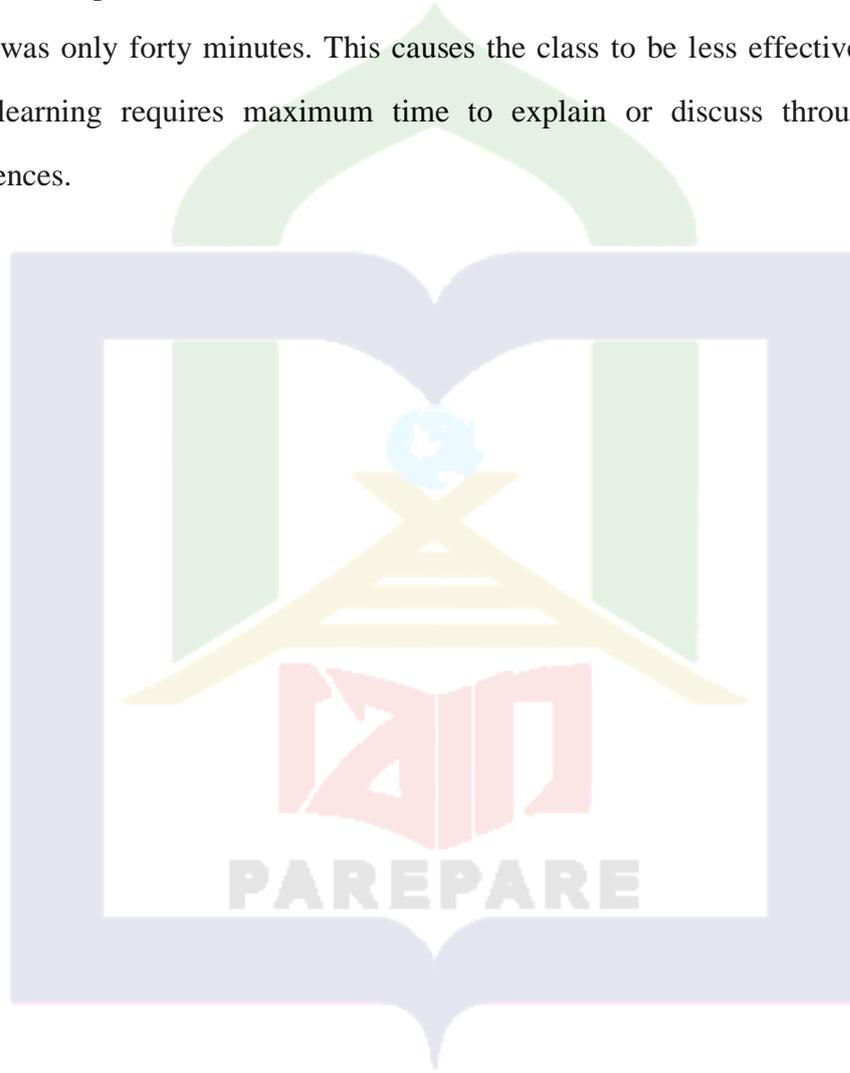
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<sup>150</sup> Listiana, L. (2020). Transformasi pembelajaran di masa pandemi Covid-19.

<sup>151</sup> Arjunina Maqbulin, "Problems With Online Learning During The Corona Pandemic In The Perception Of Students" <https://bdksurabaya.e-journal.id/bdksurabaya/article/view/205/90>

<sup>152</sup> Carolin Dwija Novandini and Margaretha W.D Luta, "Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri" Prosiding Seminar Nasional Etnomatnesia, ISBN: 978-602-6258-07-6 (Universitas Sanata Dharma:Yogyakarta)

process is that students have entered class but the presence of students at Sevima Edlink is not detected. Further more Interfere with the Teaching Process the Limited Duration of the Video Conference and Take a lot of Qouta Internet. Some lecturers complained about the limited time available for video conferences, which was only forty minutes. This causes the class to be less effective because some learning requires maximum time to explain or discuss through video conferences.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter certainly provides conclusion and suggestion based on the findings and discussions toward the data analysis. The conclusion deals with the summary of the data analysis concerning on the findings and discussions. Meanwhile, the suggestion refers to couple of ideas related to this research that the writer contributes to this study.

#### **A. Conclusion**

Based on the findings and discussions in the preceding chapter, about relating the use of Sevima Edlink for English language teaching, it can conclude as a follow: In this study, the researcher focuses on three sub-sections of the subject matter, namely what features dominant is used lecturers in Sevima Edlink to teach English, what activities are in teaching English using the Sevima Edlink feature and how the impact of use Sevima Edlink in teaching English language. In the first section on the use of Sevima edlink the researcher discusses two aspects, namely about the features that are often used and the reasons for using these features. Meanwhile the second part discusses language learning activities using the Sevima Edlink feature, and the third part about impact of using Sevima Edlink in learning.

The findings show that Sevima Edlink as a platform that has been widely used specifically for online learning in the current Covid-19 pandemic conditions. no exception for learning English in universities today. Sevima Edlink has features that can be used in the online learning process, these features include;

material features, assignment features, video conference features, quizzes, discussion forums and other features. Researchers classify into three categories how lecturers use Sevima Edlink. The Mono feature namely lecturers who tend to or only use one feature at each meeting or session, meanwhile bi-features interpreted as the use of two features of Sevima Edlink by lecturers in every meeting or session. More over multi features means lecturers who tend to use more than two features of Sevima Edlink. e first is mono-feature, the second is bi-features, the third is multi-features.

In learning English by using Sevima edlink, there are several features that are dominantly used in online learning. Material features are features that are dominant is used in the online learning process. In this material feature, lecturers can input material in the form of word, pdf, PowerPoint, video or links that will be easily accessible by students. Besides that, a feature that is often used by lecturers is the video conference feature. Furthermore, the feature that is often used is the assignment feature. The assignment feature is used to evaluate student learning outcomes. Besides being almost the same as the assignment feature, the quiz feature is also often used as a tool for evaluation for students. The video conference feature is generally used to conduct virtual meetings with students, be it discussions or questions and answers. Furthermore, the feature that is often used is the assignment feature. The assignment feature is used to evaluate student learning outcomes. Besides being almost the same as the assignment feature, the quiz feature is also often used as a tool for evaluation for students.

. In English learning activities, the Sevima Edlink feature has an important role. These learning activities involve the stages and steps used in learning by using the Sevima edlink features. The learning activities are different each subject and learning sessions this depends on the needs of the learning process. Learning activities generally start by preparing the material and then uploading the material on the material features. After that the students are asked to observe the material. And then, it will continue with a video conference for discussion and question and answer. After that, the lecturer gives assignments to students to work on. Then give scoring and feedback.

The use of Sevima edlink in the online learning process has a very influential impact. Sevima Edlink as an innovative online form platform has many features that can support learning more optimally. The most lecturers agree that the use of Sevima Edlink is very helpful in the learning process. Sevima Edlink is also considered easy and comfortable to use in the language learning process. Furthermore Sevima Edlink is also flexible to use, we can access it anywhere as long as we are connected to the internet network. Sevima Edlink as an innovative online form platform has many features that can support learning more optimally. Besides that, Sevima is also an interactive learning media because in Sevima Edlink there are video conferences and discussion groups that allow interaction between students and students, as well as lecturers and students. The material has been though can reuse again and also Sevima Edlink can check student attendance automatically. Thus Sevima Edlink is considered effective in learning.

Furthermore, the use of Sevima Edlink has also disadvantages namely the availability of the network greatly affects the learning process. Some students complain that it is difficult to access Sevima Edlink because of the bad internet network. Meanwhile students also complained about the problem of the cost to buy internet quota so that they had difficulty accessing Sevima Edlink. Furthermore, the notification that do not appear and lecturer found difficulties to control the class.

### **B. Suggestions**

This study provides information about the use of Sevima Edlink in teaching English. Based on the research that has been carried out by the researcher, the researcher will give some suggestions regarding the use of Sevima Edlink for lecturers, future researchers, and developers.

For the lecturers should be to increase their ability and interest in using learning technology, especially Sevima Edlink. With efforts to increase the ability to use learning technology, it will also optimize the learning process more effectively, especially the use of Sevima edlink in teaching English language.

The results of this study can be used as an additional reference or further research with a different discussion. Due to its limitations, this research has not been optimal. This technique will achieve better results if this technique is applied by lecturers or instructors as one of the learning media in teaching English. Therefore, it is recommended that further research be developed regarding the use of Sevima Edlink in the future, especially for teaching English language.

For platform developers Sevima Edlink should improve the quality of its products. With the improvement of the technology, the features will be expected to be able to compete better than before and optimize the learning process.



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### Appendix 01 : Guideline of Instruments Construction

Research Question	Aspects	Sub- Aspects	Items	Essentials Indicators
How do lecturers use Sevima Edlink to teach English language?	The use of features Sevima Edlink in teaching Sevima Edlink	How the lecturers use Sevima Edlink for teaching English	1	The use of Sevima Edlink divide in three categorized: a. Mono-feature b. Bi-features c. Multi-features.
		The reason use the Features Sevima Edlink in teaching language	2	The reason for using the Sevima edlink feature in teaching depends on what features are needed by lecturers to support their learning process.
What are activities in teaching English language by using Sevima Edlink?	Activities in teaching English language	Activities in teaching English language by Using Sevima Edlink	3	Activities in teaching English language by using Sevima Edlink: a. Prepare the materials b. Share the materials c. Discussion d. Conduct virtual learning by using video confrence e. Give assignments f. Give a quiz
What is the impact of using Sevima Edlink in teaching English Language?	The impact of using Sevima Edlink	The positive impact or advances using Sevima Edlink	4	The good impact or advances using Sevima Edlink: a. Sevima Edlink is a platform that makes teaching activities easy b. As a platform that helps the teaching process continue to run effectively in

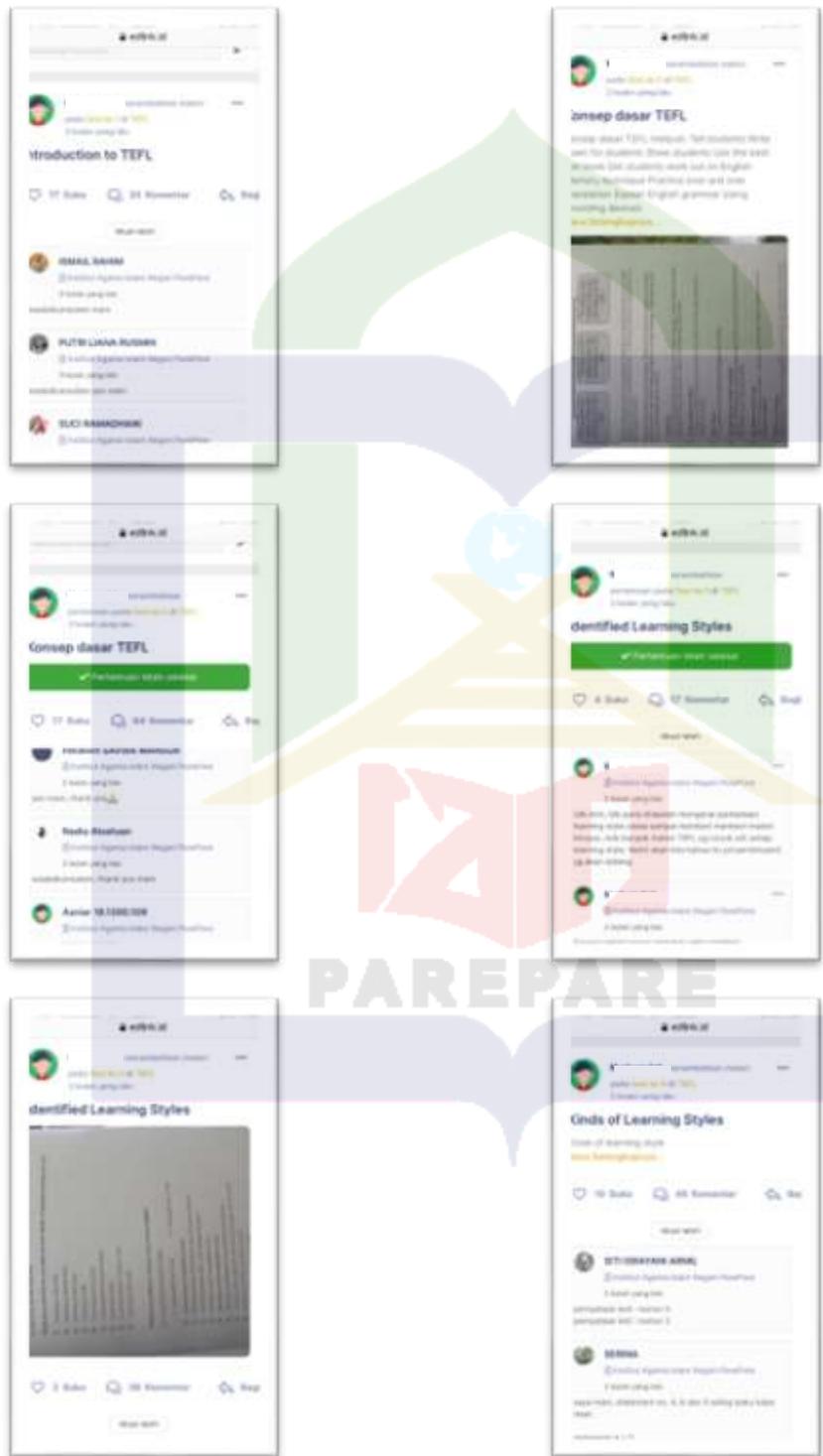
				<p>the midst of the covid-19 pandemic,</p> <p>c. Comfortable to use and helps the teaching process</p> <p>d. Help teaching because the features are structured and manageableEasy to use</p>
		<p>The negative impact or disadvantages using Sevima Edlink</p>	5	<p>The Bad impact or disadvantages using Sevima Edlink:</p> <p>a. Interfere with the teaching process the limited duration of the video conference and take a lot of gouta internet,</p> <p>b. Some of the ineffective teaching processes are constrained by the cost of quotas and limited internet access,</p> <p>c. Make the classroom atmosphere less interactive and difficult to control the class,</p> <p>d. The learning process is disrupted due to notifications that do not</p>

