A THESIS

THE USING OF THE SEVIMA EDLINK IN THE PROCESS OF LEARNING ENGLISH (CASE STUDY OF VOCABULARY COURSE) AT ENGLISH EDUCATION STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

BY

NURFATIMA
REG NUM. 17.1300.025

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
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Skripsi

As a Part of Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by

NURFATIMA
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to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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Finally, the researcher admits that her research is still far from being perfect. Therefore she hopes for some suggestions and criticism from the reader for this paper.

Parepare, June 06th 2021
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Nurfatima. *The Using of The Sevima Edlink In The Process of Learning English (Case Study Vocabulary Course) At English Education Program State Islamic Institute (IAIN) Parepare, (*Supervised by Wahyu Hidayat and Ahdar).

Sevima edlink is a mobile android-based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of SevimaEdlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments in a nutshell.

This research is a case study research using a qualitative approach, this research involves lecturers and students of English education directly with interview, observation and documentation techniques.

The evaluation results for Sevima Edlink media are that Sevima Edlink media is highly recommended to be used as an electronic learning media in English learning, namely vocabulary courses, because it has features that support the needs of learning English. Sevima edlink media is very able to provide material, the media can also interact remotely through a conversational discussion via written or video. The obstacles and challenges faced by students in using the edlink application in the vocabulary learning process are the network problems, the limited time used in the learning process. The third is, errors from the edlink application itself including; refresh the comment feature.

Keywords : *Edlink Sevima, English Learning, Vocabulary.*

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CHAPTER I

INTRODUCTION

A. Background

The corona virus (Covid-19) outbreak that has hit 215 countries in the world, presents its own challenges for educational institutions, especially universities. To fight Covid-19, the Government has prohibited crowding, social distancing and physical distancing, wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited tertiary institutions from carrying out face-to-face (conventional) lectures and ordered to hold lectures or learning online.[1] Higher education is led to be able to organize online or online learning.

During the Covid - 19 epidemic, every educator and student should suddenly change conventional learning methods into online learning without gradually, but directly on a large scale.To prevent the spread of Covid-19, WHO has appealed to stop events that can cause crowds to gather. Therefore, face-to-face learning that gathers a large number of students in the class is reviewed for implementation. Lectures must be held with scenarios that prevent physical contact between students and lecturers and students and students.[2]

According to Milman the use of digital technology can allow students and lecturers to carry out the learning process even though they are in different places.[3]The form of lectures that can be used as a solution during the Covid-19

[1] KemendikbudDikti No.1 of 2020

[2]Firman, F., &Rahayu, S. (2020).*Pembelajaran Online di Tengah PandemiCovid19*.Indonesian Journal of Educational Science (IJES),2(2), p. 81-89.

[3]Milman, N. B. (2015). *Distance Education. In International Encyclopedia of the Social & Behavioral Sciences: Second Edition*.https 3(2), p. 33.

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pandemic is online learning. According to Moore, Dickson-Deane, & Galyen Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.

According to Kuntarto, E. Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet.[4]With Covid-19, conventional learning is transformed into online learning by utilizing the internet network with the help of several applications or media platforms, namely google scholer, google classroom, edlink, cloudx and many more applications used in this online learning.

Syamsuar & Reflianto Teachers or educators can provide material to students remotely by intermediary online learning applications and students can get material remotely. Technological innovation in the era of the industrial revolution 4.0, there are many online learning applications circulating on the internet that are easily accessible for free or for a fee. The SevimaEdlink this application has recommended features for the university level, but if the teacher applies this application at the school level, the teacher can use it with how to socialize to students about the use of this application, after the teacher socializes about this application, the teacher will accompany students to take advantage of the features available in SevimaEdlink in learning. Users of online learning tools must also be able to choose online learning applications that can help make it easier for users.

SevimaEdlink is an application or electronic learning media made by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and developer company that was founded in 2004. Currently it has office locations in Surabaya and

[4]Kuntarto, E. (2017). *Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi*.Indonesian Language Education and Literature,3(1), p.91.

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Jakarta supported by competent young experts, innovative and experienced professionals in their fields. SEVIMA has areas of focus in the education sector and the government sector.[5]

SevimaEdlink is a mobile android based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of SevimaEdlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments briefly.

One of the tertiary institutions located in Parepare, namely the State Islamic Institute of Parepare, also implements an online learning system with the help of a learning application, namely the SevimaEdlink. Learning activities take place from home (study from home), while the learning process starts from opening lessons, discussions, closing material, and giving assignments carried out online through an online learning application, namely Edlink.

This study wanted to identify how the implementation of online learning using the edlink application in vocabulary courses and how the obstacles and challenges faced by student lecturers in online learning using the SevimaEdlink application. She appoints her study by the title "The Using Of The SevimaEdlink In The Process Of Learning English (Case Study Of Vocabulary Course) At English Education State Islamic Institute IAIN Parepare".

[5]Andi Wibowo, *"Penggunaan Sevima EdLink Sebagai Media Pembelajaran Online Untuk Mengajar Dan Belajar Bahasa Indonesia".*(Jurnal Pendidikan Bahasa Dan Sastra Indonesia. Vol. 2, No. 2, Maret 2020) p. 164.

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B. Research Question

Based on the background above, the research formulates research question as a follows:

1. How is the implementation of learning using edlink on vocabulary courses?
2. How the obstacles and challenges faced by students and lecturers on vocabulary learning using edlink?

C. The Object Of The Research

The objectives of the study are as follows:

1. To analyze the implementation of learning using edlink on vocabulary courses.
2. To analyze the obstacles and challenges faced by lecturers and students in the vocabulary learning process using the online edlink media platform.

D. Object of The Research

The significances of this research are expected to be useful contributions to:

1. For State Islamic Institute of Parepare especially the English language education study program.

   Can be used as an evaluation of the English language education program regarding the use of the edlink platform media in vocabulary learning for improvement.

2. For Teacher

   To provide input and suggestions for a lecturer regarding the shortcomings of using the edlink media platform in vocabulary learning.

3. For Students

   To be used as a reference as well as suggestions and input on the advantages and disadvantages of using the edlink platform in vocabulary learning.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

The first previous research findings came from Andi Wibowo in his research entitled "The Use of Sevima Edlink as an Online Learning Media for Learning Indonesian". This study uses a qualitative analysis method. This qualitative analysis research focuses more on understanding an object, phenomenon, and event. The targets and targets are students and teachers because they want to tell you that the electronic learning media Sevima Edlink has features that can be used for learning and teaching Indonesian. The evaluation results for sevima edlink media were analyzed using Section and Chaple theory, that sevima edlink media is highly recommended to be used as an electronic learning media in Indonesian language learning. The Sevima Edlink media can provide material, the media can also interact remotely through conversational discussions via written or video.

The second previous researcher's findings came from Carolin Dewija Novandini in a study entitled "Using Sevima Edlink Virtual Classroom to Motivate First Semester Mathematics Education Students in Algebra and Trigonometry Subjects". The research method used is qualitative research. The research stage includes the planning stage, giving the questionnaire, testing the application, evaluating and giving the questionnaire. With this method, it is hoped that the purpose of this research can be achieved, namely the influence of the use of this application on giving motivation to first semester mathematics education students in algebra and trigonometry courses. In general, research on this research goes according to what has been planned, even though several obstacles require

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researchers to use it as an aid application. In addition, it also proves that in this modern era, technology plays an important role in education, now the learning process can also be done without eye contact between teachers and students and learning can be done whenever and wherever teachers and students are, namely by using virtual (online) classes such as the Sevima Edlink application in this research.

The difference from this research is that the first researcher uses the title "The Use of Sevima Edlink as an Online Learning Media for Learning Indonesian Language". The second researcher uses the title "Utilization of Sevima Edlink Virtual Classroom to Motivate First Semester Mathematics Education Students in Algebra and Trigonometry Subjects". And the author takes the title "Use of Sevima Edlink Media in the English Language Learning Process (Case Study of Vocabulary Course) At Tarbiyah, Faculty of State Islamic Institute (IAIN) Parepare. Furthermore, there are also differences from the courses raised by previous researchers, namely, the first researcher uses the Indonesian language course, the second researcher uses the Mathematics course while the researcher uses the English course.

The next difference is the instrument used by each researcher. The two researchers previously used a questionnaire instrument. Meanwhile, researchers used interviews, observation, and documentation.

The similarities of the three titles above are the same - they use Sevima Edlink online media in the learning process. The three titles both use qualitative research methods.

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This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research

B. Some Pertinent Idea

1. Online Learning Media

Education is one of the aspects used as a forum for shaping the character of the nation's children. Therefore, in the educational process an educator must be able to master various learning media because conditions are always changing. Moreover, when the Covid-19 pandemic currently hits the world, various sectors are experiencing changes and are required to adapt to the situation. Including educational institutions must also transform learning media during the Covid-19 epidemic.[6]

Media is one of the supporting processes for the learning process. The success or failure of the learning process is largely determined by the media used. Media is anything that can be used in transmitting messages from sender to receiver so that it can stimulate student thoughts, feelings, concerns and interests in such a way that the learning process occurs. According to Dabbagh and Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction.[7]

2. Definition of Online Learning Media

[6] Ahmad Arsyad, *Media Pembelajaran*. (Jakarta: Raja GrafindoPersada, 2005), p. 45.

[7]Muhammad Arifin Rahmanto (2020), *Efektivitas Media Pembelajara Daring Melalui Google Classroom. Jurnal Pendidikan Islam* (11)(2), p.119.

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Online learning media can be interpreted as media that is equipped with a control device that can be operated by the user, so that the user can control and access what the user needs, for example downloading resources for tenses material in English lessons. The advantage of using online learning media is that learning is independent and high interactivity, can increase memory levels, provide a more learning experience, with text, audio, video, and animation all used to convey information, and also make it easy to convey, update. content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.[8]

Online learning is the development of a distance learning system. In general, distance education is based on the separation between students and educators in space and time, the use (packages) of learning materials that are systematically designed and produced, there is non-continuous communication between students and students, tutors. and educational organizations throughavariety of media, as well as the intensive supervision and monitoring of an educational organization.[9]

The distance education system has or has two components, namely the distance learning system and the distance teaching system. The distance learning system emphasizes the learners and the learning process (learned-centered), while the distance teaching system focuses more on the teaching process, organizational systems, and teachers (teacher and system centered). Meanwhile, the distance learning system focuses on both sides as a whole, both on students and the learning

[8]Devito. Joseph A. (2011). *Komunikasi Antar Manusia Edisi Kelima. Alih Bahasa Maulana. Agus.* (Tanggerang Selatan :Karisma, 2011), p. 67.

[9]Panen, P, (2004).*Penulisan Bahan Ajar*.(Jakarta : Ditjen Dikti Debdikbud), p. 22.

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process, as well as on the teaching process, organizational systems and teachers. A must have element of web based distance learning. Among them:

a. Student activity center; As a community, web-based distance learning must be able to make this facility a place for student activities, where students can increase their abilities, read subject matter, seek information and so on.
b. Interaction in groups; students can interact with each other to discuss the material provided by the educator. Educators can be present in this group to provide a little review of the material they provide.
c. Student administration system; where students can see information about the status of students, student achievement and so on.
d. Deepening of material and exams; usually educators often hold short quizzes and assignments that aim to deepen what has been taught and take tests at the end of the study period. This should also be anticipated by web based distance learning.
e. Digital library; in this section there is a variety of library information, not limited to books, but also digital libraries such as sounds, pictures, and so on. This section is supporting and takes the form of a data base.
f. Online material outside of course material; To support the course material, other web reading material is also needed. Therefore, in this section, educators and students can be directly involved in providing other materials to be published to other students via the web.

Distance learning methods and information technology meet classroom learning strategies to create a new environment called flexible learning programs. This flexible

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learning program needs close attention because this is a challenge that must be realized in order to anticipate the future.

Furthermore, Dabbagh and Ritland said there are three components to online learning, namely: (a) learning models, (b) instructional and learning strategies, (c) online learning media. These three components form an interactive attraction, in which there is a learning model structured as a social process that informs the design of the online learning environment, which leads to the specification of instructional and learning strategies that specifically make it easier to learn through users of learning technology.[10]

3. Types Of Online Learning Media

One of the impacts of the Covid-19 epidemic is the transformation of learning media that uses more face-to-face systems in the classroom. However, the presence of a Covid-19 pandemic, which is transmitted precisely through direct contact with sufferers, is prohibited from holding associations. The world of education is also affected, so learning is done online. Related to this, there are several online learning media that can be used as an option, including:[11]

a. The first and most widely used online learning media is the WhatsApp group.
b. The next online learning media comes from google, namely google classroom and google meet.
c. The next online learning media are EdlinkSevima and Clouds.
d. The online learning media that can be used as the next choice is Zoom.

Based on the above, seeing the situation and conditions during the Covid-19 pandemic, the teacher or lecturer must be smart in choosing learning media that must

[10] Kh. Lalu Gede Muhammad Zainuddin Atsani. *Transformasi Media Pembelajaran Pada Masa Pendemi Covid-19. Al – Hikmah : Jurnal Pendidikan Islam*. Vol. 1, No. 1. (2020), p. 86-87.

[11] Kh. Lalu Gede Muhammad Zainuddin Atsani. *Transformasi Media Pembelajaran Pada Masa Pendemi Covid-19. Al – Hikmah :Jurnal Pendidikan Islam*. Vol. 1, No. 1. (2020), p. 86-87.

