



**THE INFLUENCE OF E-LEARNING ON STUDENTS'
SHORT TERM-MEMORY IN ENGLISH LESSON AT
SHARIAH ECONOMY STUDY PROGRAM IAIM
SINJAI**



THESIS

Submitted as a Partial Fulfillment of the Requirement of the
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By

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PENGESAHAN SKRIPSI

Skrripsi berjudul *The Influence of E-Learning on Students' Short Term-Memory In English Lesson at Shariah Economy Study Program IAIM Sinjai* yang ditulis oleh Hesti Nomor Induk Mahasiswa 180110029, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 04 Agustus 2022 M bertepatan dengan 06 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRAK

Hesti. *The influence of E-learning on Students' Short-term Memory in English Lesson at Sharia Economy study Program IAIM Sinjai.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, 2022.

Penelitian ini bertujuan untuk mengetahui pengaruh *E-learning* terhadap memori jangka pendek dalam pembelajaran Bahasa Inggris di Program Studi Ekonomi Syariah IAIM Sinjai.

Penelitian ini termasuk dalam penelitian *Expost facto* dengan menggunakan pendekatan kuantitatif. Subjek dari penelitian ini adalah mahasiswa Program Studi Ekonomi Syariah Angkatan 2020. Objek penelitian ini adalah pengaruh *E-learning* terhadap Memori Jangka Pendek mahasiswa Ekonomi Syariah. Adapun teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket dan dokumentasi. Teknik analisis data menggunakan model analisis data statistik deskriptif.

Hasil penelitian menunjukkan bahwa berdasarkan hasil analisis data dalam hal ini hasil uji hipotesis diketahui bahwa jika $t \text{ hitung} < t \text{ table}$ maka H_0 diterima dan H_a di tolak dan jika $t \text{ hitung} > t \text{ table}$ maka H_a diterima and H_0 ditolak. Berdasarkan Tabel coefficient menunjukkan bahwa $t \text{ hitung}$ sebesar $4.029 > t \text{ table}$ sebesar 1.727 . Hal ini menunjukkan bahwa H_a diterima yang berarti ada pengaruh. Berdasarkan perhitungan statistic tersebut, dapat disimpulkan bahwa H_a diterima yang berarti bahwa variable *E-learning* (X) berpengaruh terhadap variable Memori Jangka Pendek (Y). Dengan demikian dapat disimpulkan bahwa *E-Learning*

berpengaruh terhadap Memory Jangka Pendek mahasiswa dalam pembelajaran bahasa Inggris di Program Studi Ekonomi Syariah IAIM Sinjai.

Kata Kunci : *E-learning, Memori jangka pendek, Pembelajaran Bahasa Inggris*

ABSTRACT

Hesti. The Effect of E-learning on Students' Short-Term Memory in English Lessons at the IAIM Sinjai Islamic Economics Study Program. Thesis. Sinjai: English Tadris Study Program, Faculty of Tarbiyah and Teacher Training IAI Muhammadiyah Sinjai, 2022.

This study aims to determine the effect of E-learning on short-term memory in learning English at the IAIM Sinjai Islamic Economics Study Program.

This research is included in post facto research using a quantitative approach. The subjects of this research are students of the 2020 Islamic Economics Study Program. The object of this research is the effect of E-learning on the Short-Term Memory of Islamic Economics students. Data collection techniques used in this study were questionnaires and documentation. The data analysis technique used a descriptive statistical data analysis model.

The results show that based on the results of data analysis, in this case the results of hypothesis testing are known that if $t\text{-count} < t\text{-table}$ then H_0 is accepted and H_a is rejected and if $t\text{-count} > t\text{-table}$ then H_a is accepted and H_0 is rejected. The coefficient table shows that the $t\text{-count}$ is $4.029 > t\text{-table}$ is 1.727 . This shows that H_a is accepted which means there is an influence. Based on these statistical calculations, it can be concluded that H_a is accepted, which means that the E-learning variable (X) has an effect on the Short-Term Memory variable (Y). Thus, it can be concluded that E-Learning has an effect on students' short-term memory in learning English at the IAIM Sinjai Islamic Economics Study Program.