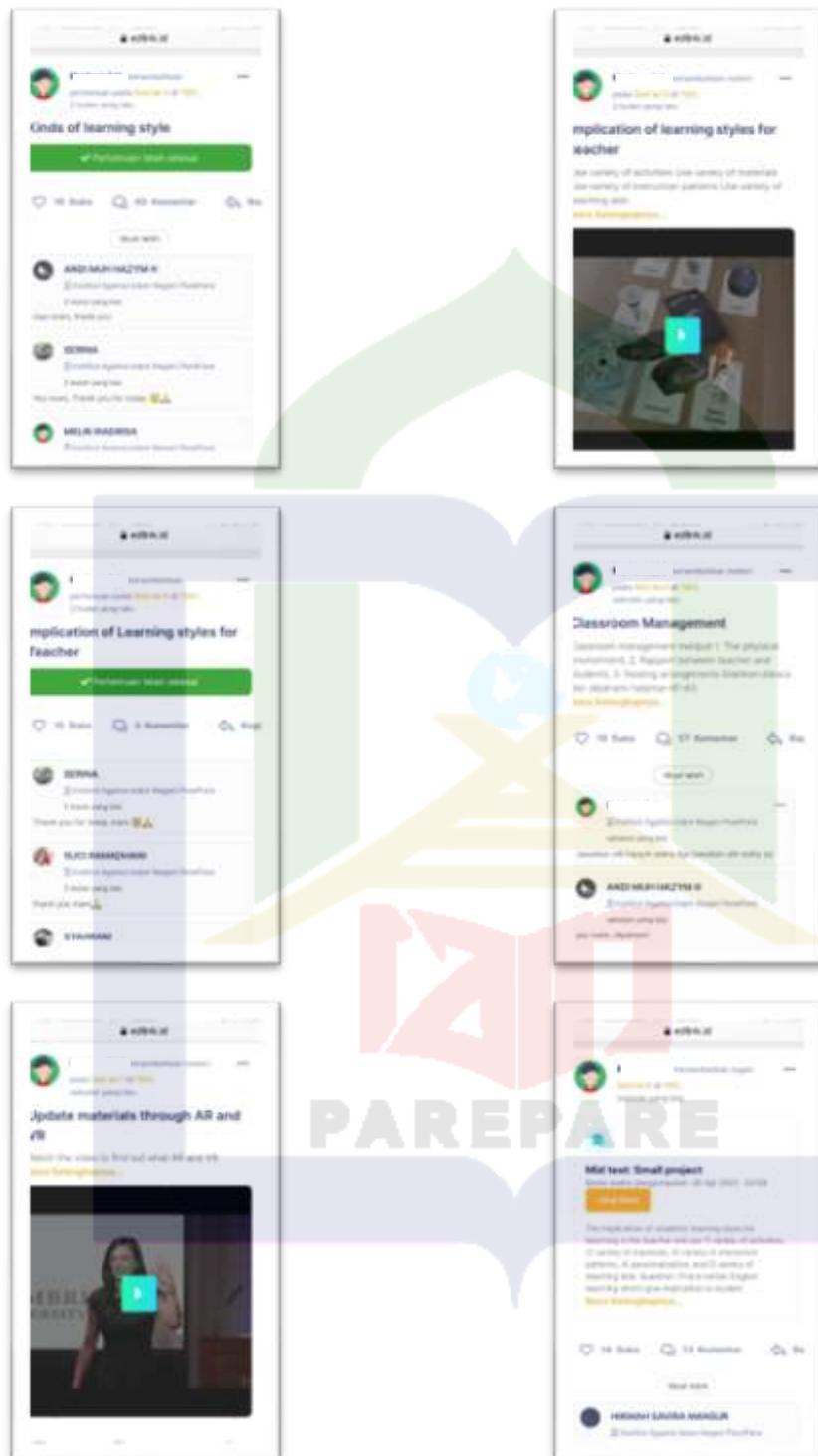
				appear and sometime students are not detected on the attendance list.
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## Appendix 02 Documentation

### 1. The First Subject Research





### Research Note:

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the multi-feature category.

## 2. The Second Research Subject



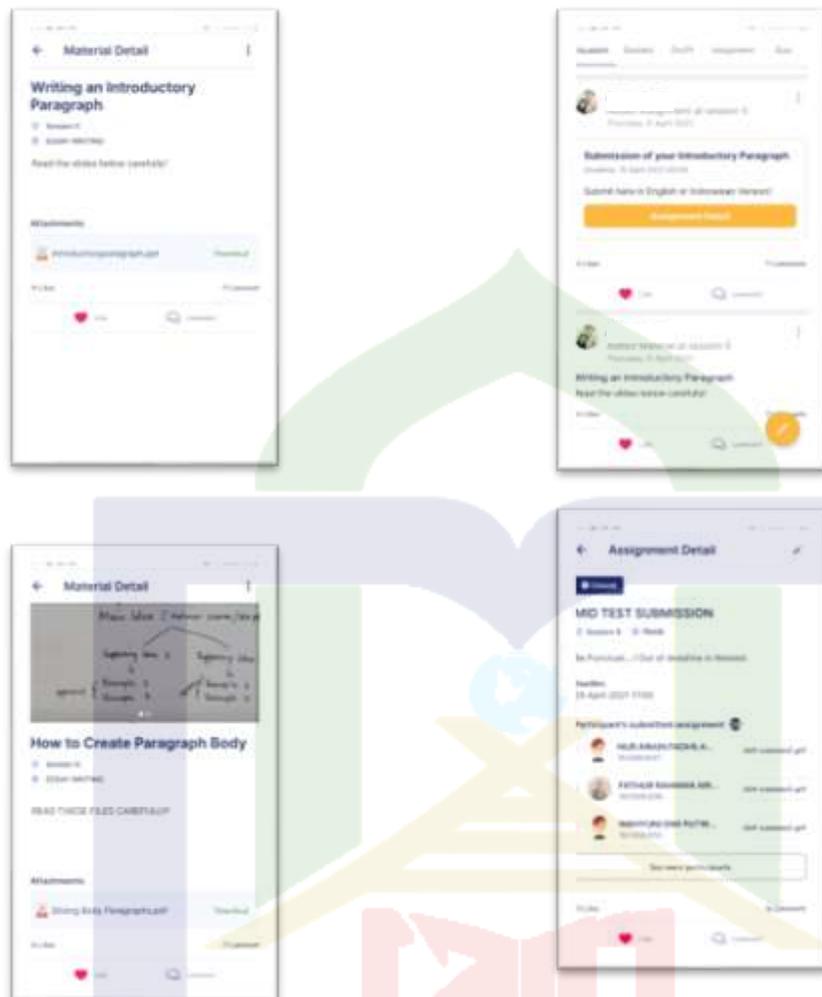


**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-feature category.

### 3. The Third Subject Research



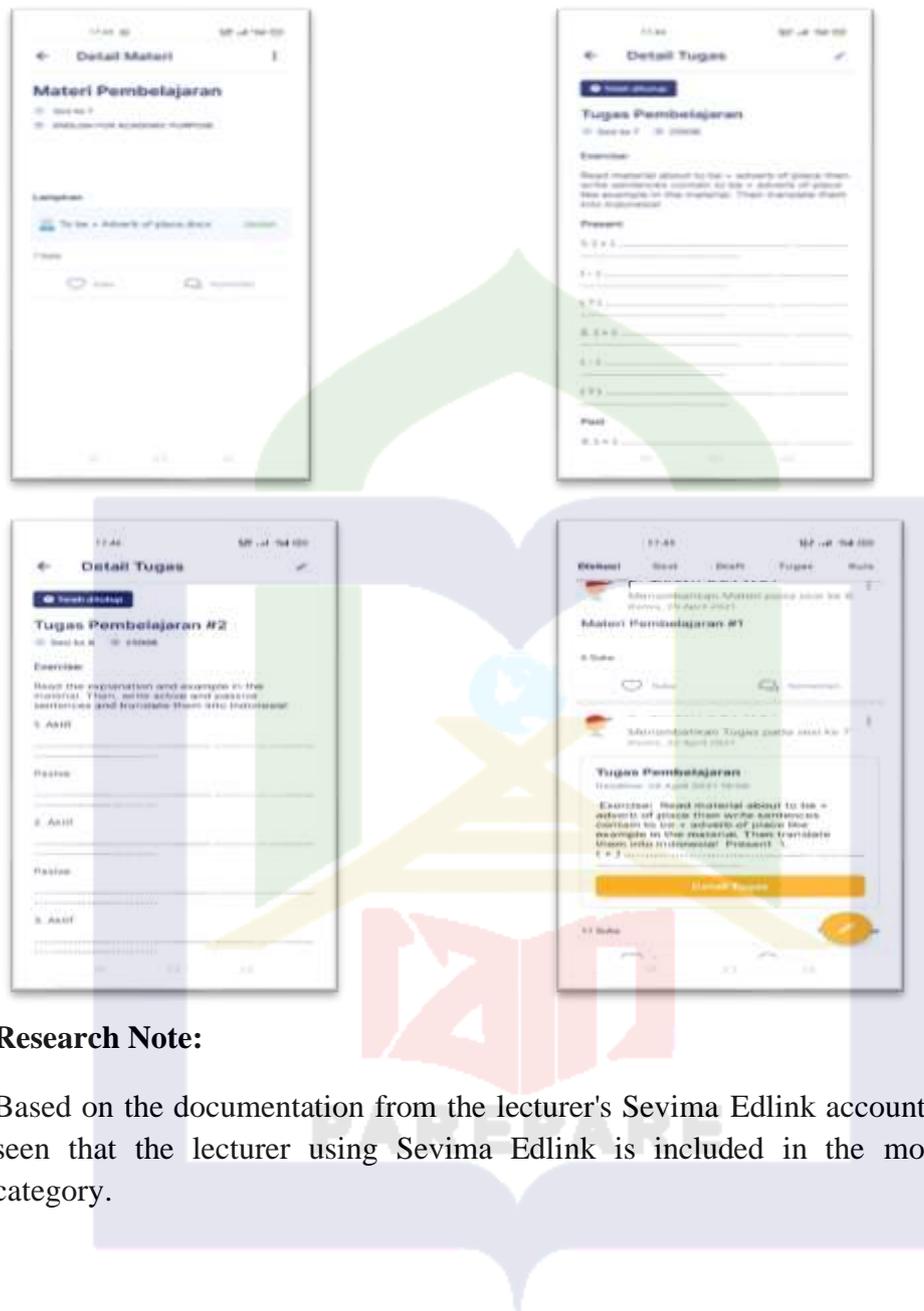


### Research Note:

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-feature category.

4. The Fourth Subject Research





### Research Note:

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the mono-feature category.