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be used in the learning process so as not to miss the material. Therefore, educators are required to master many learning media.[12]

4. Google Classroom

Google classroom in Indonesian means Google Class is a learning homepage that is shown for the realm of education. The application is designated as an auxiliary medium in finding solutions to difficulties experienced in paperless assignments.

The Google Classroom application design is environmentally friendly. This is because students do not use paper in collecting their assignments. This is certainly in line with Herman's opinion, who explained that Google Classroom is designed to help educators create and collect paperless assignments. The jam can also create a drive folder for each assignment and student, so that everything remains under control regularly.

Google Classroom is considered a platform for improving teacher workflows. This application provides a powerful feature set that makes it an ideal tool for use with students. This app helps teachers save time, keep classes organized, and improve communication with students. This app is available to everyone with the google apps for education, a wide range of free productivity tools including gmail, drives and documents

Google classroom is one of the learning media that can be used to foster an educator's sense of creativity in developing learning media using applications. Google Classroom is the most interesting innovation from Google because it is a product

[12] Baca Nasution, S, *Berbagai Pendekatan Dalam Proses Belajar Dan Mengajar*. Jakarta: Bumi Aksara (2008), p. 65.

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created to assist educators and students in carrying out teaching and learning activities.[13]

5. Zoom Cloud Meeting

Video conferencing is included in synchoronus learning, synchoronous learning is an activity carried out jointly by educators and students. Sychoronous learning is real time. Synchoronous learning using video conferencing and other multimedia techniques can allow educators and students to interact with each other at the same time even though they are in different places.

One application that provides face-to-face interaction facilities for educators and students via virtual video conferencing with a PC or laptop or smartphone is zoom clouds meeting, this application is an application that is used as a medium for long-distance communication by combining video conferencing, chat, online meetings, and mobile collaboration. The use of meetings in this application can accommodate 1000 participants together in one meeting virtually.

This application can be downloaded for free, but still functional, the features include phone calls, webinars, presets and much more. This application is considered to have good quality, it can be proven by companies that have entered the Fortune 500 already using this service.[14]

6. EdlinkSevima

Sevimaedlink is a mobile android-based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of

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[13] Muhammad ArifinRahmanto. *Efektivitas Pembelajaran Daring Melalui Google Classroom .Jurnal Pendidikan Islam*. Vol. 11, No. 2 (2020), p. 120.

[14]Iis Prasetyo. *Efektivitas Pembelajaran Menggunakan Video Zoom Cloud Meeting Pada Anak Usia Dini Era Pendemi Covid-19. Jurnal Obsesi :Jurnal Pendidikan Anak Usia Dini.* Vol. 05, No. 1, (2021), p. 665.

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SevimaEdlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments in a nutshell.

SevimaEdlink is an application or electronic learning media created by PT Sentra VidyaUtama (SEVIMA), a consulting company and information technology developer founded in 2004, currently has office locations in Surabaya and Jakarta and is supported by competent easy-to-use experts, innovative and experienced professionals in their fields. SEVIMA has a focus area in the education sector and the government sector.[15]

I. Purpose Edlink SEVIMA

II. Visiting student and lecturer lecture activities.

III. Provides easy sharing of information, lecture materials, and a comfortable place for discussion in one hand.

a) Feature of Edlink Sevima

Detailed Features Contained In Online Learning Media, Namely:

No.	Features
1.	Video conferencing for distance learning.
2.	Student attendance
3.	Schedule lessons or lectures
4.	Interactive quiz creation
5.	Lesson schedule marker / reminder
6.	Class groups to share materials and lessons
7.	Submission of remote assignments by students and students
8.	Recaps of learning or lectures for assessment

Table 2.1 Features Contained In Edlink Sevima Application

[15]Imajeri, *Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar Dan Belajar Bahasa Indonesia*.Jurnal Pendidikan Bahasa Dan Sastra Indonesia.Vol. 02, No. 2, Maret 2020, p. 167.

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With some of the features above, teachers and students can do distance learning efficiently and mobile. In the class features section, the teacher can create a class according to the lesson, making the class can choose the public or private category. After the teacher has created the class, the teacher can invite students into the class group by using a class verification code. In class groups, the teacher can provide learning materials in the form of document formats, pdf, video links, or a photo for students to study.

b. Sections Theory and Chapel About EdlinkSevima

Evaluating the technology and features contained in Sevimaedlinks on Section and Chaple theory. The following is the evaluation:[16]

I. Student

In the SevimaEdlink electronic learning media, this media makes it easier for students to get material from a remote system teacher and makes it easier for students to assign assignments through the features found on the SevimaEdlink media.

II. Ease of Use

SevimaEdlink's electronic learning media can be seen from its very easy use, it can be seen from the explanation above that to get an electronic learning media like SevimaEdlink, you only need to search on the internet page and then just download the media and can also be downloaded via the Android-based playstore channel that has been available for free without being charged any fees. This media is said to be easy to see also from registering the media account by only using a personal cellphone and a password as desired. The use of other features is also easy to see

[16]Imajeri, *Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar Dan Belajar Bahasa Indonesia*.Jurnal Pendidikan Bahasa Dan Sastra Indonesia.Vol. 02, No. 2, Maret 2020, p. 169 - 172.

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from the features provided, you just have to select the data or file to be uploaded and go directly to the feature column used.

III. Cost

This media does not require a usage fee, because there is no requirement to subscribe to using SevimaEdlink media, just download it on the internet or on the Android playstore. This media is highly recommended by teachers to use online learning media with features that are very complete in it.

IV. Teaching Function

The use of this media for teaching is quite easy, just type what topic will be discussed, then a description according to the teacher's wishes for the material being taught then press the send button to send the material. The material is to be entered by selecting the paperclip mark found in the upper right corner.

Teachers can choose the format needed, the material can choose files in the form of documents, can be in the form of photos or images, in the form of video links or in the form of photos through the camera. When connected with learning English, this feature is very supportive. Because in English learning, teachers can provide reading skills learning by providing a file format document, and can provide listening skills. Teachers can provide a video or video recording of the teacher himself made or can provide a video link. If learning English learns a text, it can use the document file format feature.

V. Interaction

This SevimaEdlink electronic learning media has features for interaction through conversation. Technology or features provided by SevimaEdlink for teachers to interact with students and students. The interaction referred to by this media feature is

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to interact with the conversation, write messages or discuss bias individually or in groups depending on the needs of the teacher to provide instruction. When associated with learning English. This feature can be used as a discussion medium for students and students made by the teacher.

VI. Organizational (Problems in the Environment)

This media when applied to learning at MTs PKP Jakarta Islamic School in English learning can be applied, because the school has given permission for students to use devices for learning media and the school already has two good computer laboratories to carry out electronic learning with media So far, if SevimaEdlink's electronic learning media is applied, there are no problems.

VII. Networking

This aspect if you look at this media has a sufficient networking feature, it can be seen from the kels feature which is classified into two types, namely public and private, besides this feature there is also a conversation feature which adds that this media has good networking between teachers and students.

VIII. Security

In this aspect, SevimaEdlink media has good security or privacy, it can be seen from using this media using a cellphone or a password created by the user, so that other people cannot use it carelessly. Seeing the features in it, there are features of the public or privacy type. It could be said that the security and privacy of SevimaEdlink's media are pretty good according to user needs.

7. Vocabulary

a. The Definition of Vocabulary

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Vocabulary as one of the language aspect, which the people should learn when they are learning language. According to George D. Spache "Vocabulary is the number variety of words person hears, recognizes, understand uses in his speech and writing"[17]. Good mastery of vocabulary is important for anyone who learns of language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi pointed out that, "students' listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary"[18]

When a student has mastered the fundamental grammatical patters of language, the next task is to master is vocabulary or at least that part of its vocabulary that student needs.[19] They need to learn what words mean and how they are used[20].

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student's master vocabulary.

The words of student know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence.

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[17] George D. Spache, *Reading In The Elementry School*, (New York: Alvn & Bacon, inc., 1964). P.326

[18] Al-Kufaisih, Adil, *A Vocabulary Building Program Is A Necessary Not A Luxury*, (English Teaching Forum, Vol 24, No.2, April 1988, p.45

[19]Cellier Macmillan International, *A Division of the Macmillan Company, The Key To English: Vocabulary: English Language Service*, (London: Collier Macmillan Limited, 1971), p.1

[20] Jeremy Harmer, *The Practice of English Language Teaching, New Edition*, (New York: Longman, 1991), p.34

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According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person , vocabulary can be defined, roughly, as the word we teach in the foreign language"[21]. Form definition give above, it can be conclude simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression.

b. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classification made by the expert in language area about the kinds of vocabulary. According to Marry Finnochiaro, vocabulary is divided into two types:

a) Function word needs to be learned as quickly as feasible (in a logical order and sequence, however).
b) Content words can be learned in a small groups around "life" situations[22]. Furthermore Charles C. Fries classified the content word into:
    i. Word the things represents sets of phenomena that seem to endure with some stability (nouns).
    ii. Word of actions represents sets of phenomena that seem to change or be in process (verbs).
    iii. Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjective and adverbs)[23].

[21]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1966), p.60

[22] Mary Finnochiaro, *English is a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, inc., 1989), p.21

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Meanwhile, according to Evelyn Hatch an Cheryl Brown, Vocabulary can be divided into two kinds, they are:

i. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

ii. Receptive vocabulary is of words the student recognizes and understand when they occur in a context, but which he cannot produce correctly[24]

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into active vocabulary and passive vocabulary[25].

a) Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b) Passive Vocabulary

Passive vocabulary is all of the words a students hears or read. It refers to language items that van be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

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[23] Harles C. Fries, *Technique a Learning as A Foreign Language*, (Am Arbor, The University of Michigan Press, 1995), p.47

[24]Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press. 1997), p.139

[25] Jo Ann Aebersold and Mery Lee Field, *From Reader and Reading Teacher*, (Camridge: Cambridge University Press, 1997), p.139

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Corson that is quoted by I.S.P nation called those vocabularies an motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups;

1) Words which are only partly understood and are not well know enough to use actively.
2) Words which are not needed in daily communication[26].

Caleb Gattegno also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we would need to get along with natives in the business of day to day life, which included food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would need in the philosophical discussion, political arguments and sources of information (economic, military, diplomatic, etc), and also as the specialized language of profession, and trades[27].

c. **Problem in Teaching Vocabulary**

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is not likely to converse with anybody else better that one who has few vocabularies.

Some factors that make some words difficult for the students:

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[26] I.S.P Nation, *Teaching and Learning Vocabulary*, (New York: Newbury House Publisher, 1990), p.94

[27] Caleb Categno, *Teaching Foreign Language in School*, (New York: Educational Solution, 1963), p.53

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i. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, lecturer, etc.

ii. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficult. For example : muscle, headache, etc.

iii. Length and complexity: long words are more difficult to learn that short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

iv. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called or with multiple meaning such as *since* an *still*, can also difficulties for learners.

v. Range: connotation and idiomatic, words can be used in wide range of context will generally be perceived as easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slander, the connotation of some words may causes problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity[28].

Some people maybe say that vocabulary is easier than grammar any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

[28] Scott Thornby, How To Teach Vocabulary, (Cambridge: Cambridge University Press, 2000), p.27

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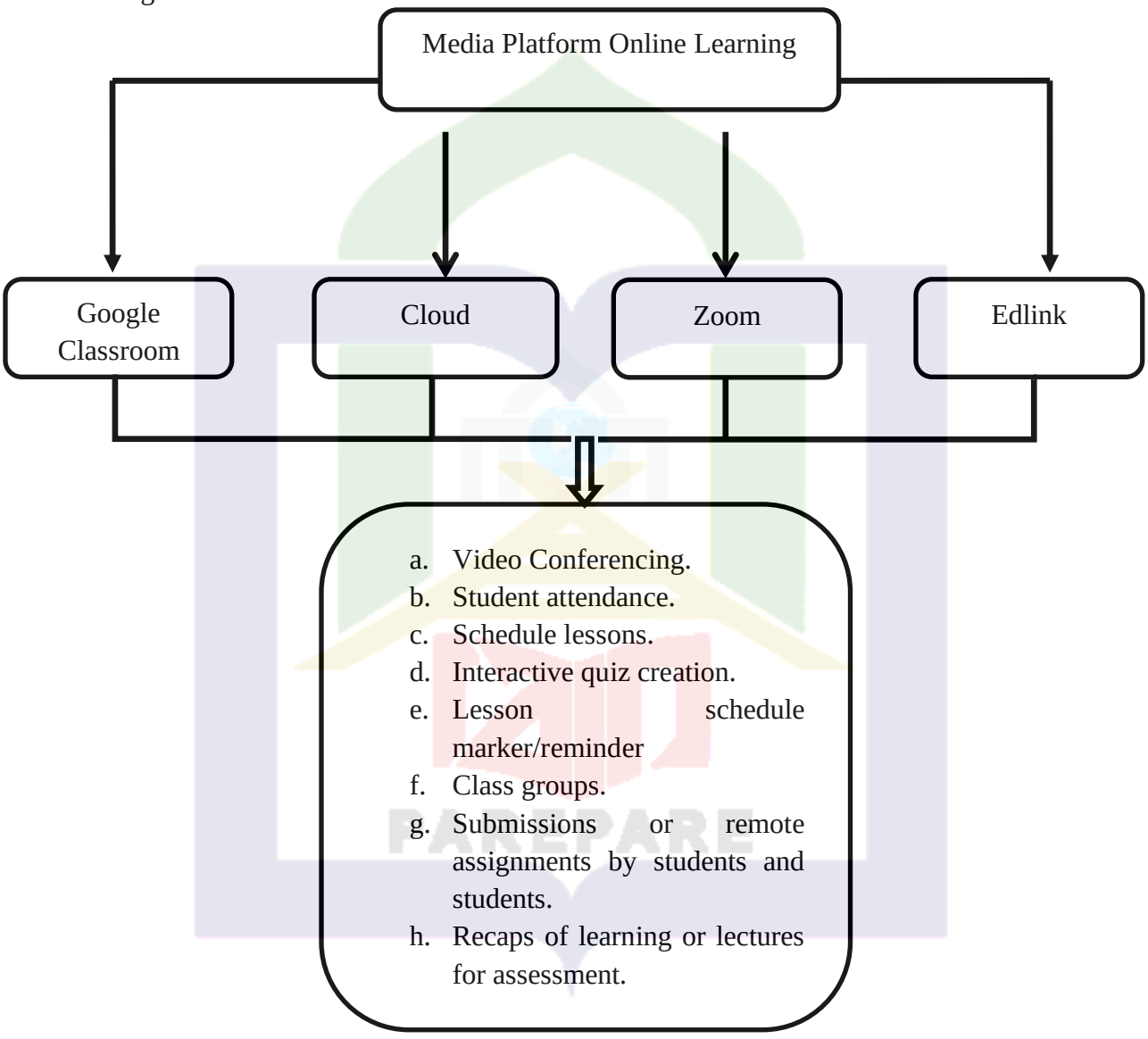
C. **Conceptual Framework**