Keywords: E-learning, short-term memory, English learning

المستخلص

حسبي. تأثير التعلم الإلكتروني على ذاكرة الطلاب قصيرة المدى في دروس اللغة الإنجليزية في برنامج دراسة الاقتصاد الإسلامي جامعة الإسلامية المحمدية سنجائي. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

تهدف هذه الدراسة إلى تحديد تأثير التعلم الإلكتروني على الذاكرة قصيرة المدى في تعلم اللغة الإنجليزية في برنامج دراسة الاقتصاد الإسلامي جامعة الإسلامية المحمدية سنجائي.

تم تضمين هذا البحث في البحث بأثر رجعي باستخدام نهج كمي. موضوع هذا البحث هم طلاب برنامج دراسة الاقتصاد الإسلامي ٢٠٢٠. الهدف من هذا البحث هو تأثير التعلم الإلكتروني على الذاكرة قصيرة المدى لطلبة الاقتصاد الإسلامي. كانت تقنيات جمع البيانات المستخدمة في هذه الدراسة عبارة عن استبيانات وتوثيق. استخدمت تقنية تحليل البيانات نموذجًا وصفيًا لتحليل البيانات الإحصائية. تظهر النتائج أنه بناءً على نتائج تحليل البيانات، في هذه الحالة، تُعرف نتائج اختبار الفرضيات أنه إذا كان عدد $t < \text{جدول } t$ ، فسيتم قبول H_0 ورفض H_a وإذا كان عدد $t < \text{جدول } t$ ثم H_a تم قبوله ورفض "هو". يوضح جدول المعامل أن عدد t يساوي ٤.٠٢٩ $< \text{جدول } t$ يساوي ١.٧٢٧. هذا يدل على قبول H_a مما يعني وجود تأثير. بناءً على هذه الحسابات الإحصائية، يمكن استنتاج أن H_a مقبول، مما يعني أن متغير التعلم الإلكتروني (X) له تأثير على متغير الذاكرة قصيرة المدى (Y) وبالتالي، يمكن استنتاج أن التعلم الإلكتروني له تأثير على ذاكرة الطلاب قصيرة المدى في تعلم اللغة الإنجليزية في برنامج دراسة الاقتصاد الإسلامي جامعة الإسلامية المحمدية سنجائي.

الكلمات الأساسية: التعلم الإلكتروني، الذاكرة قصيرة المدى، تعلم اللغة الإنجليزية

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TABLE OF CONTENT

COVER	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	iii
<i>PENGESAHAN SKRIPSI</i>	iv
<i>ABSTRAK</i>	v
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. The Background of Research	1
B. Research Question	5
C. Objective of research	5
D. Significant of the Research	6
CHAPTER II	8
THEORITICAL REVIEW	8
A. Literature Review	8
B. Previous Research	27
C. Hypothesis	30
CHAPTER III	32
RESEARCH METHODOLOGY	32
A. Type and Approach of the Research	32

B. Variable Definition	33
C. Place and Time of the Research.....	34
D. Population and Sample	35
E. Technique of Data Collection	38
F. Instrument of the Research.....	39
G. Technique of Data Analysis.....	41
CHAPTER IV	46
RESULT OF THE RESEARCH.....	46
A. Research Results	46
B. Discussion	62
CHAPTER V.....	66
CLOSING	66
A. Conclusion	66
B. Suggestion.....	67
REFERENCES.....	68
APPENDICES	74

LIST OF TABLES

Table 4.1 Data of Respondent.....	46
Table 4.2 Total Statistic Variable X.....	48
Table 4.3 Analysis Result Variabel X.....	49
Table 4.4 Total Statistic Variable Y.....	50
Table 4.5 Analysis Result Variable Y.....	51
Table 4.6 Reliability Test Variabel X.....	52
Table 4.7 Reliabiity Test Variable Y	53
Table 4.8 Normality Test Variable X and Y	54
Table 4.9 Homogeneity Test Variable X	55
Table 4.10 Homogeneity Test Variable Y	56
Table 4.11 Data Respondent of Variable X	57
Table 4.12 Data Respondent of Variable Y	58
Table 4.13 Coefficient	59