### 5. The Fifth Subject Research



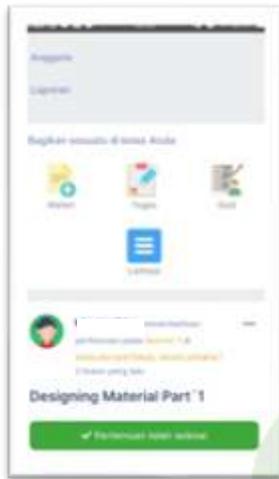


**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-features category.

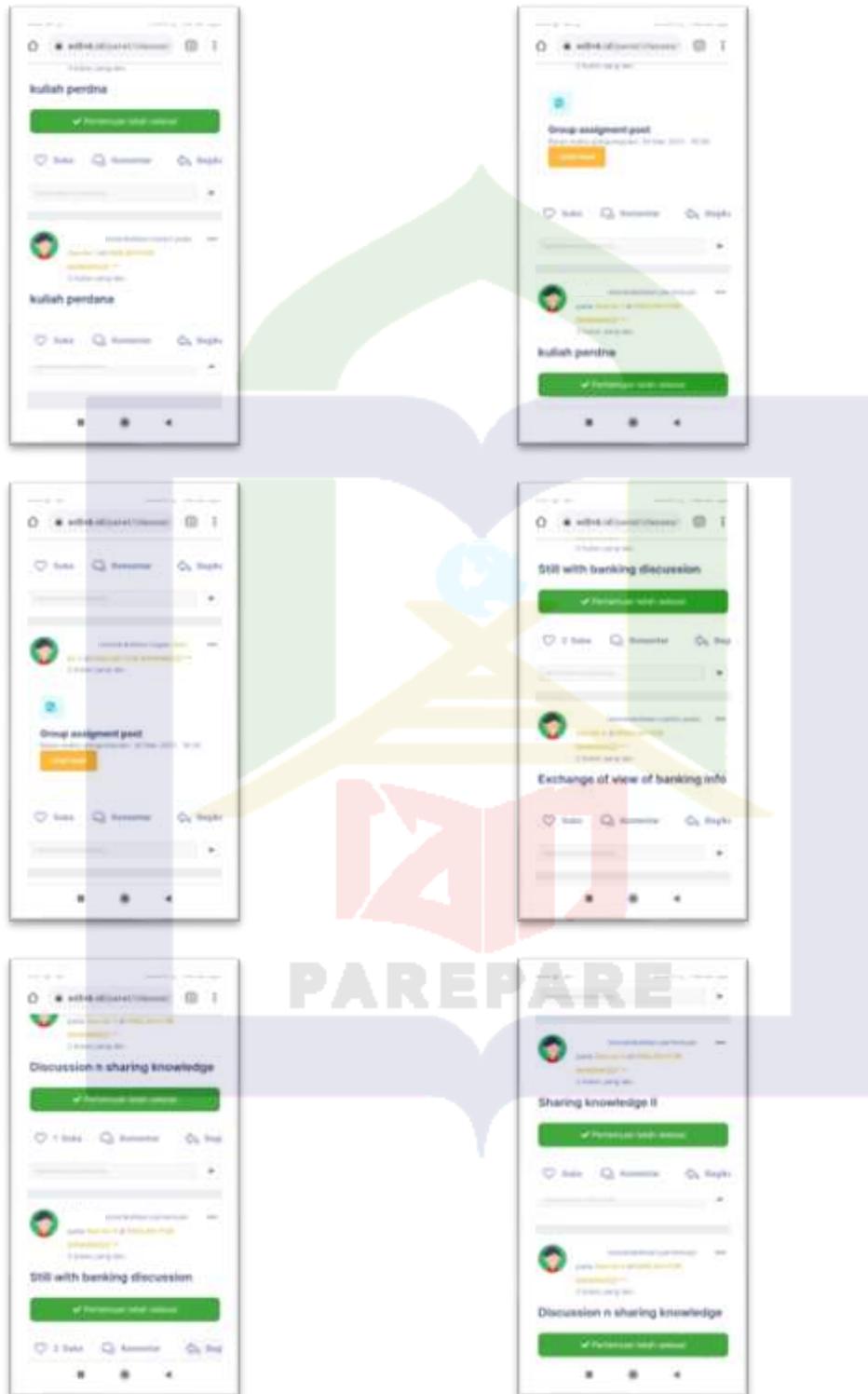
6. The Sixth Research Subject

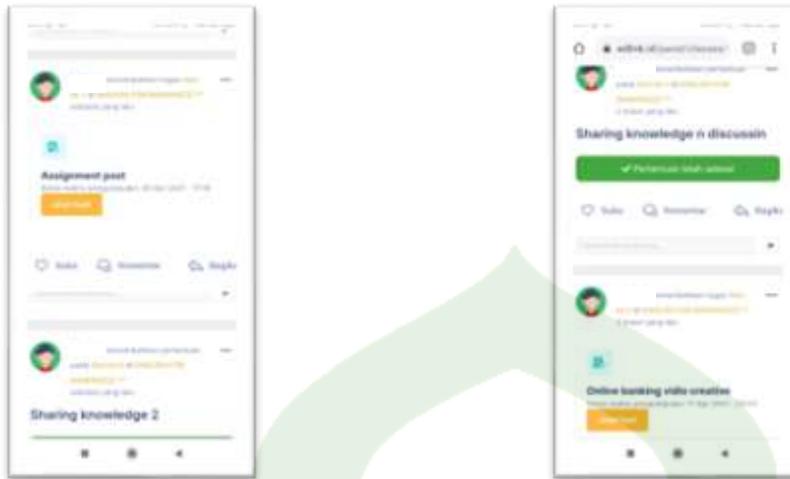


**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-features category.

### 7. The Seventh Research Subject

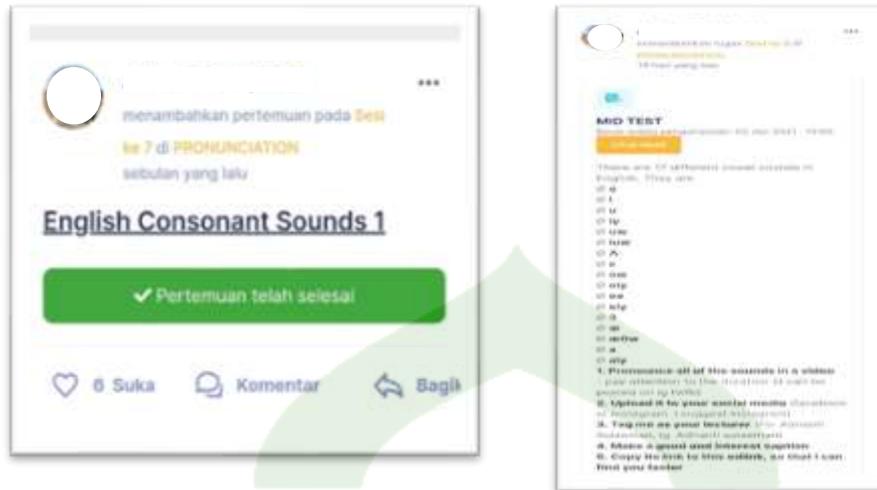


**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-features category.

## 8. The Eight Research Subject



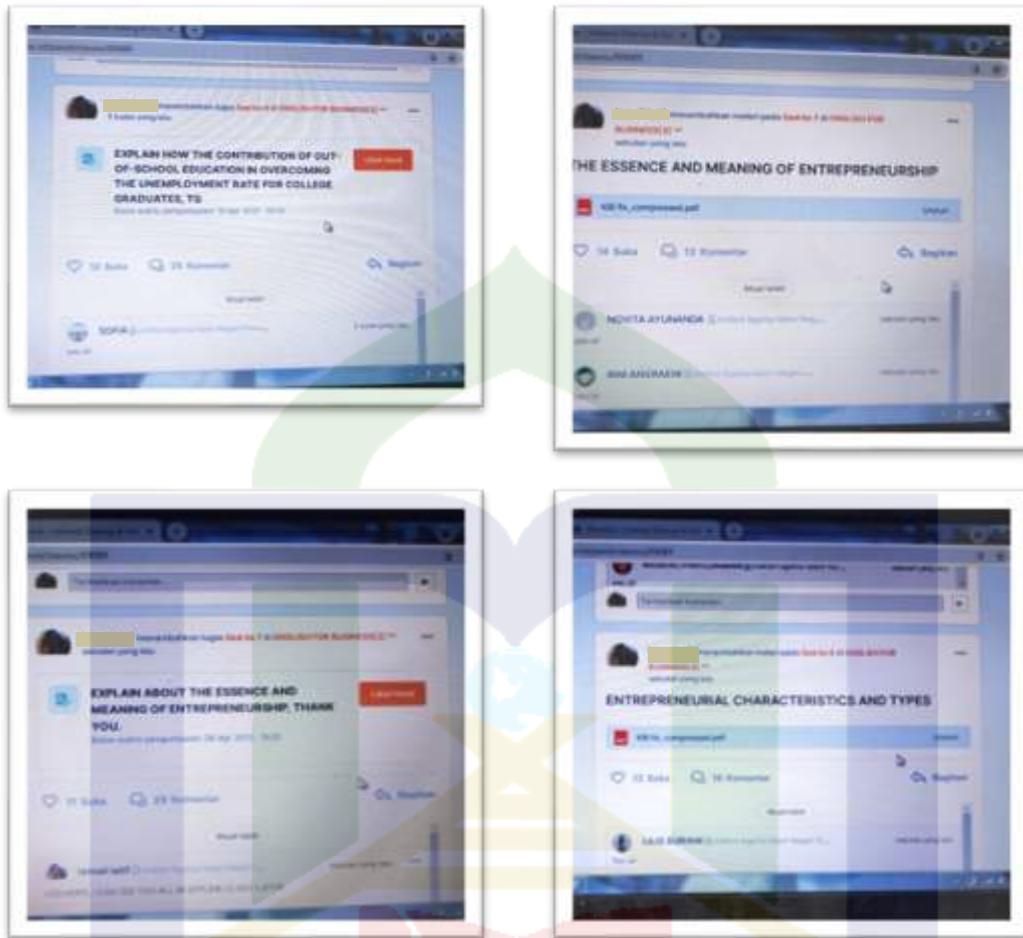


### Research Note:

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the mono-feature category.

9. The Ninth Research Subject

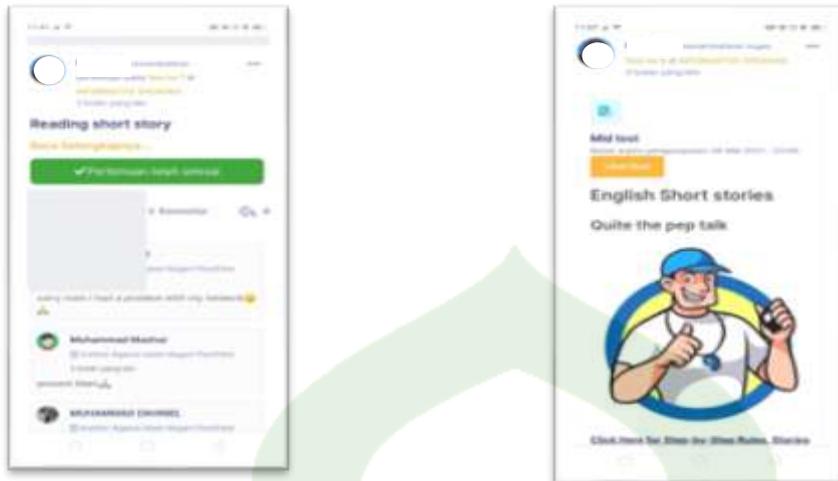


**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the bi-features category.

### 10. The Tenth Research Subject



**Research Note:**

Based on the documentation from the lecturer's Sevima Edlink account, it can be seen that the lecturer using Sevima Edlink is included in the mono-feature category.