Conceptual framework underlying this research will be given in the following diagram:



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Online learning media platform based on the conceptual framework above, there are several learning media that can be used in online learning, namely; google classroom, zoom, cloud and edlink. Edlink is one of the applications most widely used by universities in Indonesia, including the Institute Islmic of Parepare. Edlink has features that are very supportive of the online learning process. The features contained in the edlink, namely; video conferences for distance learning, student attendance, class schedules or lectures, interactive quiz creation, lesson schedule markers / reminders, class groups for sharing and learning materials, student submission of remote assignments, recapitulation of lessons or lectures for assessment.

With some of the features above, lecturers and students can do distance learning efficiently and mobile. In the class features section, teachers can create classes according to their lessons, making the class can select public or private categories. After the teacher can create the class, the teacher can invite students into the class group by using a class verification code. In class groups, the teacher can provide learning materials in the form of document formats, pdf, video links, or a photo for students to study.

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CHAPTER III

RESEARCH METHOD

This part will discuss about research design, location and time, focus of the research, types and data source, instrument, and data collection techniques.

A. Research Design

This study aims to analyze online learning using the EdlinkSevima application in vocabulary courses. Researchers want to describe factually and objectively about the challenges and obstacles faced by students and lecturers in using the edlink media platform in the vocabulary learning process. The method used in this research is a qualitative method with a case study approach.

Researchers used a case study qualitative approach. A case study is a study of a case with a more in-depth study and the conclusions are not generalizations or the conclusion of the research results cannot be valid or limited to other cases. Qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed.[29]

Qualitative research uses theories or patterns that are consistent with this type of qualitative design. In qualitative research the use of theory is less clear than quantitative. Trams use for "theory" varies with the type of design.[30]

Based on some of the above definitions, the writer can conclude that qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process, because through qualitative research researchers can identify subjects, feel what they experience in everyday life.

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[29]Basrowi&Suwandi, *Memahami Penelitian Kualitatif*. (Jakarta: Rineka Cipta, 2008), p. 1.

[30]John W. Creswell, *Research Design Qualitative Quantitative Approaches*.(London: Internasional Educational and Peifesional Puplisher, 1994), p.93.

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Researchers used a qualitative case study approach because the problems discussed in this study were not related to numbers, but described, described and examined a case in depth on the obstacles and challenges for lecturers and students in implementing learning using the edlink media platform in vocabulary courses.

a. Intensive, long term participation in field settings, which is carried out intensively, and researchers participate for a long time in the field.
b. Careful recording of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence, namely Taking care of what happens.
c. Analytic reflection on the documentary records obtained in the field, namely, conducting a reflective analysis of various documents found in the field.
d. Reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary, namely, making a detailed research report.[31]

Based on this, it can be argued that qualitative methods can be carried out intensively, researchers participate for a long time in the field, note carefully what happened, carry out reflective analysis of various documents found in the field, and make detailed research reports.

Qualitative research method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), data analysis is inductive,

[31]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R & D.* (Cet. XIV. Bandung: Alfabeta. 2012), p. 132.

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and the results of qualitative research emphasize the meaning rather than generalization.

Objects in qualitative research are natural objects, or natural settings, so this research method is often referred to as naturalistic methods. Natural objects are objects that are not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object and after leaving the object are relatively unchanged.

B. Location and Duration of The Research

This research was conducted in State Islamic of Parepare (IAIN), the location selection was based on the background of the research problem:

Barriers and challenges faced by lecturers and students in the process of implementing learning using the SevimaEdlink platform media in vocabulary courses. The study was carried out in a span of approximately four months.

C. Focus of The Research

The study focuses on the process of achieving the implementation of learning using edlinksevima on vocabulary courses. Analyzing the obstacles and challenges faced by students and lecturers in using the edlinksevima application is the main focus of this study.

D. Types and Data Source

Source of the data is based on all information which take from the subject of the research. The data source is all data obtained directly from everything related to research. In the research, there are usually two types of data analyzed, namely primary and secondary data. Data sources that will be used in this research are:

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a. Primary Data

In this study, primary data were obtained directly from the field in the form of documents, observations, and interviews about the learning implementation process using edlink in vocabulary courses. Primary data is the main data that comes from information taken directly from researchers. This kind of data does not have a third party, meaning that it is all purely from the research subject and is recorded with notes, audio or visual recordings.[32]

b. Secondary Data

Secondary data are various kinds of data that can help researchers to find out the obstacles and challenges faced by students and lecturers in using the Edlink application during the learning process. Fortunately to support further data, all related information not from the subject was taken as part of the secondary data. This data has different types such as educational notes, articles, etc.[33]

E. Data Collecting Techniques

To obtain the data that the writer wanted to examine, the data collection techniques used in this study were through interviews, observation and documentation.

a. Interview

The interview is a method of collecting data that is used to obtain information directly from the source. An interview is a conversation conducted by two parties, namely the interviewer (interviewer) who asks the question and the interviewee (Interviewee) who provides the answer to that question.[34]

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[32]Marzuki, *MetodologiRiset*, (Yogyakarta: Hanindita Offset, 1983), p. 55.

[33]Sujono Soekanto, *Pengantar Penelitian Hukum*, (Jakarta: UI Press, 1986), p. 12.

[34]Haris Herdiansyah, Wawancara, *Observasi dan Focus Groups Sebagai Instrumen Penggalian Data Kualitatif* (Jakarta: Rajawali Pers, 2013), p. 29.

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There are several ways of dividing the types of interviews described in the literature, one of which is suggested by Patton as follows:

1. Informal talk interview. In this type of interview the questions asked really depend on the interviewer himself, so it depends on his spontaneity in asking questions to the interviewee. The relationship between the interviewer and the interviewer is in an ordinary, natural setting, while the questions and answers go as usual in everyday life.
2. The approach uses general interview guidelines. This type of interview requires the interviewer to outline and outline the main questions of the interview, but it does not have to be asked in order. The interview guide only contains an outline of the process and content of the interview to keep the planned points fully covered. Conducting interviews and ordering of questions is adjusted to the condition of the respondent in the actual interview contact.
3. Open Interview. This type of interview is one that uses a standard set of questions. The order of the questions, the words and the way they are presented is the same for each respondent.[35]

In this study, interviews were conducted by lecturers and students. The focus of the interview is the obstacles and challenges faced by students and lecturers in using the edlink platform media in the vocabulary learning process.

b. Documentation

Documentation is a way of collecting data by recording and utilizing data in the field, both in the form of written data such as books, newspapers, archives, letters and photographs. This method is a way of collecting data that produces important notes

[35]Baswori & Suwandi, *Memahami Penelitian Kualitatif*,. P. 127 – 128.

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related to the problem under study, so that data will be obtained which is complete, valid and not based on estimates. This method only retrieves existing data.[36]

In this case the documentation is used in several stages, namely:

1. Collecting data on school data sources such as teachers, students, infrastructure, achievements and others. At this stage,
2. Documenting events and activities related to the problems studied using a camera,
3. Documenting all documents about learning such as lesson plans, annual programs, semester programs.

F. Technique Analysis Data

Data analysis is a process of descriptions and compilation of interview transcripts and other collected materials. That is, so that researchers can improve their understanding of the data so that they can improve their understanding of the data and then present it to others more clearly about what has been found or can be from the field.[37]

Patton states that:

> Data analysis is the process of arranging data sequences, organizing them into patterns, categories, and a basic description. Patton also distinguishes it from interpretation, which is to give significant meaning to the analysis, explain the description and look for relationships between the dimensions of description.[38]

In this research, a qualitative case study is used, as the main instrument in qualitative research is the researcher himself. The step is to examine all existing data,

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[36]Basrowi&Suwandi, *MemahamiPenelitianKualitatif*, p. 158.

[37]Sudarwan Danim, *Menjadi Peneliti Kualitatif,* (Bandung: CV Pustaka Setia, 2020), p. 209-210.

[38]Moleong, *Metode Penelitian Kualitatif* (Jakarta: Rosda Karya, 2006), p. 248.

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then the researcher can draw certain conclusions from the results of understanding and understanding based on the assumptions of the communication process approach so that the data is saturated.

i. Data Reduction

Data reduction is the process of selecting, focusing on simplification, abstracting, "rough" data that emerge from written records in the field. Data reduction took place continuously during the study.[39]

Data reduction is a sensitive thought process that requires intelligence and high breadth and depth of insight. Reducing data means taking the main part or essence of the data obtained so that the data that has been reduced will provide a clearer picture, make it easier to collect further data and look for it if needed thus this will make it easier for researchers to determine what data should be collected .

Data reduction in this study takes data from the results of interviews with teachers and students, where the data obtained by the researcher intends to get answers to the problems in chapter 1, whether it is about learning strategies to instill students' spiritual intelligence, teacher strategies in familiarizing children. to pray in an orderly manner, the teacher's strategy in getting children to behave and speak good words, the teacher's strategy in instilling in introducing religious values to students.

ii. Data Display

Presentation of data is the process of compiling data so that it allows drawing conclusions and actions. By looking at these presentations it will be possible to understand what is happening and what must be done.[40]

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[39]YayukYulianti, *Perubahan Ekologis dan Strategi Adaptasi Masyarakatdi Wilayah Pegunungan Tengger* (Malang: UB Press, 2011), p. 84-85.

[40]Yayuk Yulianti, *Perubahan Ekologis dan Strategi Adaptasi Masyarakat di Wilayah Pegunungan Tengger*, p. 58.

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After the data is reduced, the next step is to present the data. Qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, with the presentation of data, it will be easier to understand what happened, plan further work based on what has been understood and be able to describe the whole or the parts.

The presentation of the data in this study presents data from the results of interviews with teachers, students, where the data presented by the researcher intends to get answers to the problems in chapter 1 whether it is about learning strategies to instill spiritual intelligence in students, teacher strategies in familiarizing children. to pray in an orderly manner, the teacher's strategy in getting children to behave and speak good words, the teacher's strategy in instilling in introducing religious values to students.

iii. Conclusion

The third step in data analysis is drawing conclusions and verification. The initial conclusions put forward are tentative or provisional, and are still doubtful, therefore conclusions are always verified during the study and change if strong evidence is not found at the next stage of data collection. In drawing conclusions, the researcher presents data both from the results of interviews from lecturers and students, where the data concluded by the researcher intends to get answers and descriptions of the problems in Chapter 1, both formulation of problems and research objectives regarding the use of SevimaEdlink media in the learning process. English in vocabulary course.

So, conclusions in qualitative research may be able to answer problems formulated from the start, but maybe not, because it has been argued that the

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problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field.

G. Data Validity Text

a. Triangulation

Triangulation is the collection of data using a variety of data collection techniques (observation, interviews, and documentation). The data collected from various techniques are compared, look for similarities and differences, draw the red threads, formulate the meaning behind the phenomena or events that occur.[41]

Neuman stated that there are several types of triangulation that are commonly used in research, which are as follows:

1. Triangulation of measurement, namely making multiple measurements of the same phenomenon. By taking measurements in several ways, researchers can observe various aspects of the phenomenon.
2. Triangulation of the observer, the researcher adds to his perspective with the help of other researchers who participate in the observation or interview. [42]

Sukmadinata stated that:

Triangulation is a data collection technique used to complement the data, in the form of primary and secondary data. Primary data obtained through interviews and direct observation and secondary data obtained through documentation studies. [43]

Alwasilah states that:

[41] I Wayan Suwendra,*Metodologi Penelitian Kualitatif* (Bandung: Nilacakra. 2018), p. 66.
[42]Azfi Manzilati, *Metodologi Penelitian Kualitatif* (Malang: UB Press. 2017), p. 96.
[43]Ajat Rukajat ,*Pendekatan Penelitian Kualitatif* (Yogyakarta: Deepublish. 2018), p. 29.