LIST OF APPENDICES

Appendix 1 Schedule of Research	75
Appendix 2 Research Instrument	76
Appendix 3 <i>Lembar Angket Mahasiswa</i>	84
Appendix 4 Document of the Research	99
Appendix 5 Correspondence	103
Appendix 6 Personal Data	119
Appendix 7 <i>Matriks Perbaikan</i>	120
Appendix 8 Turnitin	124

CHAPTER I

INTRODUCTION

A. The Background of Research

English is the common language that is learned throughout the world even though it is continuously used everywhere, even though the world is developing. Because most of the current considered, both written and online or the on the internet, are in English, English will be learned as a buttress to increase knowledge.

English as communication studied primarily for absorption and development of relations with other countries. Besides for communication, English is also learned for the possesses literature, and for the variety and rich experience it provides because English is important. However, based on changes in the situation in the midst of a pandemic situation, the education system underwent a temporary change in the Covid-19 situation.

Outbreaks of coronavirus infection (COVID-19) are widespread throughout the world. To be precise, the world is spread over more than 200 countries. The rapid spread of new viruses is affecting concerns in many countries, especially their populations.

Coronavirus epidemic This disease poses new challenges in many areas of life. One of them is in the field of education, dedicated to higher education (Radinda et al., 2021). For example, much of the expectation that the state is doing to minimize the spread of this virus is the social and physical distance to efforts to limit large gatherings without relying on quarantine. It also consumes the educator's energy and spirit in conducting the process of learning. Applications that work very adaptively during this pandemic Learning by e-learning.

The government makes decisions and issues regulations as a result of the Covid-19 virus outbreak, which has spread and has become a global pandemic that spreads quickly and is alarming, so that all community activities are temporarily carried out by maintaining distance or social distancing in accordance with circulars (Cahyani et al., 2020).

Of course, this circumstance has an influence on students' psychological well-being as well as their ability to receive and comprehend information. when pupils are at risk for psychological issues Furthermore,

student learning motivation will dwindle, resulting in a failure to accomplish learning success.

Learning is one method of acquiring new knowledge, and memory is a key aspect that influences the learning process. Learning is necessary as a student, as stated in the Al-Qur'an Al-Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (المجادلة/58:

(11

you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (Departemen Agama RI)

The content of verse 11 of the letter Al Mujadalah includes not only an explanation of etiquette and maintenance of manners academic meetings, but also an explanation of the position of the knowledgeable people promoted by Allah AWT. Therefore, as Muslims, we always encourage to seek the knowledge enhance by Allah SWT. In the current 4.0 era,

technology is certainly familiar to the millennial generation. However, the change of the learning model from face-to-face to E-learning is a difference in receiving learning information.

According to this statement, the authors are interested in investigating the impact of these changes to enable evaluation of the online learning process of students and teachers in the future. One of the causes newly acquired information to be easily forgotten is attention or focus (Hartanto, 2016).

Sharia Economics is one of the study programs at the IAIM Sinjai campus that has conducted online learning processes. The reason the author chooses shariah economics students is because economics students are students who have English courses and only last for 1 semester and based on observations through questions and answers with several Economy Sharia students regarding experiences in the electronic-based learning process. Thus, the authors are interested in researching how the e-learning English learning experience of students is generally speaking English, not their major. In addition, the author interacted with one of the students and stated that during the e-learning

process the student in storing learning information experienced a decline.

Based on the reasons above, the authors are interested in conducting a research entitled "The Influence of E-Learning on Students' Short Term-Memory in English Lesson at Shariah Economy IAIM Sinjai".

Furthermore, the findings of this research was be used to increase scientific knowledge and literacy in the field of education, as well as to provide guidance to academics who are still working to improve Indonesia's education system, particularly in light of the present epidemic.

B. Research Question

Based on the previous background, the research formulation question as follow: “is there an significant influence of E-learning on Student’s Short Term Memory in English lesson at Shariah Economy Study Program IAIM Sinjai?