### Appendix 03: Transcript of Interview

#### **The First Research Subject**

Date/Time of Interviewing : 2 jundy, 2021/09.30 WITA

#### **Identity of The Research Subject**

1. Name : NHD, M.Pd
2. Gender : Female
3. Faculty : Tarbiyah
4. Subject : TEFL

#### Transcript of Interview

- R : Assalamualaikum wr wb, sorry ma'am for taking your time ma'am for awhile..
- Mrs. NHD : ok, doesn't matter.
- R : Hmm, first of all, thank you so much for giving me your time to interview you in collecting data for my thesis.
- Mrs. NHD : ok, welcome
- R : So, may I start asking you some questions?
- Mrs. NHD : please
- R : what are features do you often use when teaching English language using Sevima Edlink, specially for subject TEFL ma'am?
- Mrs. NHD : for my TEFL class of course every meeting i use live conference in Sevima Edlink right! And Ok, the features right? You're asking about the features of Sevima Edlink, and i usually use, material, assignment also, sometimes quiz, and mostly i use live conference and discussion
- R : why do you use that features?
- Mrs. NHD : For the material that is the place that i share the topic, then the students are going to discuss about the topic on the day and for the assignment i usually use to collect their mid test or their individual e.. Assignment for...the group assignment, and then for the live conference, i... use live conference feature to...doing a discussion for we test the students so just make students sure that they really understand the material that i already shared on material features.
- R : How do learning activities use these features ma'am?
- Mrs. NHD : Hmm, For the first time i open the class with share the material in features of materia and then i greet all the students, while greeting to the students i check on the features of laporan to find out how many student join in my class, okey... and after that i share the material on that and i let to students to read, read the material. Probably some, some materials that i share is about the text, or somes of videos, and i share the videos to them or the text and let them about twenty five minutes to read or see the material, understand it. After that i, before, but before i open the live conference i already told them at the beginning that after you read

- the material on the discussion features we are going to move to live conference twenty five minutes i have, yes okey so just, i just see my wacht, if it is already twenty five minutes i will open the live conference and everybody join in the zoom meeting.
- R : What is the impact of using this features?
- Mrs. NHD : Okey the advantages of this features while we are doing online class if i give the students twenty five minutes to read by their own material that i already share or whact the movie that i already share so i can do many activities for twenty five minutes that's a good impact to the lecturers right, it is different with the offline class the students read the material and the teachers don't do anything only observe the students while teaching , but in online class so twenty five minutes it's enough for the teacher to do others activities but after live conference coming and usually that i open the time to the students ask some question relating the material about ten minutes before live conference end, but i actually i need extra time in Sevima they only provide fourteen minutes, fourteen minutes for live conference, it is really limited time, so we need more. Probably an hour it's enough i think, that because e... we need to wait for the students coming join and it takes five minutes to the students join yaahh, and then we leave five minutes then we come to the material sometimes we still need time to explain to the material and the time is up. Sometimes i open again, the zoom room or the live conference, some times two rooms coming. Afterthat the problem is hard for the students to join to much time in zoom because it takes a lot of qouta right? So that it's big problem to the students no problem with the teachers but it's so big problem for the students. And sometimes if i ask the question in conference, only one, i can only answer one question, for one to the students. I can not covered two or three students because very limited times. So i suggest you to write down on your thesis that live conference with provided to the sevima for fourteen minutes it is not really enough to do a discussion. It is enough if e... the zoom room started when the lecturer start talking whitout waiting students coming to the room, it takes five minutes okey, just it
- R : Ok, enough ma'am Thank you so much for your response of my questions.
- Mrs. NHD : Ok, anytime

### The Second Research Subject

Date/Time of Interviewing : 2 juny, 2021/14.00 WITA

#### Identity of The Research Subject

1. Name : ASD, S.pd.I., M.Pd
2. Gender : Male
3. Faculty : Tarbiyah
4. Subject : Essay writing

#### Transcript of Interview

R : Assalamualaikum wr wb, Hmm, first of all, thank you so much for giving me your time to interview you in collecting data for my thesis.

Mr. ASD :. ok, welcome

R : So, may I start asking you some questions?

Mr. ASD : Ok, then

R : what features do you often use when teaching subject essay writing by using Sevima Edlink?

Mr. ASD : it is nice question, and i would like to explain in indonesia language, so i hope the... researcher will translate into English. related number one, the feature I use frequently in Sevima Edlink, because sevima Edlink the last few years, the last two years if I'm not mistaken, Sevima always updates its features. so sometimes I personally have a hard time adapting to using some features. nah... Well, the first use of Sevima I was using the chat room feature only. and sometimes just to update information from the material only. So from several features, there are materials, assignments, then video call conference, and quizzes. The first time Sevima Edlink appeared, I only used material, so if there is a link from a YouTube video or file, I just share into the material. For the last two years, we were given orders to use Sevima Edkink maximally. For two features that I often use, namely the material and video conferencing features. I only use the assignment feature once. But i fell is not effective enough, because i think that is complicated. The features that often i used are share material and live conference. When I use a video call conference sometimes I pay attention to the readiness of students, because sometimes I've been in the video conference for 20 minutes but the students haven't joined.

R : why do you use the features?

Mr. ASD : for my TEFL class of course every meeting i use live conference in Sevima Edlink right! And Ok, the features right? You're asking about the features of Sevima Edlink, and i usually use, material, assignment also, sometimes quiz, and mostly i use live conference and discussion

R : why do you use that features?  
Mrs. ASD : why I use those features because it's the most comfortable feature for me to use. I think this is convenient to use because this feature is the easiest to use. for material sharing we only need to upload material from the hard drive or from the cellphone. ohh yeah, i almost forgot i often use cellphones, different from the other lecturers who are using laptops, because on HP it's easier to access various files and data in the cloud and then I put it in the material share feature, because this feature is not only easy but also used to using this feature many other applications that can be used such as Whatapps, or youtube so it is easier to update the material. then for video conferencing, because we are used to zoom, and in Sevima Edlink has synced to Zoom so this is easier. I think video conferencing is normal and easy for me to use in the teaching and learning process, so it's a feature that I often use them, and the features is accessible.

R : How do learning activities use these features sir?  
Mr. ASD : For material sharing, the process is only active at the beginning because after I send the file then students check or view it and use it. While for discussion forums only if students don't understand the material then they ask in the chat room, basically Edlink actually has a response that doesn't exist, what is that... like features found on other social media that can directly reply to chat so that feedback is difficult. Sometimes we have to use other applications to support this Sevima Edlink. so for this use the learning process is only active at the beginning. for the process or step by step contained in the video conference or zoom, if at the beginning it starts from the opening of the class as usual there are discussions, feedback and sometimes presentations, even if only briefly for forty minutes. and I rarely repeat videocalls because it takes up a lot of quota. I had time to get unlimited video conferencing but only for one class and after that I continued to the next class again for a limited time. In the experience for the video conference feature, there are many student responses, and for other discussions students are not very active in responding.

R : What is the impact of using this features?  
Mrs. ASD : The influence of using the Sevima Edlink feature, for the material feature it is very influential because the file that I gave is the reference in learning, for example the indicator of writing learning then I will input a pdf file or link that can be read directly by students and it is very influential because it is an indicator of my test or judgment. For example, students get a point from the material I provide, their response with an output in the form of an assignment may be that he collects if they understand the material. Then from the share feature it is also related to the second feature, namely video conferencing. They read the file that I shared and

then they will discuss it via video conference. On zoom I will ask if they have read the file I gave and actually it has a very impact on the success of the study. These two features cannot be separated in learning unless we are in a state of not needing zoom, only limited to essay clarification which is just to check sometimes we don't need zoom. For presentations and discussions these two features must be used, namely material sharing and video conferencing. The advantages because it is structured and manageable, I think, especially when we enter the classroom, there are already available discussion sessions so the learning that has been studied is more structured. Besides that there is also material that we can know. On Edlink, the good thing is that the material that we have uploaded is stored so we can know, we can even reuse it and this sharing material feature is very useful because sometimes we only input one PDF file, so we can use that one file for three meetings and we don't need to re-enter, just read it again. Besides that I also prefer to send a link so there is a notes feature that provides a url for input that can be directly synced to Google and that makes it more comfortable to use. Then for the advantages of video conference because it syncs directly to zoom. Then for the drawback, if we have input the material in the discussion room, the feedback is I don't see the last preview of the chat because the chat is piling up or sinking. The lack of the video conference feature is limited in duration, besides that, the minus is that sometimes students have joined but students are not registered to attend even though students are present and taking classes. For student connections, sometimes they say that the copy of the username does not match the student and in my opinion it is detrimental, maybe Sevima Edlink can fix that section and the time is limited

R : Ok, enough sir Thank you so much for your time sir.  
Mrs. ASD : Ok, you're welcome

### The Third Research Subject

Date/Time of Interviewing : 3 july, 2021/10.00 WITA

#### Identity of The Research Subject

1. Name : Dr. AMZ, M.Pd
2. Gender : Male
3. Faculty : Tarbiyah
4. Subject : Interactive Speaking

#### Transcript of Interview

- R : Assalamualaikum wr wb, good morning, Sir!
- Mr. AMZ : Waalaikum salam wr.wb, good morning
- R : Thank you so much for giving me your time to interview you in collecting data for my thesis.
- Mr. AMZ : Ok, welcome
- R : So, may I start asking you some questions?
- Mr. AMZ : Ok, please
- R : What features do you often use when teaching subject interactive speaking by using Sevima Edlink?
- Mr. AMZ : Ok, well in Sevima there are many features that can be used in doing learning teaching process. The first is the input of material. There, the first we input what the material will be taught in every meeting, or session lesson on going that day. Beside that we often use assignment feature, where the assignments that we have given them, i upload through assignment features. Then when we are learning teaching process, we will use live conference. Yaa... live conference but unfortunately this feature live conference is limited only forty five minutes, yaa... sometimes our times is over just for waiting students join in live conference. So our time is up for waiting students come in the live conference. So it just waste time for waiting, waiting the to join in the class. So that were features that usually we use in learning teaching process during using Sevima Edlink, yaa...
- R : Why do you use that features?
- Mr. AMZ : Yaaa... because we are going to do be interactive with the students, we are going to know with the students' responses when we are doing learning teaching process, yaa...and then the most specially i think live conference is very important i use in doing online learning teaching process because my subject is interactive speaking, yaa... so i want to know is the students' speaking yaaa.
- R : How do learning activities use these features?
- Mr. AMZ : I think the process learning activities by using these feature is effective, why? Because the students join in the class, even though they are in their village. So by using Sevima firstly we open the class, and the class can be opened based on the time tables, and

after open the class we choose the subject, what subject we are going to teach today, where we are going to teach for example, and what class or rombongan we are going to teach because it has been listed in Sevima, the subject and the rombongan or the place also, the room where we are going to teach. If we use online so we choose online system. After we choose online system Sevima ask us to input the materials what is the topic of material we are going to teach today, also the material can we input you may use the file or send the file to the students and the students can read the materials on the file you send to them and you ask to the students to do activities by using Sevima system, after finishing teaching we click finish in the feature that has been registered in Sevima. We can also present the students in this system. In this system we can absent automatically who students attend in the session, moreover when we use live conference, registered students they are automatically absent, so when students join in the video conference students automatically registered present in the meeting.

R : The last question sir, what are the impacts of using the features Sevima Edlink?

Mr. AMZ : The impact of Sevima Edlink, i think very needed, it is very important especially the condition right now, especially with the current covid 19 condition, Sevima is very much needed because it is one of the media that can be used to streamline the learning process yaa. Sevima's advantages are that it can make the learning process activities learning running well, that's the first one, so the existence of Sevima now on our campus can streamline the learning process effectively at times like this. Then the disadvantages are when the students sometimes say "sorry sir i dont have any quota" so the drawback is when students are not active with the reason that they don't have quotas and the network is not good, the bad network is one of the drawbacks. The drawback is in the presence of students, but on the campus side, Sevima is ready to cover the needs, especially in the needs of the teaching and learning process at this time.

R : It is enough sir, thanks for your time sir.