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Triangulation is a method of obtaining information from a phenomenon in qualitative research.[44]

b. Types of Triangulation Techniques

Bachtiar S Bachri stated that there are several kinds of triangulation techniques as follows:

1. Source Triangulation Technique

Comparing back the level of validity of data and information that has been taken from different sources, such as comparing the results of interviews with observations, between information submitted personally, and comparing the results of interviews with existing documents.[45]

2. Time Triangulation Technique

Data validation is associated with the process of changing human behavior, in fact human behavior changes over time and time. In order to obtain more valid data and information, researchers need to make observations several times, at different times and conditions. [46]

3. Triangluation Theory Technique

The technique is by using observing several theories, as if from two different theories then combined or synthesized or all of their strengths are pitted. Research is required to compile a more complete collection and division design and analysis, the aim of which is to obtain a more complete theory. [47]

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[44]Ajat Rukajat, *Pendekatan Penelitian Kualitatif*, p. 29.

[45]Firdaus dan Fakhry Zamzam, *Aplikasi Metodologi Penelitian* (Yogyakarta: Depublish. 2018), p. 110.

[46]Firdaus dan Fakhry Zamzam,*Aplikasi Metodologi Penelitian*, p. 110.

[47]Firdaus dan Fakhry Zamzam, *Aplikasi Metodologi Penelitian*, p. 110-111.

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CHAPTER IV

FINDING AND DISCUSSION

A. Findings

Before discussing thoroughly the results of the research, first the related implementation process will be "The using of the sevima edlink in the process of learning English (case study vocabulary) at Tarbiyah Faculty". This researcher uses interview techniques to get more accurate information about what will be studied. So the researchers conducted interviews with lecturers who had taught vocabulary courses at the State Islamic campus of IAIN Parepare and students who had studied vocabulary courses using the edlink application in the learning process. Sevima edlink is one of the mobile android-based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of Sevima Edlink for educators are to save time, keep classes organized and improve communication with students or students. In addition to being useful for education, here will also mention the benefits of this application for students and the obstacles faced by the students and lecturers concerned.[48]

The following is a review of the results of the research conducted by the author based on the formulation of the problem in this study.

1. Implementation of the use of the Edlink Application in the Vocabulary Learning Process

[48] Andi Wibowo, *"Penggunaan Sevima EdLink Sebagai Media Pembelajaran Online Untuk Mengajar Dan Belajar Bahasa Indonesia".*(Jurnal Pendidikan Bahasa Dan Sastra Indonesia. Vol. 2, No. 2, Maret 2020) p. 164.

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Based on the results of interviews that I have conducted with lecturers and students at State Islamic IAIN Parepare, there are several uses or uses of the edlink application in the vocabulary learning process as follows:

a. Easy And Flexible Edlink Application Usage

From the results of the interviews I did, 2 out of 6 students admitted that. The use of the edlink application in the vocabulary learning process in their use of the application said the edlink application was easy to use in the vocabulary learning process.

According to student 1 English education student, the tarbiyah faculty stated that:

> "The advantages of the edlink application that I feel in the learning process are that it is first, easy and flexible"[49]

Apart from the opinion of student 1 above, it is said that the use of the edlink application is easy and flexible. There are other students who agree that the use of edlink is very easy to use and does not complicate students in using it.

Another opinion which says that the use of edlink in the learning process is easy and uncomplicated, namely, student 4, student of English education, faculty of tarbiyah stated that:

> "The advantages of the edlink application over other applications. the first is, its use, its use in my opinion is not too complicated"[50]

The following is an example of providing learning materials given by lecturers to students using the edlink application:

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[49] Student 1st (Women), Student, *interview* Via WhatsApp, 24 April 2021
[50] Student 4th (Man), Student, *Interview* Via Whatsapp, 28 April 2021.

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Figure 4.1 An Overview of Giving Material by Lecturers to Students With The Edlink Application

From the description of the interview results above, it is said that the edlink application is indeed easy to use in the learning process. The use of the application is not too complicated and easy and flexible according to the results of interviews from these students.

b. Facilitate Lecturers and Students in the Learning Process

To find out that the edlink application makes it easier for students and lecturers in the learning process. According to student 2, an English education student, tarbiyah faculty, stated that:

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"This edlink application has helped me and other friends in the learning process"[51]

As for other opinions given from other students, namely according to student 5, said that:

"The advantage is that it makes it easier for lecturers and students to carry out the learning process from each other"[52]

From the description above shows that, student 2 and student 5 said that the edlink application makes it easier for students and lecturers to carry out the vocabulary learning process.

c. Active Notifications on The Edlink App

From the results of the interviews I did, 2 out of 6 students said that they felt another benefit from using the edlink application in the vocabulary learning process, namely the edlink application always activates notifications or notifications to the account owner.

According to student 1, English Education Student, the tarbiyah faculty stated that:

"In the edlink application there is a notification when the assignment was last collected, and when the lecture started"[53]

What was conveyed by student 1 and student 3, had the same opinion regarding the benefits of the edlink application in the learning process. Student 3 stated that:

"…Because by using edlink there is usually a special notification with the courses entered. So, it's easier and faster to get the info because there are notifications that come in like that…"[54]

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[51] Student 2nd (Woman), Student, *Interview* Via Whatsapp, 25 April 2021
[52] Student 5th (Woman), Student, *Interview* Via Whatsapp, 29 April 2021
[53] Student 1st (Woman), Student, *Interview* Via Whatsapp, 24 April 2021
[54] Student 3rd (Woman), Student, *Interview* Via Whatsapp, 26 April 2021

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From the description of the interview results, 2 out of 6 students said that the edlink application had active notifications. According to the students I interviewed, this edlink application always provides notifications to the account owner, notifications are given such as notifications about assignment collection and notifications about when lectures will start.

d. Utilization of Menus or Features in the Edlink Application

From the interviews I did, 4 out of 6 students said that the features in the edlink application were very useful for them in the process of using the edlink application in learning vocabulary.

The first opinion came from student 1, an English Education student at the Tarbiyah Faculty, who said that:

> "…There are many features that make it easier for us to get material from lecturers…"[55]

According to student 1, he gets benefits from the menu or features of the edlink application because he gets material easily from the lecturer in question. Meanwhile, student 4 felt different things from using the features of the edlink application.

According to student 4, an English Education student, said that:

> "…This edlink application also has several menus such as; there is a menu of updated news or the latest from outside the campus. the menu on the KRS (Study Plan Card). Now, in the KRS menu, we can see our scores directly, transcripts of grades, KHS (Study Result Cards) can be seen easily like that."[56]

The following is an example of the KRS (Study Plan Card) on the Edlink Sevima:

[55] Student 1 (Woman), Student, *Interview* Via Whatsapp, 24 April 2021
[56] Student 4 (Man), Student, *Interview* Via Whatsapp, 28 April 2021

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Figure 4.2 Sample KRS Display (Study Plan Card) on The Edlink Application

According to student 4, that the features of the edlink application make it very easy for him to carry out activities that were once very complicated because he had to go directly to campus to check KRS (Study Plan Card) and KHS (Study Results

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Card). After he uses the edlink application and takes advantage of the features in the edlink application, which used to take a lot of time now it can be checked anywhere and anytime using a smartphone.

As for other opinions on the use of features in the edlink application that I got from the interview results, it came from student 5, an English Education student at the Faculty of Tarbiyah, who said that:

"… this edlink application already includes many menus that do not exist in other learning applications. The good thing is, working with the video conferencing application (zoom) has worked together so there is no need to open the zoom application outside to create a meeting room…"[57]

The following is a display of giving instructions from lecturers to conduct video conferencing (zoom) on the edlink application:

Figure 4.3 Providing Material by Lecturers and Inviting Students to do Video Conferences (zoom) on edlink sevima

[57] Student 5th (Woman), Student, *Interview* Via Whatsapp, 29 April 2021

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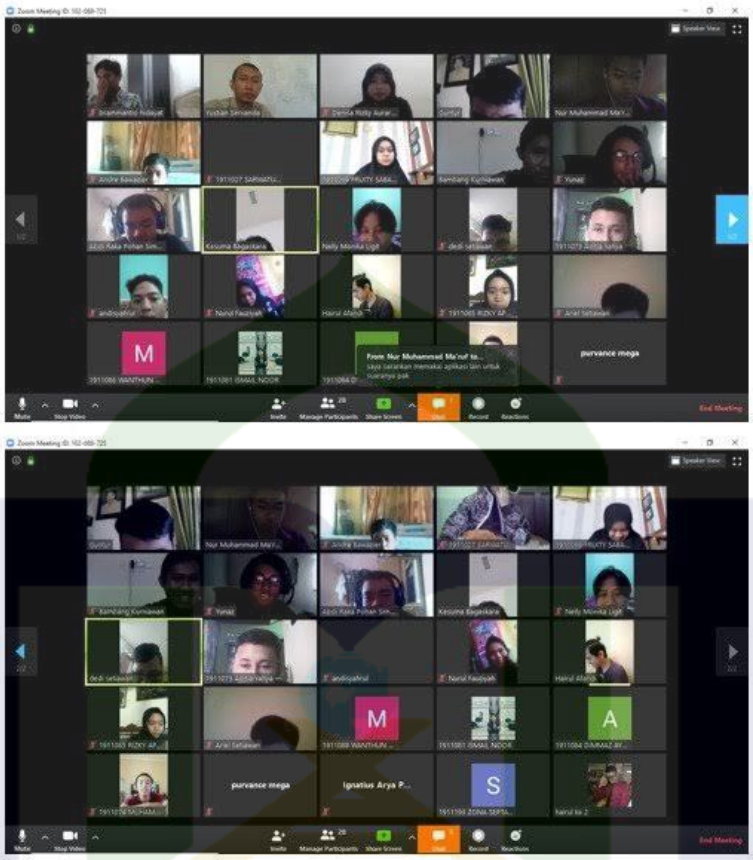

Figure 4.4 An Example of The Implementing vocabulary learning Via Zoom on Edlink Sevima

From the opinion of student 5, he felt the use of the video conference (zoom) feature. From the beginning he used a special application for video conferencing, after using the edlink application. He can already do video conference activities, without leaving the edlink application.

Furthermore, the opinion of student 6, a student of English Education Faculty of Tarbiyah, said that:

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> "…The first is that the features in the Sevima edlink application are very complete, starting from us being able to send pictures, videos, files in the form of (word, pdf, excel and so on). In addition, there is a discussion area feature, a chat feature, a comment feature, and there is also a video conferencing feature. In addition to having features for discussion places and so on, there is also a video conferencing feature. So, students and lecturers can meet face-to-face online without having to leave the edlink application or without having to open google meet or zoom and so on…"[58]

From the results of the interviews I did, 4 out of 6 students said that the features or menus in the edlink application were very useful for their use in the vocabulary learning process. The features referred to here are the chat or comment feature that can be used by students and lecturers in discussing, the task feature to collect assignments and tones as well as the video conferencing feature that can be used by lecturers and students to conduct face to face video conferences.

The other features or menus of this application make it easier for students in terms of academic matters, from the former students having to always go to the faculty to check KRS (Study Plan Card), KHS (Study Results Card), Transcripts and so on. The edlink application makes it easier for students to do these things online by using the edlink application.

According to Mrs. Magdhalena Tjalla, a lecturer in English Education, at the Tarbiyah Faculty of IAIN Parepare, regarding the use of menus or features in the edlink application as follows:

> "The advantage is that there is a zoom feature, I can interact voice with students, can see students' faces and take attendance directly. There is a quiz feature where the task collection limit can be set, there is also a task feature that can be set when the collection time can be scored and saved."[59]

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[58] Student 6th (Woman), Student, *Interview* Via Whatsapp, 1 Mei 2021
[59] Teacher (Woman), *Interview* Via Whatsapp, 22 April 2021

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The lecturer in question said that the advantages of using the edlink application in the vocabulary learning process, the benefits he felt were in the features or menus in the edlink application. According to him, this application with its features or menus is very beneficial for the learning process, starting from the quiz feature, video conferencing features that can be accessed in the application without leaving the edlink application, as well as discussion forums between students and lecturers on the chat feature.

The following is an example of a menu or quiz feature on the edlink sevima application:

Figure 4.5 An Example of Giving Instruction to Take a Quiz on The Edlink Sevima Application

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2. Obstacles and Challenges Faced by Students in the Learning Process Using the Edlink Application

Based on the results of interviews that I have conducted with lecturers and students at State Islamic IAIN Parepare, there are several obstacles and challenges in using the edlink application in the vocabulary learning process as follows:

a. Network Problems

From the results of the research on obstacles and challenges regarding the use of the edlink application in the vocabulary learning process, six of the six students who conducted the interview session experienced network problems when using the edlink application in the vocabulary learning process. The following is an interview conducted with students of English education at the Tarbiyah Faculty about network problems in using the edlink application.

According to student 1 to student 6, students of English education, tarbiyah faculty stated that:

> "Network problems are one of my problems using edlink, how many times have I experienced network problems for myself, at least once to three times…"[60]

From the results of the interviews above, it shows that students experience network problems when operating the edlink application. This interference often occurs when operating the application. According to the results of interviews, students often experience this problem almost 3 times.

b. Limited Time Used in the Learning Process

[60] All Students (Woman & Man), *Interview* Via Whatsapp, 24 April – 1 Mei 2021

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In this interview, I found 1 out of 6 students who experienced obstacles and challenges in the vocabulary learning process using the edlink application. The obstacles and challenges are the problem of limited time used in the learning process.

Student 1, English language education student, tarbiyah faculty stated that:

> "…Moreover, online learning is a challenge, that is, we can say that we lack time to ask questions. If, there is still material that is not understood…"[61]

From the description above, 1 out of 6 students conducted an interview session about the obstacles and challenges faced in the vocabulary learning process using edlink. The student had problems with limited time in the learning process he was doing, according to the student, the time given was still insufficient, because he did not have time to ask the lecturer questions about the material presented.

c. Refresh the Comment Feature on the Edlink Application

In this interview, I found 2 out of 6 students who had problems and challenges regarding the comment feature who always wanted to be refreshed when they wanted to get updates on the edlink application in the vocabulary learning process.

Student 2, student of English education, faculty of tarbiyah stated that:

> "…then the second one is usually when we use the edlink application there when we write comments and wait for other comments from the lecturers or from students here usually no notifications come in so we have to refresh several times to see if there are comments from other students or lecturers who teach the eye. the lecture…"[62]

Between student 2 and student 3, students of English education, tarbiyah faculty have the same opinion which states that:

[61] Student 1st (Woman), Student, *Interview* Via Whatsapp, 24 April 2021
[62] Student 2nd (Woman, Student, *Interview* Via Whatsapp, 25 April 2021

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> "There is one more thing, namely communication problems, so when learning vocabulary using edlink it is still through chat. Well, the chat is for smooth communication, so the page must be refreshed before so that the new chats can enter. Because if it is not refreshed, the new chat will not enter. So, sometimes the problem is that if we forget to refresh it, we will miss communication and leave the lecturer chat like that."[63]

From the description of the interview results above, it shows that 2 out of 6 students have problems with the comment feature which always wants to be refreshed. From the interviews, according to the students, when we don't refresh the comment feature, they miss the latest news or chat. As we know that the comment feature is the same as the chat feature or a place for discussion between students and lecturers during the learning process.

The following is an example of how the comment feature on the edlink sevima application:

Figure 4.6 The Lecturer starts and greets students using the comment feature

[63] Student 3rd (Woman), Student, *Interview* Via Whatsapp, 26 April 2021

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d. Edlink App Update

In this interview activity, the results of the interview showed that there were 2 out of 6 students who had problems and challenges regarding updating the application on the edlink application.

Student 4, an English education student, tarbiyah faculty said that:

> "… So, as far as I know, the problem is that the couple is having problems with the renewal. Because, this edlink application is almost in one month there must be an update…."[64]

Another opinion but with the same goal, which is that the application renewal is constrained, comes from student 5, student of English education, faculty of tarbiyah who stated that:

> "… There are several things that are most important, namely the frequent occurrence of errors or loading applications and always asking for updates so that the application is slow…"[65]

From the results of the interview above, it shows that, 2 out of 6 students have problems with the edlink application, namely the edlink application always wants updates. According to the results of interviews with the two students above, the edlink application is almost every month asking for application renewal. And if the application is not updated the application will operate slowly and even error.

e. Error

From the results of the interview below, that there are 1 out of 6 students who experience error problems in using the edlink application in the vocabulary learning process, the following are the results of the interview:

Student 5, student of English education, faculty of tarbiyah stated that:

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[64] Student 4th (Man), Student, *Interview* Via Whatsapp, 28 April 2021
[65] Student 5th (Woman), Student *Interview* Via Whatsapp, 29 April 2021

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> "…There are several things that are the most important, namely the frequent occurrence of errors or loading applications…" [66]

From the results of the interview above, it shows that students who experience application problems, namely errors in the edlink application, often experience errors in the application. There are several solutions that he did when an error occurred in the edlink application, namely; update the edlink app, uninstall the app and re-download the app.

f. Habituation of Using the Edlink Application in the Voabulary Learning Process

From the results of the interviews I conducted, it was shown that 1 out of 6 students experienced obstacles and challenges regarding the habit of using the edink application in the learning process.

Student 6, student of English education, faculty of tarbiyah stated that:

> "…The first one is adjustment. In this case, what I mean is that we initially learn face-to-face or directly with lecturers in the classroom, suddenly we have to study online using certain applications such as Sevima Edlink…"[67]

Furthermore, student 6, an English education student, tarbiyah faculty, stated that:

> "In the adjustment problem at the 4th meeting, they have started to get used to learning vocabulary using edlink"[68]

The results of the interviews showed that students who had problems adjusting to the use of the edlink application. At the first meeting until the third meeting, the students learned to get used to using the edlink application. So that at the fourth

[66] Student 5th (Woman), Student, *Interview* Via Whatsapp, 29 April 2021
[67] Student 6th (Woman), Student, *Interview* Via Whatsapp, 1 Mei 2021
[68] Student 6th (Woman), Student, *Interview* Via Whatsapp, 1 Mei 2021

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meeting the students were proficient in using the edlink application in the vocabulary learning process.

3. Obstacles and Challenges Faced by Lecturers in Using the Edlink Application in the Vocabulary Learning Process

In the results of research I did on the State Islamic Institute campus IAIN Parepare. I got information about a lecturer who teaches vocabulary courses using the edlink application. I got only one lecturer who taught vocabulary using the edlink application. In the learning process carried out by the lecturer, the obstacles and challenges faced were **the problem of operating the application or the use of task features and quota problems.**

Magdhalena Tjalla, lecturer in English education, Tarbiyah faculty stated that:

"… At the beginning of teaching I just didn't understand how to use the assignment feature…"[69]

The next obstacle faced by the lecturer was the problem of quotas, the following are the results of the interview from the lecturer:

"The zoom feature consumes a lot of quota so I don't always have a live conference at every meeting. Regarding the problem of storage constraints, I don't think there is a problem with that"[70]

From the results of interviews regarding the obstacles and challenges faced by lecturers in using edlink in the vocabulary learning process, namely the problem of operating the application and the problem of quotas. The problem of operating the application, the lecturer can handle it by using the YouTube application to learn independently about the operation of task features properly.

[69] Teacher (Woman), *Interview* Via Whatsapp, 22 April 2021
[70] Teacher (Woman), *Interview* Via Whatsapp, 22 April 2021

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B. Discussions

1. Implementation of the use of the Edlink Application in the Vocabulary Learning Process

a. Easy And Flexible Edlink Application Usage

Sevima edlink electronic learning media, this media makes it easier for students to get material from remote system teachers and makes it easier for students to give assignments through the features found on the Sevima edlink media. It can be seen from the results of the interview above that to get an electronic learning media in the Sevima Edlink class, all you have to do is search on the internet page and then just download the media, and then all you have to do is download the media and can also be downloaded via the Android-based play store channel which is already available for free without being charged. any cost. This media is said to be easy to see from the registration of the media account by only using a personal e-mail and password according to the user's wishes. The use of other features is also easy to see from the features provided, you just need to select the data or file to be uploaded and go directly to the column of features used.

b. Facilitate Lecturers and Students in the Learning Process

This media has features as shown below:

Figure 4.7 Features of Sevima Edlink

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The picture above clearly shows that the use of this media for teaching is quite easy, just type the topic to be discussed, then describe according to the material. The material is to be entered by selecting the paperclip sign in the upper right corner, below is the display of the paperclip sign.

Figure 4.8 Upload Document Option

Displaying the image above, the teacher can choose the format needed, the material can be in the form of a document file, it can be in the form of a photo image, in the form of a video link or in the form of a photo via a camera. When connected with learning Indonesian, this feature is very supportive, because in learning English, the teacher can teach reading skills by providing a document format, file, and can provide listening skills. The teacher can provide a video or video recording of the teacher himself made or Can you provide the video link If learning English learns a text, then you can use the file format document feature.

c. Active Notifications on the Edlink App

The edlink application has a notification when it has a notification on the edlink account owner. Notifications are given, such as notifications about assignment

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collection and notifications about when lectures will start, so students don't need to be afraid of forgetting class schedules because edlink will always remind users with notifications given to users.

Students are facilitated by setting notifications on their respective smartphones when classes will take place. this will prevent the occurrence of missed material which is further shortened by going online.

d. Utilization of Menus or Features in the Edlink Application

When the user has downloaded the Sevima Edlink electronic learning media, he is required to create an account, enter an active e-mail used by the user and create a password that is easy for the user to use, after which the system sends a code to verify the account created. After sending the code for verification, the main appearance of Sevima Edlink can be seen, there are several features found on the Sevima Edlink main page as below:

Figure 4.9 Menu Sevima Edlink

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In the image above, it can be seen that there are features of the homepage, classes, conversations, campus accreditation, study program accreditation and others.

The detailed features contained in online learning media are :

No.	Features
1.	Video conferencing for distance learning.
2.	Student attendance
3.	Schedule lessons or lectures
4.	Interactive quiz creation
5.	Lesson schedule marker / reminder
6.	Class groups to share materials and lessons
7.	Submission of remote assignments by students and students
8.	Recaps of learning or lectures for assessment

With the above features, teachers and students can conduct distance learning efficiently and on a mobile basis. In the class features section, the teacher can create a class according to the lesson, the class creation can choose a public or private category. After the teacher has created the class, the teacher can invite students to the class group by creating a class verification code. In class groups created by teachers, they can provide learning materials in the form of document formats, pdf, video links, and photos for students to study.

Edlink is an application that is directly connected to the Siakad or academic information system, which has become a mandatory application for universities

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today. Universities with such complex academic activities certainly need a system that can help facilitate management and the campus community in managing them.

The existence of an academic information system for managing academic information can cover all academic activities in the dictionary starting from the new student admissions process (PMB), curriculum creation, KRS (filling in study plan cards) to making lecture schedules and many more functions that will facilitate the management of campus activities.

2. Obstacles and Challenges Faced by Students in the Learning Process Using the Edlink Application

a. Network Problems

Network problems or bad networks, which are often experienced when operating the edlink application. Thanks to technological sophistication, now almost all activities on every device require internet connectivity, be it via cellular data or Wi-Fi.

Because, this dependence on the internet often also causes similar problems when opening applications. This happens if the signal obtained is very low, either because it is in the basement, elevator or caused by operator interference.

Switching connection or Wi-Fi to cellular data also allows for temporary loss of connectivity which will slightly interfere with the running of the application. So, don't be surprised if you have difficulty accessing applications in closed spaces. Make sure to be in a room that is easy to get a signal and internet connectivity.

b. Limited Time Used in the Learning Process

Students also have constraints regarding the limited time used by lecturers when carrying out the learning process. This time limitation is because the material provided by the lecturer is increasingly being shortened because it is an online lecture. As a

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result, the student does not have the opportunity to conduct a question and answer session when there is material that the student has not understood.

c. Refresh the Comment Feature on the Edlink Application

The next obstacle felt by students was the desired refresh on the comment feature. The comment feature on the edlink application is a feature used between students and lecturers when holding class discussions or material discussions. The disadvantage of this feature is that it always wants to be refreshed when using it. Because, when we don't refresh as a result, we will experience missing information whether it's from our lecturers or classmates or students.

d. Edlink App Update

The next obstacle that the researcher found, from the results of the interview, was the renewal that always appeared in the application. As a result, users experience problems because they have to update the application and consume a lot of quota. But behind the renewal of this edlink application, there are also functions and advantages behind it, namely, the main advantage of updating the application is to eliminate bugs or errors in the previous version of the application. So, if the previous version of the application had many problems or errors, then update the application if the latest version is available. Because, the latest version of the application will be better and the error problem in the previous version will disappear. And the new features or menus will be able to be used when you have updated the application.

e. Error

The next obstacle that is often experienced by students is the edlink application which often crashes. One of the causes of edlink errors is over capacity, this is because

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the Siakad website can reach more than 1,000 users a day. If the college server is inadequate it will definitely cause an error.

The server is busy due to the large number of students accessing at the same hour and time at one address. Then the capacity that can be accommodated by a domain will be exceeded so that it happens like an online KRS error or other errors. So, server capacity must be adjusted to the number of users or students on campus.

f. Habituation of Using the Edlink Application in the Voabulary Learning Process

The next obstacle faced by students is the habit of using the edlink application in the learning process. Online lectures require students to continue to adapt to new systems and habits in online lectures. Online lectures are certainly more flexible than face-to-face lectures. This requires students to continue to adapt to new systems and habits in online lectures.

The results of the interviews showed that students who had problems adjusting to the use of the edlink application. At the first meeting until the third meeting, the students learned to get used to using the edlink application. So that at the fourth meeting the students were proficient in using the edlink application in the vocabulary learning process.

3. Obstacles and Challenges Faced by Lecturers in Using the Edlink Application in the Vocabulary Learning Process

a. Don't know how to operate the task feature in the Edlink application

In the class forum feature, lecturers can make assignments quickly, namely by clicking share information and then selecting questions, lecturers can directly give assignments, in this task feature lecturers can also include files, images and even links,

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to make it easier for students to understand the questions given by the lecturer. Not only that, the lecturer can also see all the answers and give an assessment of the answers. And if the assignments have been collected, the lecturer can also share all student answers to forum members so that students can learn the answers from other students, so that students know which answers are right and which are wrong.

With this task feature, it is definitely very helpful for lecturers to see how students understand the lecture material. From the student side, this feature also helps students add learning references from their friends' answers.

b. The Zoom feature consumes a lot of quota

The next obstacle faced by lecturers was the problem of quotas when operating the zoom application on the edlink sevima application. Zoom is a cloud computing-based video conferencing service. The zoom feature in this edlink application allows you to meet between lecturers and students virtually. Whether it's video calls, voice calls, or both. Interestingly, all conversations via zoom can be recorded for later viewing.