Mr. AMZ : You are welcome

### The Fourth Research Subject

Date/Time of Interviewing : 3 july, 2021/17.00 WITA

#### Identity of The Research Subject

1. Name : Dr. Zulfah M.Pd
2. Gender : Female
3. Faculty : FUAD
4. Subject : Writing

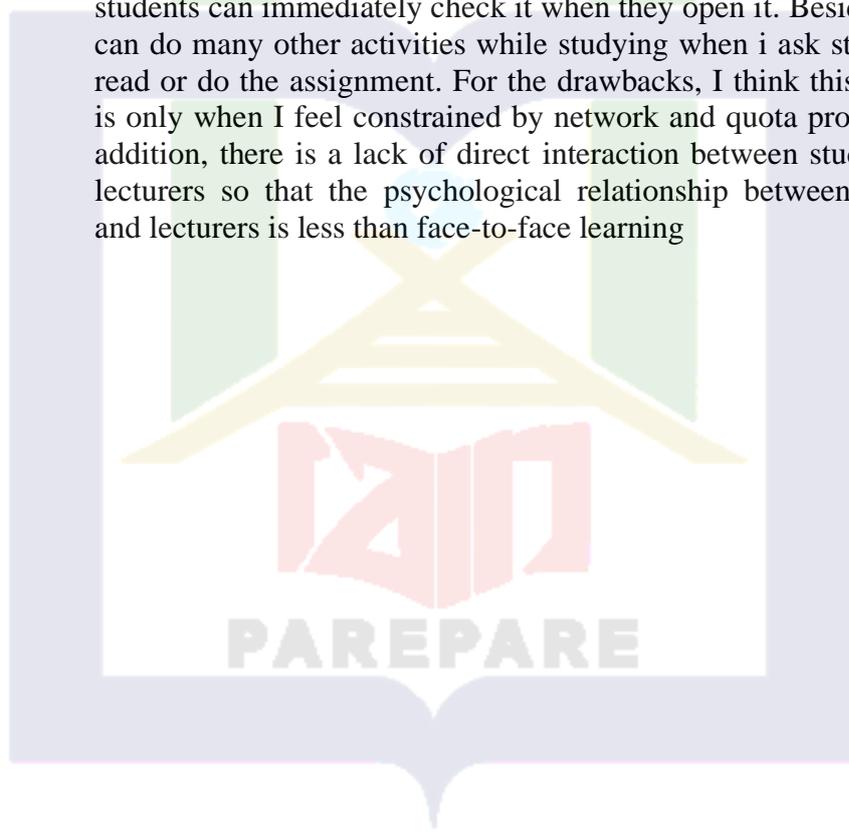
#### Transcript of Interview

- R : Assalamualaikum wr wb, good afternoon ma'am!  
 Ms. ZLF : Waalaikum salam wr.wb, good afternoon  
 R : thank you so much for giving me your time to interview you in collecting data for my thesis.  
 Ms. Zlf : ok, welcome  
 R : So, may I start asking you some questions?  
 Ms. ZLF : Ok, please  
 R : what features do you often use when teaching subject writing skill by using Sevima Edlink?  
 Ms. ZLF : Features material and assignment feature.  
 R : Ohh just features material and assignment, right?  
 Ms. ZLF : yes, because in using those features I use them alternately, mateial then assignment  
 R : why do you use the features?  
 Ms. ZLF : Because they are the easiest features to use.  
 R : and then, how do learning activities use these features?  
 Ms. ZLF : For the use of the material feature only in the usual way, I just provide to input the material that I have prepared in the form of word or pdf, or powerpoint but mostly I use word then I give an explanation for the material I can't explain I used video conferencing so I gave the material with directions, there was an explanation, then I gave an example, then I uploaded it to the material feature and it was done. I usually give the direction on how it works via WA, so I don't convey it on Edlink but through the head of the level via WA. Then if for example this week the material is only for reading then next week using Sevima Edlink through the assignment feature, so the giving of materials and assignments is done alternately. In addition, I often give feedback on student assignments that they collect because their answers are the same, so I give feedback in the form of corrections or certain notes. This is only for basic english learning, except for example, the English methodology is different, sometimes assignments, sometimes materials and sometimes video conferencing. At the ushuluhuddin faculty, I teach writing in the first and second semesters. I do not greet students and attend students, only direct

instructions. I was not present at the timing because I had previously sent the material which I had prepared ahead of time. If I teach next week, the material is ready now. then just input the material and set the time it will automatically open itself. for attendance I did not attend through edlink because I saw it through the assignments they submitted. Whoever collects assignments is the one who is present because he is not present when he collects assignments, why is he present if his face cannot be seen and his voice cannot be heard.

R : What do you think is the impact of using this feature on Sevima Edlink?

Ms. ZLF : I think Sevima Edlink is a good application to use for teaching and convenient. we only need to upload material or assignments and students can immediately check it when they open it. Besides that, I can do many other activities while studying when i ask students to read or do the assignment. For the drawbacks, I think this learning is only when I feel constrained by network and quota problems. In addition, there is a lack of direct interaction between students and lecturers so that the psychological relationship between students and lecturers is less than face-to-face learning



### The Fifth Research Subject

Date/Time of Interviewing : 4 jundy, 2021/16.00 WITA

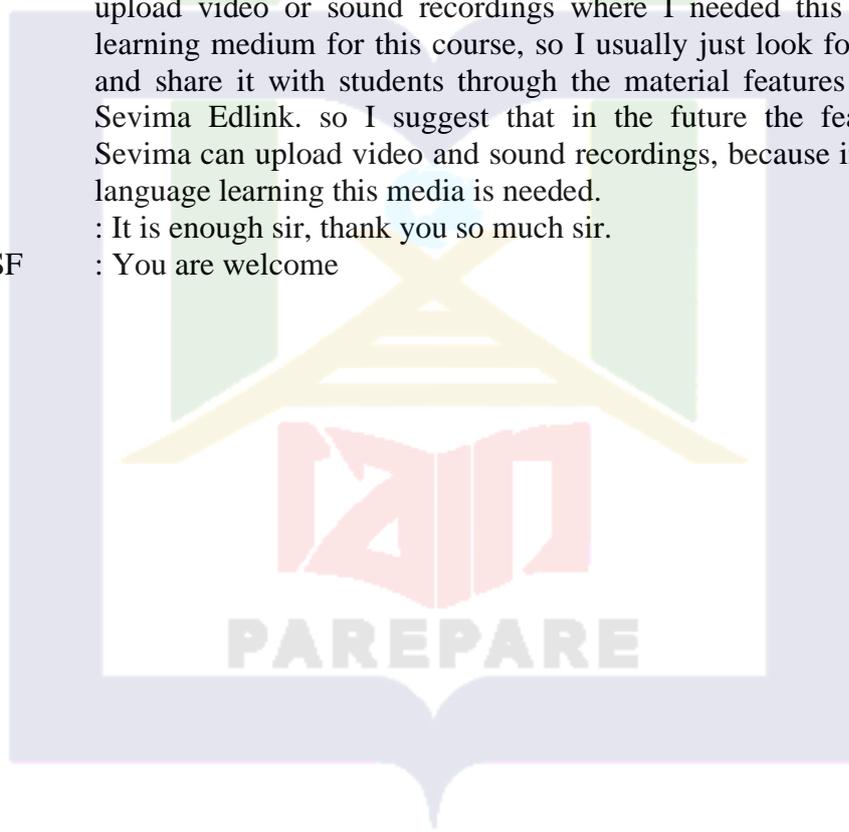
#### Identity of The Research Subject

1. Name : M. YSF M.Pd
2. Gender : Male
3. Faculty : FEBI
4. Subject : English for accounting

#### Transcript of Interview

- R : Assalamualaikum wr wb, the i want to say thank you so much for giving me your time to interview you in collecting data for my thesis.
- Mr. YSF : Ok, welcome
- R : So, may I start asking you some questions sir?
- Mr. YSF : Ok, please
- R : What features do you often use when teaching subject English for accounting by using Sevima Edlink?
- Mr. YSF : In sevima Edlink has many features yaa! There are material feature, assignment feature, video conference feature, quizz feature, and we can check raport. The feature i often use is material feature exactly, because we give the students materi, and after that i give the students quizz, eventhough not all session i have to give them quizz. In the material features we can share powerpoint, in form word, or link video. I also usually use some videos realate the topic of materi, for example English for accounting that i tough in Economy faculty, i am given one subject English for accounting so i give the students some topic related English for accounting. Then, in every meeting i share them material, wich the material i get from link youtube.
- R : Why do use those features?
- Mr. YSF : I use the features because they are easy to use, and now the access to study by using online learning, then e..., if e...we use that media to facilitate.
- R : How do leaarning activities use these features?
- Mr. YSF : The first English learning activity for accounting subjects is that I prepare learning materials in the word, pdf, or power point, or video links. in the material that I share I ask students to read it while for the video I ask students to watch the video related to the material at that time. Then for several meetings I used video conferencing to explain or discuss with students. After that, it's also common for me to share assignments or quizzes in some meetings with students.

- R : What are impact the use of Sevima Edlink?
- Mr. YSF : As we know that every learning media has advantages and disadvantages, Sevima Edlink is no exception as an online learning platform. In my opinion, the advantages of Sevima edlink are very helpful in the learning process in the Covid-19 pandemic situation where the government issued a work from home policy. Likewise, the learning process on campus is also carried out virtually to avoid crowds and Sevima Edlink has been used on our campus since July last year. In my opinion, Sevima Edlink is quite effective and easy to use on campus, even though there are shortcomings, such as students in remote areas having difficulty accessing it due to network limitations and constrained by the cost of buying quotas. Besides that, the drawback that I encountered was that I couldn't upload video or sound recordings where I needed this file as a learning medium for this course, so I usually just look for the link and share it with students through the material features found in Sevima Edlink. so I suggest that in the future the features on Sevima can upload video and sound recordings, because in English language learning this media is needed.
- R : It is enough sir, thank you so much sir.
- Mr. YSF : You are welcome



### The Sixth Research Subject

Date/Time of Interviewing : 7 jundy, 2021/10.00 WITA

#### Identity of The Research Subject

1. Name : MJD, M.Pd
2. Gender : Female
3. Faculty : Tarbiyah
4. Subject : English material development

#### Transcript of Interview

R : Assalamualaikum wr wb ma'am sorry for taking your time heheh and i want to say thank you so much because you allow me to interview you in collecting data for my thesis.

Mrs. MJD : Ok, welcome.

R : So, may I start asking you some questions sir?

Mrs. MJD : Ok, please.

R : what features do you often use when teaching subject English material development by using Sevima Edlink?

Mrs. MJD : Ok, ok, for the last year we have always used online media to present material, especially English material in this case what I teacht ... (a loud voice came from the cellphone) Hey lena, don't be noise, daughter... for courses that I teach English material development, specifically for 6th semester students. Then in presenting the material because it is online, I use an application called Sevima Edlink. Sevima Edlink there are many features that I use the most is live conference yaahh... because in my opinion even though the face-to-face is in the form of a video call, I think it's important to meet with students so I use live conference, but before that I start by chatting through class groups on WA, because information arrives via WA faster. Students respond faster in the WA group about what time does class start, what topics are discussed. But before I informed to the students in the WA group, after that I entered Sevima Edlink feature in live conference.

R : Why do you use that feature?

Mrs. MJD : Actually there are many features in Sevima Edlink, e.... I used to use google class room, google classroom right which meet?

R : Yes in Sevima Edlink has some features, they are discussion, assignment, material, quizz, maybe they are did u mean mom?  
No, No... i mean features in learnig platform. As we know that there are many learning aplication such as Edlink, Google meet, Google classroom right? So before i use Sevima Edlink, actually Sevima is name of company has product namely Edlink. In Edlink i use live conference, there is also assignment feature, quizz and there many more the kinds features of Sevima Edlink. but the features

- frequently i use in Sevima is live conference. I use it because i want to meet with the students eventhough virtually but i can communicate directly with them. Just now you asked me why i use live conference because it is easy to use, then i can face to face with the students. Before i use Sevima Edlink, i used Google classroom first, but in Google classroom we can not live conference with the students, so i choose the Edlink. In Sevima Edlink there are live conference features, because i think is easier and the can get the information clearly compared the other application.
- R : What features often do you use besides live conference?
- Mrs. MJD : E...in learning activities, what is that? E...in the last activities learning I oblige students to do research, research yaahh...so the result of this subject there is product by this subject, so that's way e...what is that, that is feature e... is my mainstay because besides live conferencesi follow up through WA group yaaa...i think WA very contributing and fast response.
- R : Have you ever shared material through Sevima Edlink features?
- Mrs. MJD : Yes i have used, there are features assignment also.
- R : How do learning activities use features of Sevima Edlink?
- Mrs. MJD : As I said before that I use the video conferencing feature more often because I want to explain directly to students, even if only virtually. So before that I arranged at the meeting I input the material on the material features on Sevima Edlink later and also set the video conference hours so that when the learning session starts I usually ask students to read or analyze the material that I have shared then I ask students to continue to video conferencing. Usually, after doing video conferences with my students, I also share assignments. so that's the learning activity on the subject of English development.
- R : What are impact the use of Sevima Edlink?
- Mrs. MJD : In my opinion, in this pandemic situation, having Sevima Edlink really helps the lecture process to keep going. I feel happy using Sevima Edlink because there are many features such as video conference, assignments, quizzes, report, and being able to automatically attend student attendance if the student accesses this platform. Usually on other platforms there is only input for example material or just video conference, but on Sevima Edlink I think the features are complete so that in one meeting or session we can apply some of these features as learning activities. it's just that I found the drawback on Sevima Edlink, this notification when the latest info or the latest message doesn't appear on the cellphone screen so this is the usual reason why I and students are slow to respond to respond to the link, sometimes I have to follow up to the WA group to convey to students to open their Sevima account first to start the class.
- R : Thank you ma'am for your time

Mrs. MJD : Ok, you are welcome

### **The Seventh Research Subject**

Date/Time of Interviewing : 7 july, 2021/11.00 WITA

### **Identity of The Research Subject**

1. Name : KSM, M.Pd
2. Gender : Female
3. Faculty : FEBI
4. Subject : English for banking

### Transcript of Interview

R : Assalamualaikum wr wb kak, sorry for taking your time heheh and i want to say thank you so much because you allow me to interview you in collecting data for my thesis.