Based on the information obtained, the zoom feature in the edlink application requires internet speed (bandwidth) of around 600 kbps – 1.8 Mbps for video teleconferencing with one person (1 : 1), depending on the quality of the video displayed. If the speed of 1 Mbps can consume about 450 MB of data per hour, it means that one hour of using Zoom can consume around 270 MB – 810 MB of data quota.

Meanwhile, for video teleconferencing with many people (groups), zoom requires a bandwidth of 800 kpbs – 3 Mbps. In other words, data usage for online schools via zoom can reach 360 MB to 1.35 GB per hour.

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CHAPTER V

CLOSING

A. Conclusion

From the results of research conducted by researchers with the title "The Using of The Sevima Edlink in The Process of Learning English (Case Study Vocabulary Course) at English Education State Islamic Institute IAIN Parepare" the authors conclude that:

1. Implementation of the use of the Edlink Application in the Vocabulary Learning Process.

   The evaluation results for Sevima Edlink media are that Sevima Edlink media is highly recommended to be used as an electronic learning media in English learning, namely vocabulary courses, because it has features that support the needs of learning English. Sevima edlink media is very able to provide material, the media can also interact remotely through a conversational discussion via written or video.

2. Obstacles and Challenges of Lecturers and Students in Using the Edlink Application in the Vocabulary Learning Process

   The obstacles and challenges faced by students in using the edlink application in the vocabulary learning process are the first network problems, the network is often unstable making it difficult for students to open or operate the edlink application. The second is the limited time used in the learning process. The third is, errors from the edlink application itself including; refresh the comment feature, in this feature when conducting a class discussion, students do not refresh the feature, students will miss information from lecturers or students.

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Application updates, the edlink application often always asks for an update, from the results of the interview the edlink application at least asks for an update every month. Furthermore, the problem with the application itself is that the edlink application often has errors, this error is caused by several things, namely, the storage of the cellphone used to install the application is lacking and the network is less or unstable. The last one is the habit of using the edlink application in the vocabulary learning process.

B. Suggestion

After the writer put forward the conclusions above, the following are some suggestions as expectations to be achieved as well as completeness in the preparation of this thesis as follows:

1. For State Islamic Institute of Parepare especially the English language education study program.

   Can be used as an evaluation of the English language education program regarding the use of the edlink platform media in vocabulary learning for improvement.

2. For Teacher

   To provide input and suggestions for a lecturer regarding the shortcomings of using the edlink media platform in vocabulary learning.

3. For Students

   To be used as a reference as well as suggestions and input on the advantages and disadvantages of using the edlink platform in vocabulary learning.

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APPENDIX

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PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA	:	NURFATIMA
NIM	:	17.1300.025
FAKULTAS/PRODI	:	TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL	:	THE USING OF THE SEVIMA EDLINK IN THE PROCESS OF LEARNING ENGLISH (CASE STUDY) OF VOCABULARY COURSE) AT ENGLISH EDUCATION STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

APPENDIX. 1 INSTRUMENT

Based on the Research, the researcher will use the instrument below:

1. **Interview**

The interview is a method of collecting data that is used to obtain information directly from the source. An interview is a conversation conducted by two parties, namely the interviewer (interviewer) who asks the question and the interviewee (Interviewee) who provides the answer to that question.

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There are several ways of dividing the types of interviews described in the literature, one of which is suggested by Patton as follows:

a. Informal talk interview. In this type of interview the questions asked really depend on the interviewer himself, so it depends on his spontaneity in asking questions to the interviewee. The relationship between the interviewer and the interviewer is in an ordinary, natural setting, while the questions and answers go as usual in everyday life.
b. The approach uses general interview guidelines. This type of interview requires the interviewer to outline and outline the main questions of the interview, but it does not have to be asked in order. The interview guide only contains an outline of the process and content of the interview to keep the planned points fully covered. Conducting interviews and ordering of questions is adjusted to the condition of the respondent in the actual interview contact.
c. Open Interview. This type of interview is one that uses a standard set of questions. The order of the questions, the words and the way they are presented is the same for each respondent.

In this study, interviews were conducted by lecturers and students. The focus of the interview is the obstacles and challenges faced by students and lecturers in using the edlink platform media in the vocabulary learning process.

2. Documentation

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Documentation is a way of collecting data by recording and utilizing data in the field, both in the form of written data such as books, newspapers, archives, letters and photographs. This method is a way of collecting data that produces important notes related to the problem under study, so that data will be obtained which is complete, valid and not based on estimates. This method only retrieves existing data.

In this case the documentation is used in several stages, namely:

4. Collecting data on school data sources such as teachers, students, infrastructure, achievements and others. At this stage,
5. Documenting events and activities related to the problems studied using a camera,
6. Documenting all documents about learning such as lesson plans, annual programs, semester programs.

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

INTERVIEW

"THE USING OF THE SEVIMA EDLINK IN THE PROCESS OF LEARNING ENGLISH (CASE STUDY OF VOCABULARY COURSE) AT ENGLISH EDUCATION STATE ISLAMIC INSTITUTE (IAIN) PAREPARE"

PEDOMANAN WAWANCARA

A. Dosen Mata Kuliah Vocabulary

1. Apakah ibu menggunakan aplikasi edlink sevima dalam proses pembelajaran yang ibu lakukan?
2. Apa ibu mempunyai hambatan dalam menggunakan aplikasi edlink dalam pembelajaran vocabulary?
3. Bagaimana ibu memulai perkuliahan dengan menggunakan aplikasi edlink sevima tersebut?
4. Bagaimana ibu menjelaskan atau membahas materi pelajaran menggunakan aplikasi edlink sevima?
5. Bagaimana cara ibu menjawab pertanyaan dari mahasiswa menggunakan aplikasi edlink sevima?

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6. Bagaiamana cara ibu mengetahui apakah mahasiswa sudah memahami materi yang sudah dijelaskan?
7. Bagaimana cara ibu memberikan tugas kepada mahasiswa dan bagaimana format tugas yang diberikan menggunakan aplikasi edlink?
8. Bagaimana cara ibu memberikan evaluasi semester untuk mahasiswa menggunakan aplikasi edlink sevima tersebut?
9. Apa keunggulan aplikasi edlink dalam proses pembelajaran mata kuliah vocabulary yang ibu dapatkan?
10. Bagaimana cara ibu menutup pembelajaran/menutup pertemuan menggunakan aplikasi edlink?
11. Apakah ibu mempunyai keluhan mengenai kuota internet serta keluhan mengenai penyimpanan yang besar terhadap aplikasi edlink?
12. Apa keunggulan media edlink dalam proses pembelajaran mata kuliah vocabulary yang ibu dapatkan?

B. Mahasiswa Pendidikan Bahasa Inggris

1. Apakah anda menggunakan aplikasi edlink dalam proses pembelajaran vocabulary?
2. Apa saja kendala dan tantangan yang anda alami dalam proses pembelajaran vocabulary menggunakan aplikasi edlink?
3. Berapa kali anda mengalami masalah jaringan ketika menggunakan aplikasi edlink?

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4. Bagaimana solusi, ketika mengalami kendala jaringan aplikasi sering eror dan aplikasi yang selalu ingin diupgrade yang anda hadapi dalam mengoperasikan aplikasi edlink?
5. Bagaimana pendapat anda menangani penerapan aplikasi edlink dalam proses pembelajaran yang anda gunakan?
6. Apakah ada kelebihan aplikasi edlink yang anda rasakan dalam proses pembelajaran?

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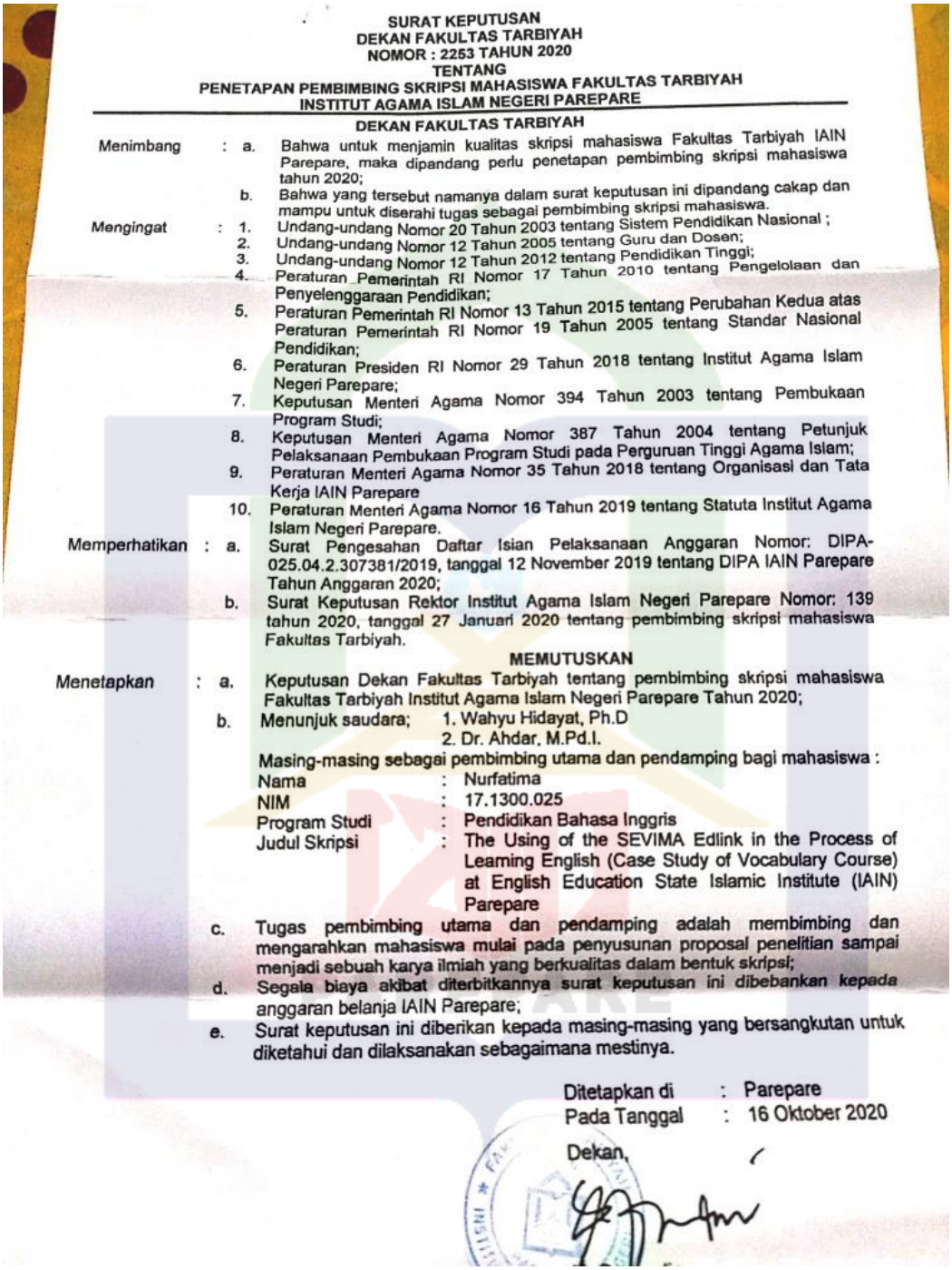
APPENDIX. 2 RESEARCH ALLOWANCE



SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2253 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk saudara; 1. Wahyu Hidayat, Ph.D
2. Dr. Ahdar, M.Pd.I.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nurfatima
NIM	:	17.1300.025
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Using of the SEVIMA Edlink in the Process of Learning English (Case Study of Vocabulary Course) at English Education State Islamic Institute (IAIN) Parepare

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 16 Oktober 2020

Dekan,

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

Nomor : B.991 /In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nurfatima
Tempat/Tgl. Lahir	: Parepare, 04 April 1999
NIM	: 17.1300.025
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. Poros Pare-Sidrap Km.11, Kel. Mattirotasi, Kec. Watang Pulu, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Using Of The Sevima Edlink In The Process Of Learning English (Case Study Of Vocabulary Course) At English Education State Islamic Institute (IAIN) Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 29 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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SRN IP0000271

PEMERINTAH KOTA PAREPARE
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Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 273/IP/DPM-PTSP/5/2021

Dasar : 1. Undang-UndangNomor18Tahun2002tentangSistemNasionalPenelitian,Pengembangan,danPenerapan Ilmu Pengetahuan danTeknologi.
2. PeraturanMenteriDalamNegeriRepublikIndonesiaNomor64Tahun2011tentangPedomanPenerbitan RekomendasiPenelitian.
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 :

M E N G I Z I N K A N

KEPADA

NAMA	: **NURFATIMA**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **TADRIS BAHASA INGGRIS**
ALAMAT	: **JL. KAMIRIE, DESA. MATTIROTASI, KEC. WATANG PULU KAB. SIDRAP**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USENG OF THE SEVIMA IN THE PROCESS OF LEARNING ENGLISH (CASE STUDY OF VOCABULARY COURSE) AT ENGLISH STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

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

LAMAPENELITIAN : **06 Mei 2021 s.d 6 Juni 2021**

a. Rekomendasi Penelitian berlaku selama penelitianberlangsung
b. Rekomendasiinidapatdicabutapabilaterbuktimelakukanpelanggaransesuaiketentuanperundang-undangan

Dikeluarkan di: **Parepare**
PadaTanggal: **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 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