Mrs. KSM : Ok, you are welcome

R : So, may I start asking you some questions sir?

Mrs. KSM : Ok

R : What features do you often use when teaching subject English for banking by using Sevima Edlink?

Mrs. KSM : Live conference, e..also assignment,aaand just both of them.

R : Why do you use those features?

: The first, why i use assignment feature because the students more focused, and the information is immediately spread to students. So if there are assignments and gatherings where they can immediately open the information on the link. And for live conferences for meetings, why use live conferences to avoid the.... the resulting lecture, what is that...because on other platforms or social media we can't know what they are doing, but for a live conference because it uses a good camera and zoom makes the class more formal and we can ensure that students follow the material.

R : How do learning activities use these features of Sevima Edlink?

Mrs. KSM : Before the learning process, lecturers usually start inputting at the beginning, assignments or other learning activities so that when the schedule for teaching arrives, it is automatically opened by students. So the feature that I use most often is video conferencing where previously I have included discussions such as sharing, knowledge and discussions about banking. Then in it we will discuss material about banking. After that proceed to ask students to do assignments based on the instructions that I shared in the Assignment feature. or sometimes I also share the material with students and then ask them to analyze and proceed to assignments regarding the material.

R : What are impacts the use of Sevima Edlink?

Mrs. KSM : According to me, the use of Sevima Edlink, the learning process is more organized because there are features that we can use for

learning activities that have been structured and scheduled so that if they are included in the teaching schedule they can be directly accessed. In addition, we can teach anywhere as long as we have internet access and all teaching materials contained in Sevima Edlink are stored so that they can be reused someday.. The drawback is that students complain that they sometimes can't access because of network problems or costs.

R : It is enough kak, thanks for your time.  
Mrs. KSM : Ok, anytime



### The Eight Research Subject

Date/Time of Interviewing : 7 juny, 2021/15.40 WITA

#### Identity of The Research Subject

1. Name : ADT, S.Pd.I, M.Pd
2. Gender : Female
3. Faculty : Tarbiyah
4. Subject : Pronunciation

#### Transcript of Interview

- R : Assalamualaikum wr wb kak, sorry for taking your time heheh and i want to say thank you so much because you allow me to interview you in collecting data for my thesis.
- Mrs. ADT : Ok, you are welcome
- R : So, may I start asking you some questions sir?
- Mrs. ADT : Ok
- R : What features do you often use when teaching subject pronunciation by using Sevima Edlink?
- Mrs. ADT : Video conference, because this pronunciation class, the students have to do a lot of practice and exemplified, so i think features Sevima Edlink which the best or most appropriate feature I use is video conference which has been connected directly in the zoom. but it's not always zoom, yeah..., not only video conferencing, sometimes I also use the material feature, meaning that if I don't have time to attend face to face, I sometimes use this, eeh... material. So what I post is also a video, not reading, because I'm sure some of my students don't read it all so I post is a video.
- R : Is it the video that is connected to the link, is it the link that you send to students or is it the direct video?
- Mrs. ADT : So if I use the material Sevima feature, for example, I teach tongue twister pronunciation, so I send a tongue twister video. Then there is a video confer feature, this is a video conference, we just have to join the class and when it is clicked by the student it will be directly connected to the automatic zoom from Sevima. I sometimes take videos and materials on YouTube but it's not the link that I copied, but I downloaded the material first on YouTube and then I posted it myself on Edlink, It can do . So there are two versions if for example we want to send material, if there is material on YouTube for example this is good for students we can directly copy the link, then we include the link in the material. So students just click and connect directly to YouTube, this version can also be a lecturer who downloads a video on YouTube and then the video is saved on a cell phone or laptop and then it is posted on Edlink. the most important is that students can see the video, whether they want

- to use a link or direct video, they can do it.
- R : Why do you use the features?
- Mrs. ADT : As I said earlier, why do I mostly use video conferences and materials? I use the material if I don't have time to enter, while in the video conference, I think that teaching pronunciation is more about practice, so video conference is the right feature. During the covid 19 pandemic we are limited to meeting face to face in class directly so with video conference or zoom we can meet face to face even though virtually so I can direct students how to pronounce this word and students can immediately follow after me.
- R : How do learning activities use features of Sevima Edlink?
- Mrs. ADT : Because this is a pronunciation course, so it provides a lot of practical material and what I use is video conference and for material features I post video or link about pronunciation material. I prefer to use video conferencing, but if I don't have time to teach directly using video conferencing, I only post videos that I took from YouTube regarding pronunciation material. For video conferencing, we have set it up early so that when the class schedule starts, students automatically join the zoom.
- R : What are the impacts of the use of Sevima Edlink?
- Mrs. ADT : I think this platform is very helpful and innovative because we can still carry out learning even from a distance. Besides that, it also makes it easier for us to do other activities at the same time when we enter the hours with these material features. Moreover, the good thing is Sevima Edlink is because if students have accessed their Edlink account on that subject, then they are said to be present, and there it is stated at what minute they joined, for example joining the zoom. But sometimes there are some students who have joined Sevima Edlink but are not detected in the attendance list at Sevima Edlink so I sometimes check their attendance list again.
- R : Ok, thank you for your time. It is enough.
- Mrs. ADT : You are welcome.

### The Nineth Research Subject

Date/Time of Interviewing : 8 juny, 2021/ 09.40 WITA

#### Identity of The Research Subject

1. Name : Drs. ISL. M.M
2. Gender : Male
3. Faculty : Tarbiyah
4. Subject : English for business

#### Transcript of Interview

- R : Assalamualaikum wr wb sir, thank you for your time and allow me to interview you for data my thesis
- Mr. ISL : Ok, you are welcome
- R : So, may I start asking you some questions sir?
- Mr. ISL : Ok
- R : What features do you often use when teaching subject English for business by using Sevima Edlink sir?
- Mr. ISL : In the campus use Sevima Edlink, so we have to use edlink because it is all connected with admins at the faculty. The feature that I often use is material, here are eight features. The first features I used were materials, assignments and once in a while I used video conferencing, why do I occasionally use video conferencing, e... because with the consideration that... students are having a bit of difficulty in addition to having trouble getting quotas, they are also having trouble getting a signal. Because they almost stay in the village. So I use this live conference when I have important things I want to convey and it's not every meeting. So I often do live conferences are specifically for Islamic education management courses because the material has to go through face to face while for English for business this is e... I only gave live conferences three times, namely at the first meeting in the middle and last session. More than giving materials and assignments.
- R : Why do use the features?
- Mr. ISL : The first is because the material is easy to convey to students, and the material can be downloaded via Google and it is easy for me to interact with students, then in giving the assignment I give more analytical tasks to introduce, e... business in terms of e... entrepreneurship Actually, I focus on entrepreneurship or entrepreneurship, it's actually easier to interact with students, and sometimes if there are students who ask questions directly via edlink in writing, yes, it's like that.
- R : How do learning activities use features of Sevima Edlink?
- Mr. ISL : As I said before that what features I use the most are the material feature and the assignment feature. So the first thing I did was prepare the material then I posted it on Edlink. After that I asked

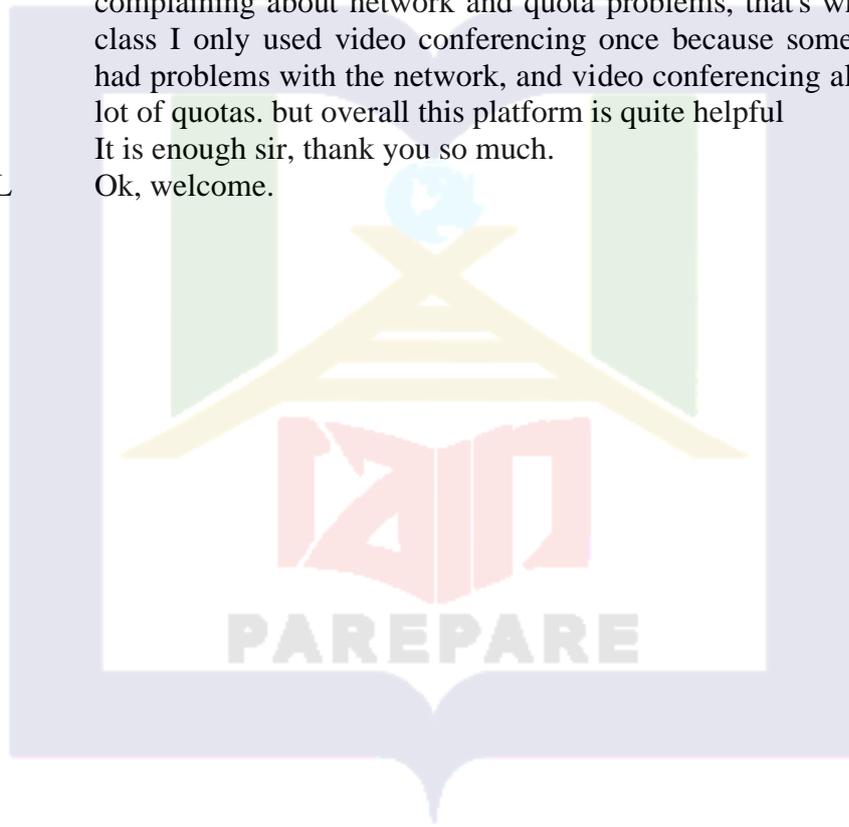
students to read it and analyse the material. Then I asked them to make assignments related to the topic I just shared, here I asked for their responses or opinions about the material they had analysed, and i gave a deadline for submitting the assignments. From their assignments, I will later assume that the students who collect their assignments are present in my class.

R : What are impactst the use of Sevima Edlink?

Mr. ISL : Regarding the impact of using Sevima Edlink, of course this application is quite effective for the implementation of the teaching and learning process in the midst of the current Covid-19 pandemic. although this application is quite complex and has too many options, so sometimes it is a little complicated to use because of the many menu bars or options. Besides that, students are still complaining about network and quota problems, that's why in this class I only used video conferencing once because some students had problems with the network, and video conferencing also used a lot of quotas. but overall this platform is quite helpful

R It is enough sir, thank you so much.

Mr. ISL Ok, welcome.



### The Tenth Research Subject

Date/Time of Interviewing : 14 june, 2021/ 09.40 WITA

### Identity of The Research Subject

1. Name : ASZ. M.Pd
2. Gender : Female
3. Faculty : Tarbiyah
4. Subject : Informative Speaking

### Transcript of Interview

- R : Assalamualaikum wr wb kak, sorry for taking your time heheh and i want to say thank you so much because you allow me to interview you in collecting data for my thesis.
- Mrs. ASZ : Ok, you are welcome
- R : So, may I start asking you some questions sir?
- Mrs. ASZ : Ok
- R : What features do you often use when teaching subject informative speaking by using Sevima Edlink?
- Mrs. ASZ : I'm azisah, i will answer the arifah's question about e... her thesis proposal, yes... okey the first question is what fetures do you often use when teaching English through Sevima Edlink. Emm.... i always use a assignment, sometimes e... zoom, yaah live conference.
- R : Because they are very useful, yes e.. to make students improvement in speaking English i mean, yahh.
- Mrs. ASZ : How do leaarning activities use features of Sevima Edlink?
- R : Because this is an informative speaking subject, the learning activities are more about practicing English speaking or giving more examples of English dialogue and then asking students to repeat it. First, I uploaded the material, whether it was a word, pdf, or a youtube link. Then ask students to pay close attention. After that, I asked students to make videos on YouTube, whether it's an individual assignment or an assignment video in the form of a dialogue with their friends, then post the video on their YouTube channel. after that the student gave me the video link for me to assess. Besides that, sometimes I deliver material via video
- Mrs. ASZ : Conference or ask students to practice their speaking directly via zoom, I do this to assess or find out how far the students' speaking skills are.
- R : What are impacst the use of Sevima Edlink?
- Mrs. ASZ : For the impact of online learning, especially the use of Sevima Edlink in the midst of the current pandemic, I think it is quite effective in keeping the distance lecture process going. because this is studying or working from home so I can do many other activities. it's just that this virtual learning lacks it is difficult to control the

class, usually while I explain via zoom some students are busy with other activities or are indifferent, so they don't necessarily catch the material explanations, so I usually give them readings or YouTube video links for them to learn and examples and assignments. but on the other hand students also often complain because online learning requires quota fees and lots of assignments. but actually we gave them a task to measure whether they really paid attention to the material that the lecturer presented and understood it.

R : Thank you for you time kak

Mrs. ASZ : Ok, anytime



#### **Appendix 4: The Result of Data Validity (Triangulation of Data Sources)**

##### **1. lecturers use Sevima Edlink to teach English language**

##### **a. Sevima Edlink features that are often used in learning English**

<i>Indikator</i>	<i>No.</i>	<i>Research Subjek</i>	<i>Result of Interview</i>
Sevima Edlink features that are often used in learning English	1.	RS. 1 Mrs. NHD	"..The first is the input of material. There, the first we input what the material will be taught in every meeting, or session lesson on going that day. Beside that we often use assignment feature, where the assignments that we have given them, i upload through assignment features. Then when we are learning teaching process, we will use live conference..."
	2.	RS. 2 Mr. AMZ	"... For the last two years, we were given orders to use Sevima Edlink maximally. For two features that I often use, namely the material and video conferencing features. I only use the assignment feature once..."
	3.	RS. 3 Mr. ASD	"... the features often i use are material and assignment feature. In using those features I use them alternately, material then assignment..."
	4.	RS. 4 Ms. ZLF	"...The feature i often use is material feature exactly, because we give the students material, and after that i give the students quiz I mean test in assignment feature, even though not all session i have to give them quiz. In the material features we can share power point, in form word, or link video. I also usually use some videos relate the topic of material..."
	5.	RS. 5 Mr. YSF	"...the features frequently i use in Sevima is live conference. I use it because i want to meet with the students event though virtually

		but i can communicate directly with them... I have used also material features and features assignment”
6.	RS. 6 Mrs. MJD	“...Live conference, material, also assignment..”
7.	RS. 7 Mrs. KSM	“ ... Video conference, because this pronunciation class, the students have to do a lot of practice and exemplified, so i think features Sevima Edlink which the best or most appropriate feature I use is video conference which has been connected directly in the zoom. but it's not always zoom. Sometimes I also use the material feature, meaning that if I don't have time to attend face to face, I sometimes use this, material. So what I post is also a video, not reading, because I'm sure some of my students don't read it all so I post is a video. I sometimes take videos and materials on YouTube but it's not the link that I copied, but I downloaded the material first on YouTube and then I posted it myself on Edlink...”
8.	RS. 8 Mrs. ADT	“...The feature that I often use is material, here are eight features. The first features I used were materials, assignments and once in a while I used video conferencing..”
9	RS. 9 Mr. ISL	“The feature that I often use is material, here are eight features. The first features I used were materials, assignments and once in a while I used video conferencing”
10.	RS. 10 Mrs. ASZ	“I always use a assignment, material to upload video, sometimes zoom, live conference”
<b>Conclusion:</b>		

From the data above, it can be concluded that in learning English the dominant features of Sevima Edlink used are material features, assignments and video conferences.

**b. The Reason Use Features of Sevima Edlink**

<i>Indicator</i>	<i>No.</i>	<i>Research Subject</i>	<i>Result of Interview</i>
The Reason Lecturer Use Features of Sevima Edlink	1.	RS. 1 Mrs. NHD	“For the material that is the place that i share the topic, then the students are going to discuss about the topic on the day and for the assignment i usually use to collect their mid test or their individual assignment for the group assignment, and then for the live conference, i use live conference feature to doing a discussion for we test the students so just make students sure that they really understand the material that i already shared on material features”
	2.	RS. 2 Mr. AMZ	“Because we are going to do be interactive with the students, we are going to know with the students’ responses when we are doing learning teaching process, yaa...and then the most specially i think live conference is very important i use in doing online learning teaching process because my subject is interactive speaking, so i want to know is the students’ speaking”
	3.	RS. 3 Mr. ASD	“Why I use those features because it's the most comfortable feature for me to use. I think this is convenient to use because this feature is the easiest to use. For material sharing we only need to upload material from the hard drive or from the cell phone. Then for video conferencing, because we are used to zoom, and in Sevima Edlink has synced to Zoom so this is easier. I think video conferencing is normal and

			easy for me to use in the teaching and learning process, so it's a feature that I often use them, and the features is accessible”
	4.	RS. 4 Ms. ZLF	“Because they are the easiest features to use”
	5.	RS. 5 Mr. YSF	“I use the features because they are easy to use, and now the access to study by using online learning, then e..., if e...we use that media to facilitate”
	6.	RS. 6 Mrs. MJD	“Because i think is easier and the can get the information clearly compared the other application then i can face to face virtually with the students”
	7.	RS. 7 Mrs. KSM	“First, why i use assignment feature because the students more focused, and the information is immediately spread to students. So if there are assignments and gatherings where they can immediately open the information on the link. and for live conferences for meetings, why use live conferences to avoid the resulting lecture, because on other platforms or social media we can't know what they are doing, but for a live conference because it uses a good camera and zoom makes the class more formal and we can ensure that students follow the material. Then material feature is used to share the material”
	8.	RS. 8 Mrs. ADT	“use the material if I don't have time to enter, while in the video conference, I think that teaching pronunciation is more about practice, so video conference is the right feature. During the covid 19 pandemic we are limited to meeting face to face in class directly so with video conference or zoom we can meet face to face even though virtually so I can

			direct students how to pronounce this word and students can immediately follow after me”
	9.	RS. 9 Mr. ISL	“The first is because the material is easy to convey to students, and the material can be downloaded via Google and it is easy for me to interact with students, then in giving the assignment I give more analytical tasks to introduce, e... business in terms of e... entrepreneurship Actually, I focus on entrepreneurship or entrepreneurship, it's actually easier to interact with students, and sometimes if there are students who ask questions directly via edlink in writing, yes, it's like that”
	10.	RS. 10 Mrs. ASZ	“Because they are very useful, to make students improvement in speaking English i mean”
<p><b>Conclusion:</b> The reason lecturers use Sevima Edlink features such as material features, assignments, and video conferences is because the material features is used to upload materials needed at the meeting, the assignment feature is used to evaluate student learning outcomes and video conferences are used to conduct discussions or questions and answers with students. In addition, the lecturer also considers that the Sevima feature is easy to use, comfortable and very helpful in the learning process so that learning is more interactive.</p>			

## 2. The Activities in Teaching English Language Use Sevima Edlink

<i>Indicator</i>	<i>No.</i>	<i>Research Subject</i>	<i>Result of Interview</i>
The Activities in Teaching English Language Use Sevima Edlink	1.	RS. 1 Mrs. NHD	““...For the first time i open the class with share the material in features of material and then i greet all the students, while greeting to the students i check on the features of laporan to find out how many student join in my class, okey... and after that i share the material on that and i let to students to read, read the material. Probably some, some materials that i share is about the text, or some of videos, and i

			<p>share the videos to them or the text and let them about twenty five minutes to read or see the material, understand it. After that i, before, but before i open the live conference i already told them at the beginning that after you read the material on the discussion features we are going to move to live conference twenty five minutes i have, yes okey so just, i just see my watch, if it is already twenty five minutes i will open the live conference and everybody join in the zoom meeting”</p>
2.	RS. 2 Mr. AMZ		<p>““...I think the process learning activities by using these feature is effective, why? Because the students join in the class, even though they are in their village. So by using Sevima firstly we open the class, and the class can be opened based on the time tables, and after open the class we choose the subject, what subject we are going to teach today, where we are going to teach for example, and what class or rombel we are going to teach because it has been listed in Sevima, the subject and the romble or the place also, the room where we are going to teach. If we use online so we choose online system. After we choose online system Sevima ask us to input the materials what is the topic of material we are going to teach today, also the material can we input you may use the file or send the file to the students and the students can read the materials on the file you send to them and you ask to the students to do activities by using Sevima</p>

			<p>system, after finishing teaching we click finish in the feature that has been registered in Sevima. We can also present the students in this system. In this system we can absent automatically who students attend in the session, moreover when we use live conference, registered students they are automatically absent, so when students join in the video conference students automatically registered present in the meeting.</p>
3.	RS. 3 Mr. ASD		<p>““...For material sharing, the process is only active at the beginning because after I send the file then students check or view it and use it. While for discussion forums only if students don't understand the material then they ask in the chat room... so for this use the learning process is only active at the beginning. discussions, feedback and sometimes presentations, even if only briefly for forty minutes. and I rarely repeat videocalls because it takes up a lot of quota. In the experience for the video conference feature, there are many student responses, and for other discussions students are not very active in responding”</p>
4.	RS. 5 Ms. ZLF		<p>“For the use of the material feature only in the usual way, I just provide to input the material that I have prepared in the form of word or pdf, or powerpoint but mostly I use word then I give an explanation for the material I can't explain I used video conferencing so I gave the material with directions, there was an explanation, then I gave an example, then I uploaded it to the material feature and it was</p>

		<p>done...Then if for example this week the material is only for reading then next week using Sevima Edlink through the assignment feature, so the giving of materials and assignments is done alternately. I teach writing in the first and second semesters. I do not greet students and attend students, only direct instructions. I was not present at the timing because I had previously sent the material which I had prepared ahead of time. If I teach next week, the material is ready now. then just input the material and set the time it will automatically open itself. for attendance I did not attend through edlink because I saw it through the assignments they submitted. Whoever collects assignments is the one who is present because he is not present when he collects assignments, why is he present if his face cannot be seen and his voice cannot be heard”</p>
5.	RS. 5 Mr. YSF	<p>“The first English learning activity for accounting subjects is that I prepare learning materials in the word, pdf, or power point, or video links. in the material that I share I ask students to read it while for the video I ask students to watch the video related to the material at that time. Then for several meetings I used video conferencing to explain or discuss with students. After that, it's also common for me to share assignments or quizzes in some meetings with students”</p>
6.	RS. 6 Mrs. MJD	<p>“As I said before that I use the video conferencing feature more often because I want to explain directly to students, even if only</p>

			<p>virtually. So before that I arranged at the meeting I input the material on the material features on Sevima Edlink later and also set the video conference hours so that when the learning session starts I usually ask students to read or analyze the material that I have shared then I ask students to continue to video conferencing. Usually, after doing video conferences with my students, I also share assignments. so that's the learning activity on the subject of English development..."</p>
7.	RS. 7 Mrs. KSM		<p>"...Before the learning process, lecturers usually start inputting at the beginning, assignments or other learning activities so that when the schedule for teaching arrives, it is automatically opened by students. So the feature that I use most often is video conferencing where previously I have included discussions such as sharing, knowledge and discussions about banking. Then in it we will discuss material about banking. After that, The processe asked the students to do assignments based on the instructions that I shared in the Assignment feature. or sometimes I also share the material with students and then ask them to analyze and proceed to assignments regarding the material..."</p>
8.	RS. 8 Mrs. ADT		<p>"...Because this is a pronunciation course, so it provides a lot of practical material and what I use is video conference and for material features I post video or link about pronunciation material. I</p>

			prefer to use video conferencing, but if I don't have time to teach directly using video conferencing, I only post videos that I took from YouTube regarding pronunciation material. For video conferencing, we have set it up early so that when the class schedule starts, students automatically join the zoom...”
9.	RS. 9 Mr. ISL		“..As I said before that what features I use the most are the material feature and the assignment feature. So the first thing I did was prepare the material then I posted it on Edlink. After that I asked students to read it and analyse the material. Then I asked them to make assignments related to the topic I just shared, here I asked for their responses or opinions about the material they had analysed, and i gave a deadline for submitting the assignments. From their assignments, I will later assume that the students who collect their assignments are present in my class.”
10.	RS. 10 Mrs. ASZ		““Because this is an informative speaking subject, the learning activities are more about practicing English speaking or giving more examples of English dialogue and then asking students to repeat it. First, I uploaded the material, whether it was a word, pdf, or a youtube link. Then ask students to pay close attention. After that, I asked students to make videos on YouTube, whether it's an individual assignment or an assignment video in the form of a dialogue with their friends, then post the video on their YouTube channel.

			after that the student gave me the video link for me to assess. Besides that, sometimes I deliver material via video conference or ask students to practice their speaking directly via zoom, I do this to assess or find out how far the students' speaking skills are”
<p><b>Conclusion:</b> The learning activities are different each subject and learning sessions this depends on the needs of the learning process. Learning activities generally start by preparing the material and then uploading the material on the material features. Then the students are asked to observe the material. And then, it will continue with a video conference for discussion and question and answer. After that, the lecturer gives assignments to students to work on.</p>			