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

SURAT KETERANGAN PENELITIAN
NOMOR : B.1427/In.39.5.1/PP.00.9/06/2021

Yang bertanda tangan di bawah ini,

Nama	: Dr. Muh. Dahlan Thalib, M.A
NIP	: 19631231 198703 1 012
Pangkat/Golongan	: Pembina TK. I/IV b
Jabatan	: Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Nurfatima
Nomor Pokok	: 17.1300.025
Program Studi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2021 sampai dengan bulan Juni 2021, dengan judul penelitian **"The Using Of The Sevima In Process Of Learning English (Case Study Of Vocabulary Course) At English State Islamic Institute (IAIN) Parepare".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 07 Juni 2021
Wakil Dekan I,

Muh. Dahlan Thalib

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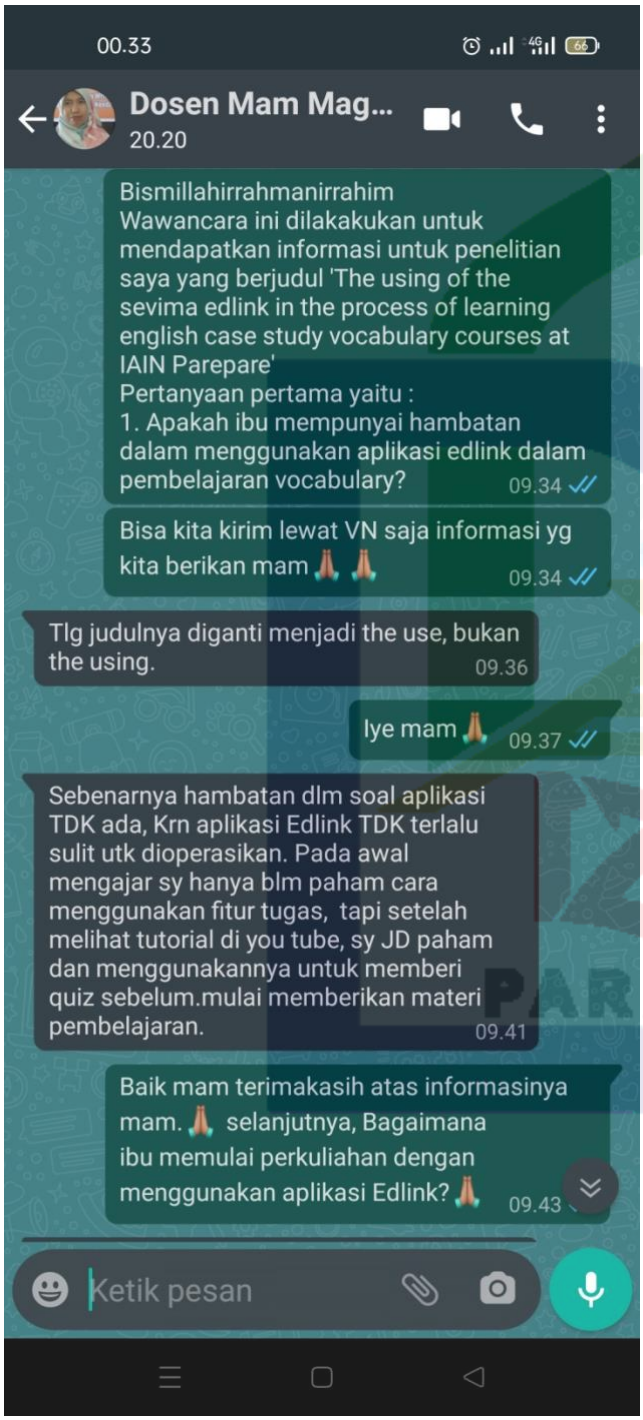
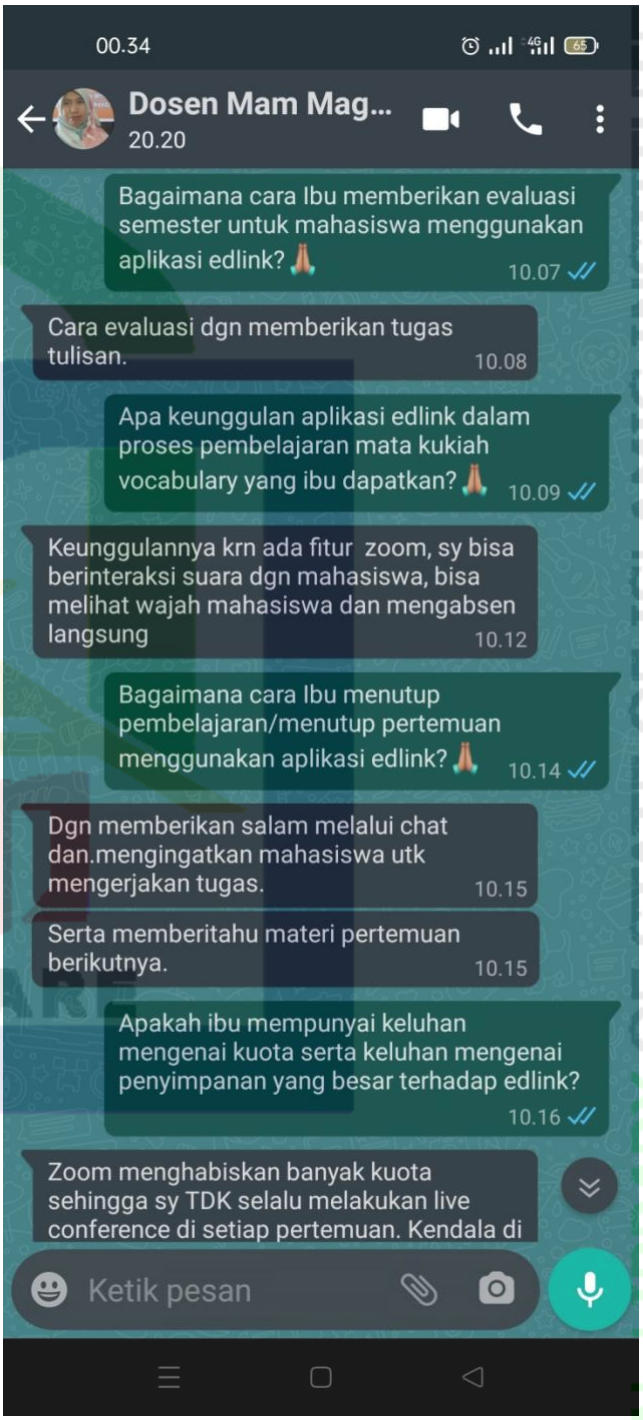
APPENDIX. 3 DOCUMENTATION





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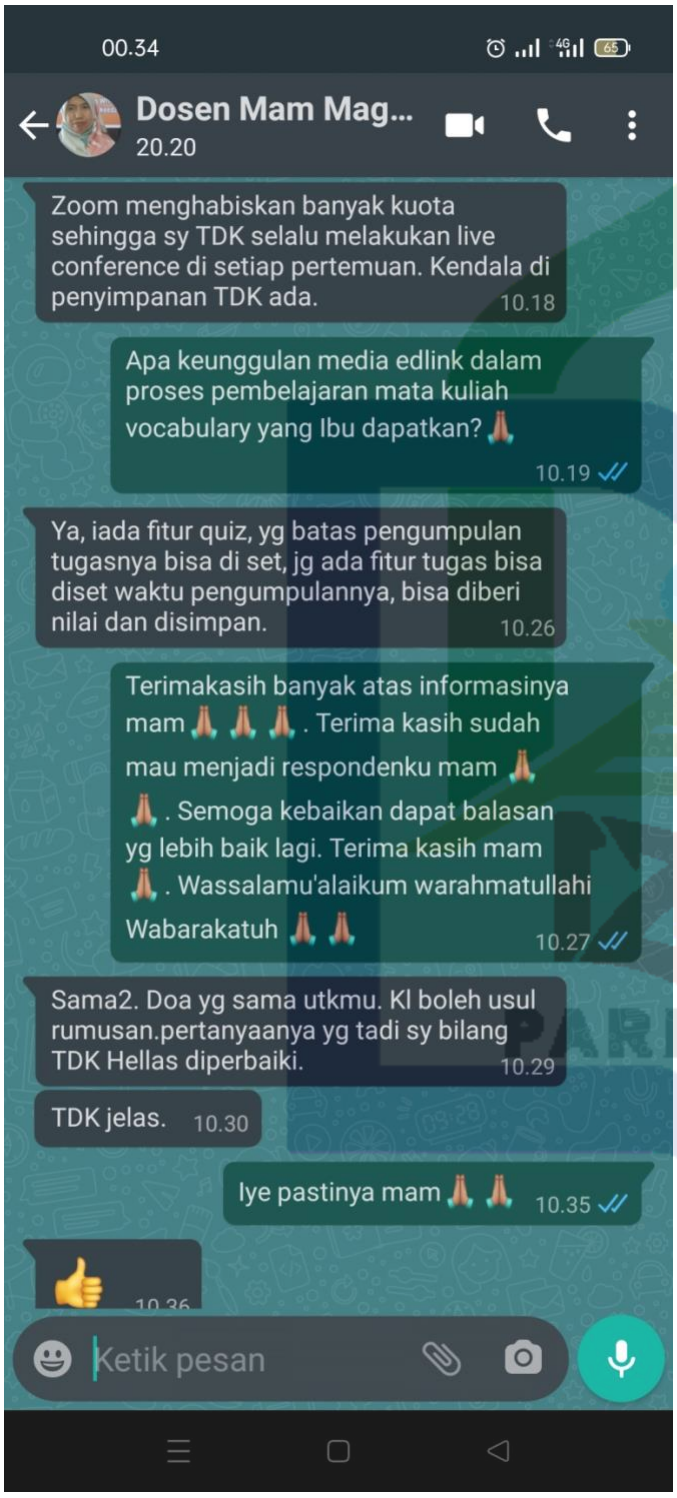