### 3. The Impact of Using Sevima Edlink in Teaching English Language

<i>Indicator</i>	<i>No.</i>	<i>Research Subject</i>	<i>Result of interview</i>
The Impact of Using Sevima Edlink in Teaching English Language	1.	RS. 1 Mrs. NHD	“Okey the advantages of this features while we are doing online class if i give the students twenty five minutes to read by their own material that i already share or whact the movie that i already share so i can do many activities for twenty five minutes that’s a good impact to the lecturers right, it is different with the offline class the students read the material and the teachers don’t do anything only observe the students while teaching , but in online class so twenty five minutes it’s enough for the teacher to do others activities but after live conference coming and usually that i open the time to the students ask some question relating the material about ten minutes before live conference end, but i actually i need extra time in Sevima they only provide fourteen minutes, fourteen minutes for live conference, it is really limited time, so we need

		<p>more. Probably an hour it's enough i think, that because e... we need to wait for the students coming join and it takes five minutes to the students join and then we leave five minutes then we come to the material sometimes we still need time to explain to the material and the time is up. Sometimes i open again, the zoom room or the live conference, sometimes two rooms coming. After that the problem is hard for the students to join too much time in zoom because it takes a lot of qouta right? So that it's big problem to the students no problem with the teachers but it's so big problem for the students. And sometimes if I ask the question in conference, only one, I can only answer one question, for one to the students. I cannot covered two or three students because very limited times. So i suggest you to write down on your thesis that live conference with provided to the sevima for fourteen minutes it is not really enough to do a discussion. It is enough if e... the zoom room started when the lecturer start talking without waiting students coming to the room, it takes five minutes okay, just it."</p>
2.	RS. 2 Mr. AMZ	<p>"The impact of Sevima Edlink, i think very needed, it is very important especially the condition right now, especially with the current covid 19 condition, Sevima is very much needed because it is one of the media that can be used to streamline the learning process yaa. Sevima's advantages are that it can make the learning process</p>

		<p>activities learning running well, that's the first one, so the existence of Sevima now on our campus can streamline the learning process effectively at times like this. Then the disadvantages are when the students sometimes say "sorry sir i dont have any quota" so the drawback is when students are not active with the reason that they don't have quotas and the network is not good, the bad network is one of the drawbacks. The drawback is in the presence of students, but on the campus side, Sevima is ready to cover the needs, especially in the needs of the teaching and learning process at this time."</p>
3.	RS. 3 Mr. ASD	<p>"The influence of using the Sevima Edlink feature, for the material feature it is very influential because the file that I gave is the reference in learning, for example the indicator of writing learning then I will input a pdf file or link that can be read directly by students and it is very influential because it is an indicator of my test or judgment. For example, students get a point from the material I provide, their response with an output in the form of an assignment may be that he collects if they understand the material. Then from the share feature it is also related to the second feature, namely video conferencing. They read the file that I shared and then they will discuss it via video conference. On zoom I will ask if they have read the file I gave and actually it has a very impact on the success of the study. These two features</p>

		<p>cannot be separated in learning unless we are in a state of not needing zoom, only limited to essay clarification which is just to check sometimes we don't need zoom. For presentations and discussions these two features must be used, namely material sharing and video conferencing. The advantages because it is structured and manageable, I think, especially when we enter the classroom, there are already available discussion sessions so the learning that has been studied is more structured. Besides that there is also material that we can know. On Edlink, the good thing is that the material that we have uploaded is stored so we can know, we can even reuse it and this sharing material feature is very useful because sometimes we only input one PDF file, so we can use that one file for three meetings and we don't need to re-enter, just read it again. Besides that I also prefer to send a link so there is a notes feature that provides a url for input that can be directly synced to Google and that makes it more comfortable to use. Then for the advantages of video conference because it syncs directly to zoom. Then for the drawback, if we have input the material in the discussion room, the feedback is I don't see the last preview of the chat because the chat is piling up or sinking. The lack of the video conference feature is limited in duration, besides that, the minus is that sometimes students have joined but students are not registered to attend even though students are</p>
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		present and taking classes. For student connections, sometimes they say that the copy of the username does not match the student and in my opinion it is detrimental, maybe Sevima Edlink can fix that section and the time is limited”
4.	RS. 4 Ms. ZLF	“I think Sevima Edlink is a good application to use for teaching and convenient. we only need to upload material or assignments and students can immediately check it when they open it. Besides that, I can do many other activities while studying when i ask students to read or do the assignment. For the drawbacks, I think this learning is only when I feel constrained by network and quota problems. In addition, there is a lack of direct interaction between students and lecturers so that the psychological relationship between students and lecturers is less than face-to-face learning”
5.	RS. 5 Mr. YSF	“In my opinion, the advantages of Sevima edlink are very helpful in the learning process in the Covid-19 pandemic situation where the government issued a work from home policy. Likewise, the learning process on campus is also carried out virtually to avoid crowds and Sevima Edlink has been used on our campus since July last year. In my opinion, Sevima Edlink is quite effective and easy to use on campus, even though there are shortcomings, such as students in remote areas having difficulty accessing it due to network limitations and constrained by the cost of buying quotas. Besides that, the

		drawback that I encountered was that I couldn't upload video or sound recordings where I needed this file as a learning medium for this course, so I usually just look for the link and share it with students through the material features found in Sevima Edlink. so I suggest that in the future the features on Sevima can upload video and sound recordings, because in English language learning this media is needed.”
6.	RS. 6 Mrs. MJD	“In my opinion, in this pandemic situation, having Sevima Edlink really helps the lecture process to keep going. I feel happy using Sevima Edlink because there are many features such as video conference, assignments, quizzes, report, and being able to automatically attend student attendance if the student accesses this platform. Usually on other platforms there is only input for example material or just video conference, but on Sevima Edlink I think the features are complete so that in one meeting or session we can apply some of these features as learning activities. it's just that I found the drawback on Sevima Edlink, this notification when the latest info or the latest message doesn't appear on the cellphone screen so this is the usual reason why I and students are slow to respond to respond to the link, sometimes I have to follow up to the WA group to convey to students to open their Sevima account first to start the class.”
7.	RS. 7 Mrs. KSM	“According to me, the use of Sevima Edlink, the learning process is more organized

		because there are features that we can use for learning activities that have been structured and scheduled so that if they are included in the teaching schedule they can be directly accessed. In addition, we can teach anywhere as long as we have internet access and all teaching materials contained in Sevima Edlink are stored so that they can be reused someday.. The drawback is that students complain that they sometimes can't access because of network problems or costs”
8.	RS. 8 Mrs. ADT	“I think this platform is very helpful and innovative because we can still carry out learning even from a distance. Besides that, it also makes it easier for us to do other activities at the same time when we enter the hours with these material features. Moreover, the good thing is Sevima Edlink is because if students have accessed their Edlink account on that subject, then they are said to be present, and there it is stated at what minute they joined, for example joining the zoom. But sometimes there are some students who have joined Sevima Edlink but are not detected in the attendance list at Sevima Edlink so I sometimes check their attendance list again”
9.	RS. 9 Mr. ISL	“Regarding the impact of using Sevima Edlink, of course this application is quite effective for the implementation of the teaching and learning process in the midst of the current Covid-19 pandemic. although this application is quite complex and has too many options, so sometimes it is a little

		<p>complicated to use because of the many menu bars or options. Besides that, students are still complaining about network and quota problems, that's why in this class I only used video conferencing once because some students had problems with the network, and video conferencing also used a lot of quotas. but overall this platform is quite helpful”</p>
10.	RS. 10 Mrs. ASZ	<p>“For the impact of online learning, especially the use of Sevima Edlink in the midst of the current pandemic, I think it is quite effective in keeping the distance lecture process going. because this is studying or working from home so I can do many other activities. it's just that this virtual learning lacks it is difficult to control the class, usually while I explain via zoom some students are busy with other activities or are indifferent, so they don't necessarily catch the material explanations, so I usually give them readings or YouTube video links for them to learn and examples and assignments. but on the other hand students also often complain because online learning requires quota fees and lots of assignments. but actually we gave them a task to measure whether they really paid attention to the material that the lecturer presented and understood it”</p>
<p><b>Conclusion:</b> Sevima Edlink as an innovative online form platform has many features that can support learning more optimally. The most lecturers agree that the use of Sevima Edlink is very helpful in the learning process. Sevima Edlink is also considered easy and comfortable to use in the language learning process. Furthermore Sevima Edlink is also flexible to use, we can access it anywhere as long as we are connected to the internet network. Sevima Edlink as an innovative</p>		

online form platform has many features that can support learning more optimally. Besides that, Sevima is also an interactive learning media because in Sevima Edlink there are video conferences and discussion groups that allow interaction between students and students, as well as lecturers and students. The material has been though can reuse again and also Sevima Edlink can check student attendance automatically. Thus Sevima Edlink is considered effective in learning. Furthermore, the use of Sevima Edlink has also disadvantages namely the availability of the network greatly affects the learning process. Some students complain that it is difficult to access Sevima Edlink because of the bad internet network. Meanwhile students also complained about the problem of the cost to buy internet quota so that they had difficulty accessing Sevima Edlink. Furthermore, the notification that do not appear and lecturer found difficulties to control the class.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
PROGRAM PASCASARJANA

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PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B- 335 /In.39.12/PP.00.9/04/2021  
Lampiran : -  
Perihal : Izin Melaksanakan Penelitian

Parepare, 04 April 2021

Yth. **Bapak Walikota Parepare**  
Cq. **Dinas Penanaman Modal Dan Pelayanan**  
**Terpadu Satu Pintu**

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : ARIFAH APRIANI  
NIM : 18.0213.002  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : The Use Of Sevima Edlink For English Language Teaching At IAIN Parepare

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **April Tahun 2021** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*

A.n. Rektor,  
Direktur,  
  
H. Mahsyar



SRN IP0000258

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Teteras Nomor 28 Telp (0421) 25594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

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**REKOMENDASI PENELITIAN**  
**Nomor : 270/IP/DPM-PTSP/5/2021**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA	
NAMA	: <b>ARIFAH APRIANI</b>
UNIVERSITAS/ LEMBAGA	: <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>
Jurusan	: <b>TADRIS BAHASA INGGRIS</b>
ALAMAT	: <b>JL. LAUPE PAREPARE</b>
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

**JUDUL PENELITIAN : THE USE OF SEVINA EDLINK FOR ENGLISH LANGUAGE TEACHING AT IAIN PAREPARE**

**LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

**LAMA PENELITIAN : 05 Mei 2021 s.d 05 Juni 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **07 Mei 2021**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**



**HJ. ANDI RUSIA, SH,MH**  
Pangkat : Pembina Utama Muda, (IV/c)  
NIP : 19620915 198101 2 001

**Biaya : Rp. 0,00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 3
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah dibatalangai secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
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**SURAT KETERANGAN TELAH MENELITI**

Nomor : B- 32-1 /In.39.4/PP.00.9/06/2021

Yang bertanda tangan dibawah ini, Kepala Biro AUAK Institut Agama Islam Negeri (IAIN) Parepare menerangkan sesungguhnya bahwa :

Nama : ARIFAH APRIANI  
Tempat/Tanggal Lahir : Los Palos, 04 April 1995  
Nim : 18.0213.002  
Fakultas/ Prodi : Pascasarjana / Tadris Bahasa Inggris  
Alamat : Jl. Laupe, Kel. Bukit Harapan, Kec. Soreang Kota Parepare

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Tesis :  
"THE USE OF SEVIMA EDLINK FOR ENGLISH LAGUAGE TEACHING AT IAIN PAREPARE"

Mulai tanggal 05 Mei s/d. 05 Juni 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

17 Juni 2021

Kepala Biro AUAK



Hj. Musyarrafah Amin



## CURRICULUM VITAE

ARIFAH APRIANI was born in Los Palos city, Timor Leste on April 04, 1995. She is the first daughter of Tahapuddin, S.H and Jumriah. She is the first sister of four siblings. In 2018, she got married to Husni Saini, S.Pd.I., M.Pd. in Pinrang. She has a daughter named Naimatul Mardiyah. She started her formal education in 2001 at SDN Negeri 30 Pekkabata Duampanua and completed it in 2007. After that, she continued her education at SMP Negeri 1 Pekkabata Duampanua and finished it in 2009. Then, she continued at SMAN 2 Pinrang. She then continued her education at STAIN Parepare by taking English Education and completed it in 2018. In 2018, she continued her post-graduate program at State Islamic Institute (IAIN) Parepare in English Education major. She wrote her thesis entitled “The Use of Sevima Edlink for English Language Teaching at IAIN Parepare” for finishing her study.