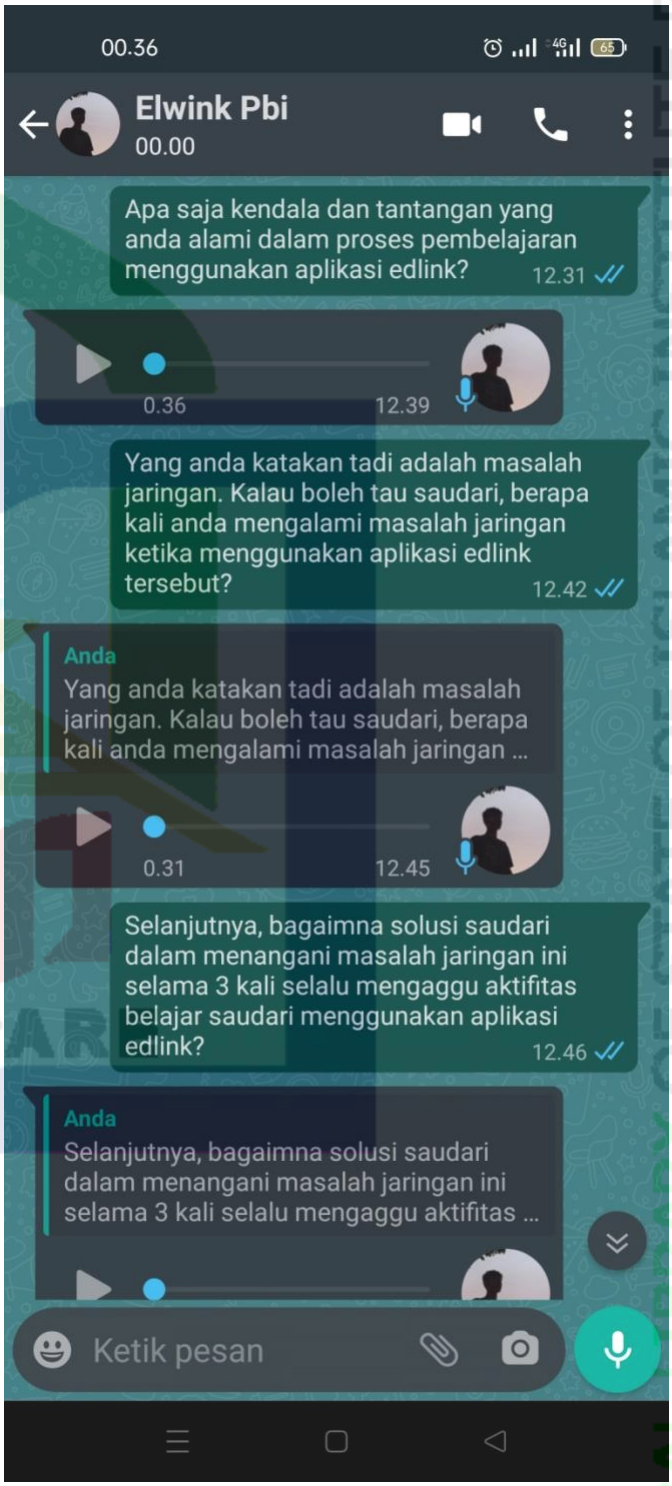

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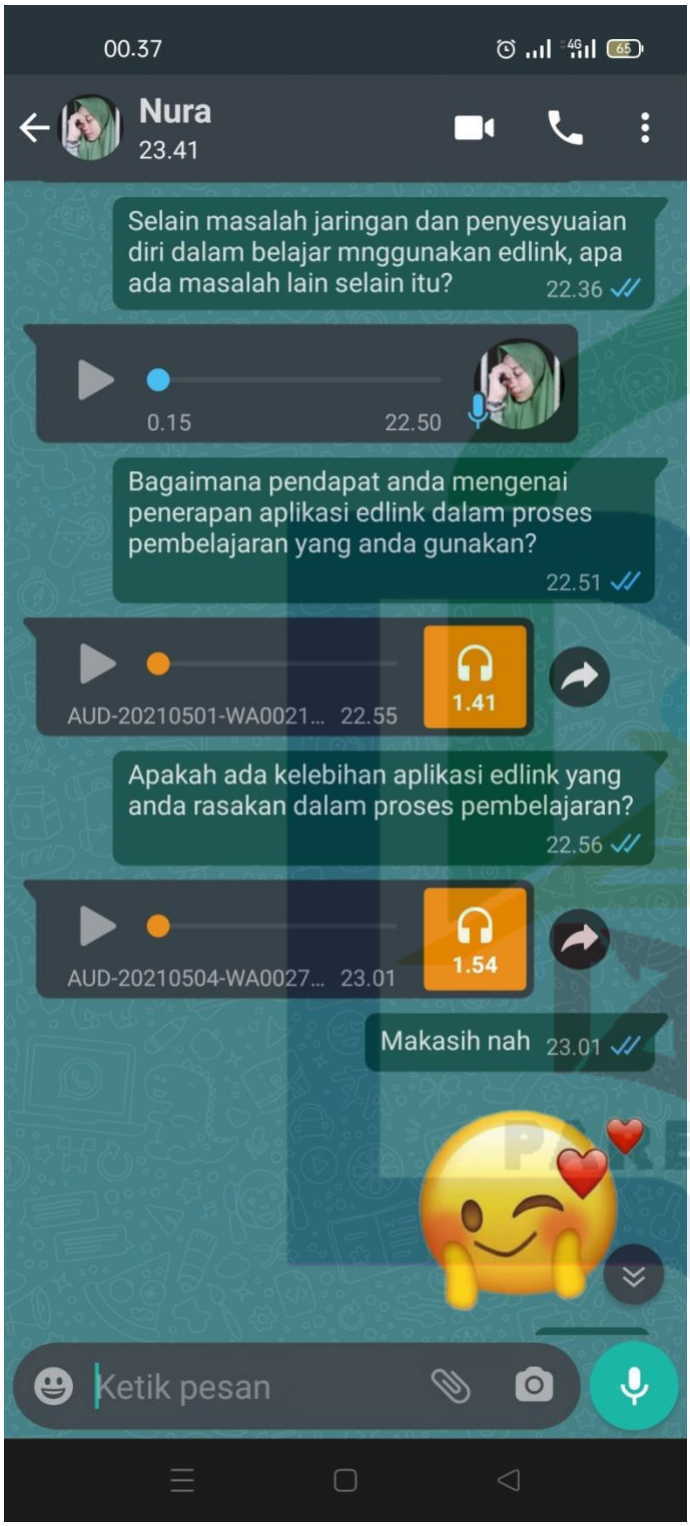

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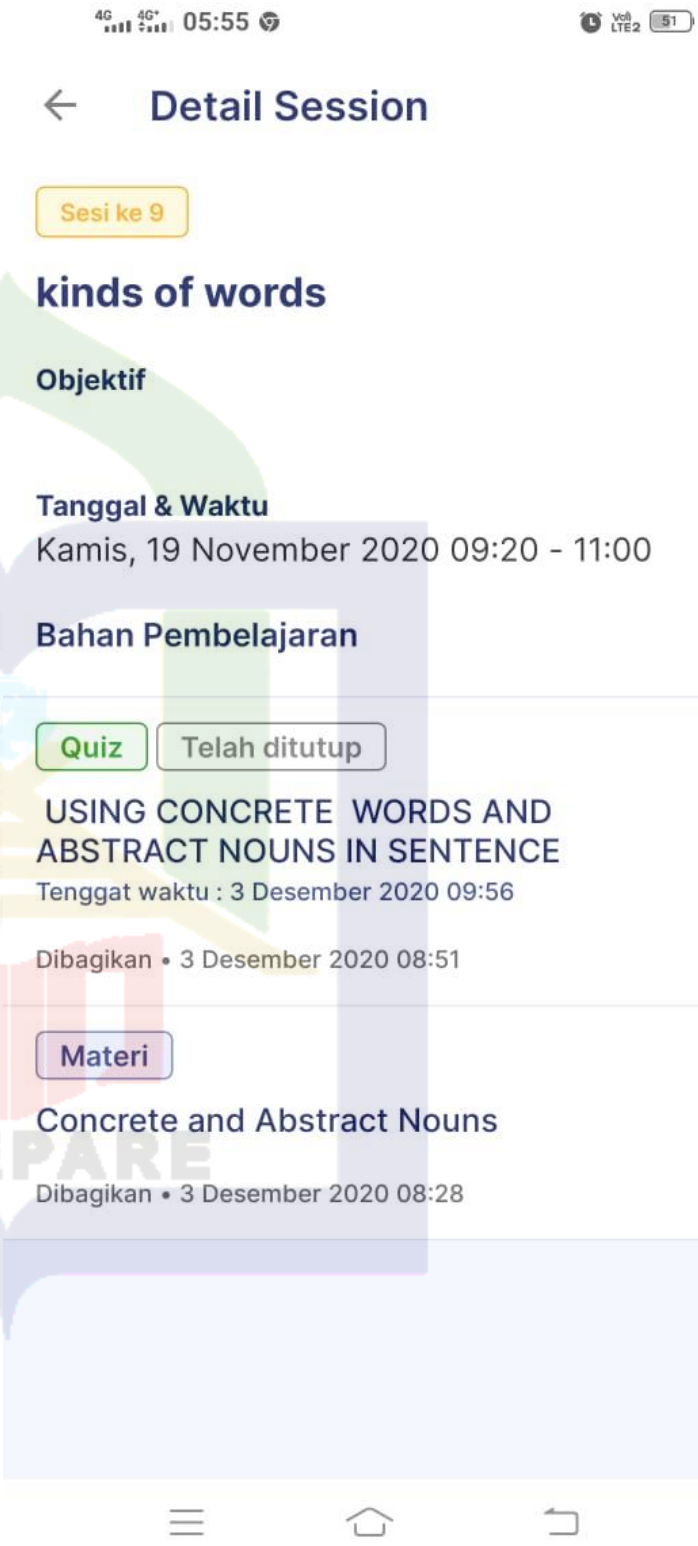

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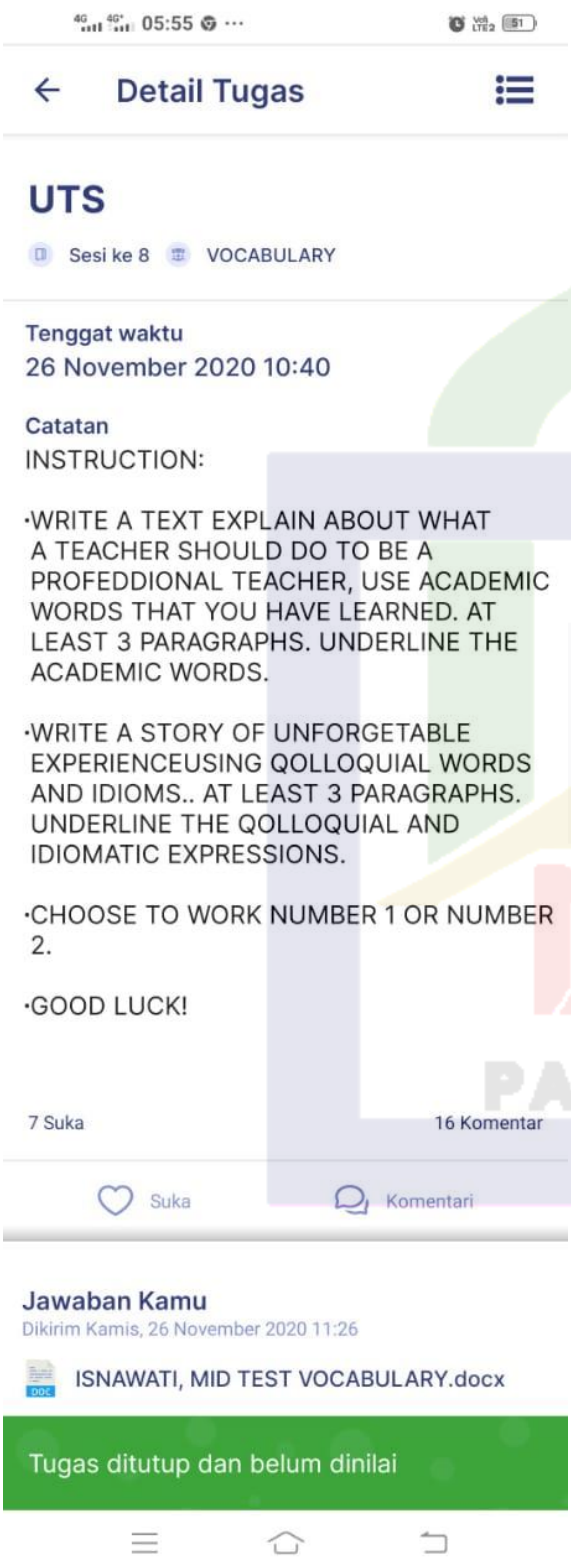

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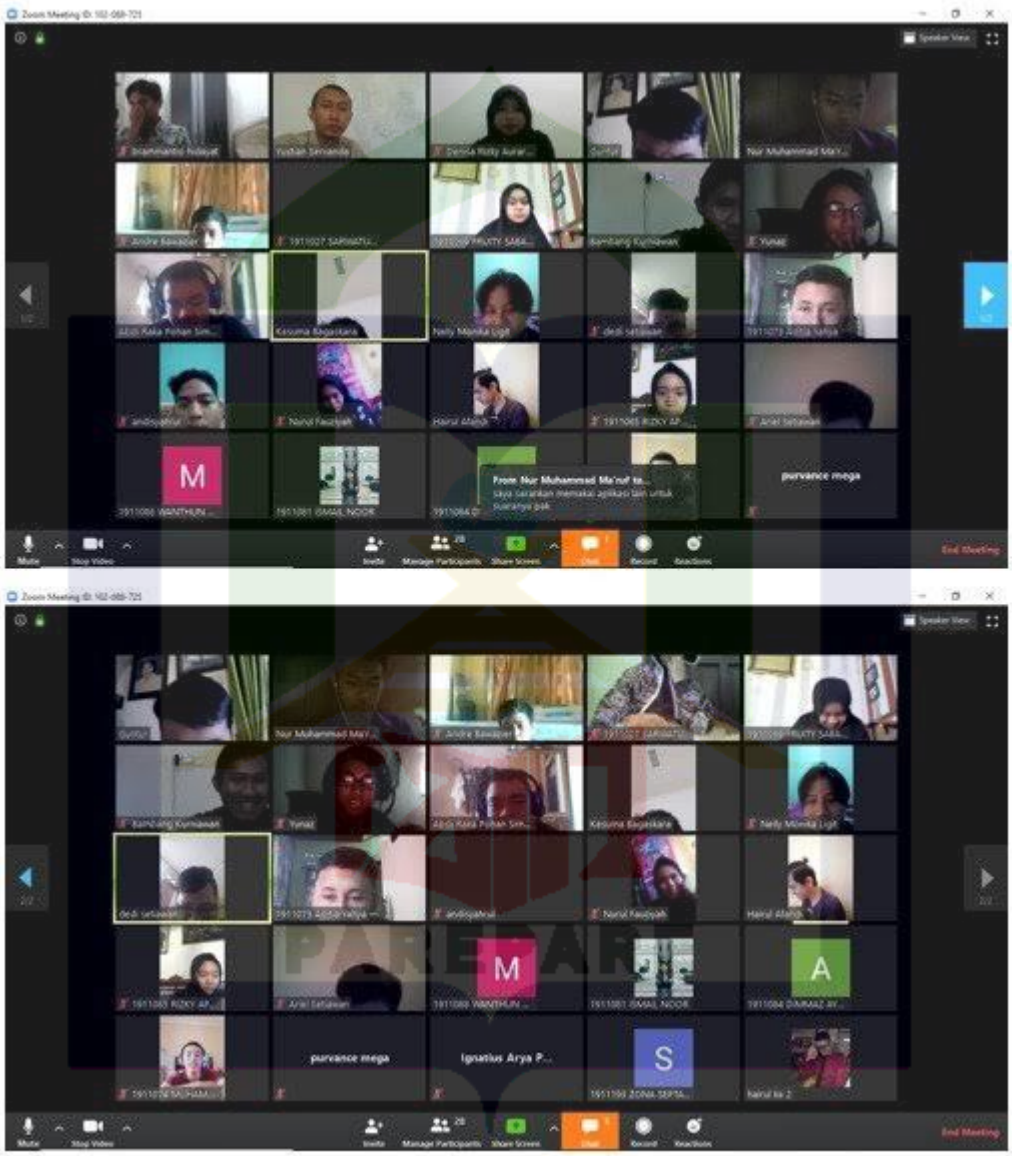

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CURRICULUM VITAE

Nurfatima, the writer was born on April 04th 1999 in Parepare, South Sulawesi. She is the last child from fourth children in her family, her father's name is H.Muhammad Yusuf and Her mother's name is Hamidah. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2005-2011 she is in SD Negeri 3 Lainungan, and graduated on 2011, while at the same year she study in SMP Negeri 2 Watang Pulu and finish on 2014, then continued her study in SMA Negeri 4 Parepare and graduated on 2017.

Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "The Using of The Sevima Edlink in The Process of Learning English (Case Study of Vocabulary Course) at English Education State Islamic Institute (IAIN) Parepare".

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