C. Objective of the Research

In relation to be problem statements above, the objective of the research is to know the Influence of E-

learning on Students Short Term Memory in English lesson at Shariah Economy study program IAIM Sinjai.

D. Significant of the Research

Based on the research objectives to be achieved, this research is expected to have benefits in education and system education either directly or indirectly. The benefits of this research are:

1. Theoretically, the results of this research are expected to be useful:
 - a. This research can contribute ideas to the development education especially our system educational.
 - b. This research can contribute to development of e-learning to our short-term memory.
2. Practically significant, this research is expected to give contribution to the following parties :
 - a. For the research: It is expected that this research would help researchers better understand student psychology

- b. For campus: of course, the research findings might provide insight into the campus's students' personal characteristics on changes in the educational system.
- c. For reader : this research is expected to give a reference to reader, specifically of the Islamic institute of Muhammadiyah Sinjai that how e-learning gives influence to short-term memory students in English lesson.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. E-Learning

a. Definition of E-Learning

One of the learning media that is considered a balance point and corresponds to the dynamics of technological development is known as the concept of electronic learning (e-learning). The learning model by e-learning is actually a learning concept converted from the traditional to the digital method (Sukono, 2020).

E-Learning is a relatively new information technology in Indonesia. E-learning consists of two parts: 'E' which means "electronic" and 'Learning' which mean "learning" using electronic devices, especially computing devices. Therefore, e-learning is often referred to as the "outline course" E-learning is learning whose implementation is supported by technology services such as telephone, audio, videotape (Kusmana, 2011).William explains that e-learning is web-

based learning that can be accessed over the Internet (Setiawardhani, 2013).

b. Type of E-Learning

Types of e-learning. At least seven types of these activities are common in Indonesian (Redaksi, 2022) there are :

1) Standalone Courses

This form of independent learning is performed by a single student. The students learns independently through the platform without interacting with his classmates or instructors. This type of learning is usually done for students who want to concentrate and calm down.

2) Virtual classroom course

This virtual classroom learning is a structured online lesson and has the same character as a face-to-face lesson. However, it should not be a synchronous online meeting or virtual face-to-face event.

Now, in this e-learning, not surprising that there are many examples of applications commonly used by students and teachers.

For example, Ruang Guru, Learning House, Google Classroom, Edmodo, Quipper, Zenius, Kelas Kita, Brainly, Pahamify, SMARTT Bimbel.

3) Educational games and simulations

This form of learning allows students to learn through simulation activities that require exploration and lead to exploration and discovery.

4) Embedded E-learning

The next type is built-in e-learning. It is learning with other systems such as diagnostic procedures, computer programs and online help.

5) Blended learning

Blended learning is the use of different forms of learning to achieve learning goals. This is done by combining face-to-face learning in the classroom with face-to-face learning through video conferences.

6) Mobile learning

With this type of learning, anyone can "move" and learn science anywhere.

Supported on mobile devices such as smartphones and PDAs.

Based on the type of e-learning, the research focused on the second type of e-learning that is Virtual Classroom based on the application example in the virtual classroom, the use of classroom is one of the application also used on IAIM Sinjai specially Economy Sharia student's.

c. Google Classroom

Google classroom is a web-based technology used in education to facilitate the education and learning process. Google Classroom is one of the most popular learning platforms because it can hold over 30 million assignments uploaded by teachers and student's (Munasiah et al., 2021). Therefore, Google Classroom can be used as a place to assign and upload issues, and can also grade submit issues. Many other web, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. Google Classroom is a new tool

introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease (Shaharanee et al., 2016).

From the discussion above and based on the results of interviews with objects, the use of google classroom is a virtual room tool used by students and lecturers in conducting e-learning. In this case, Google Classroom is a web-based application that is commonly used by students and lecturers at IAIM Sinjai, including the object of the sharia economy study program.

In line with the above discussion, the sub-variables of e-learning are the three types of e-learning and focus on what objects are used in participating in e-learning-based learning activities. In this case, based on interviews that the author conducted with the object, the use of google classroom was used by students in accessing e-learning.

E-learning is an innovation that has made a contribution to changes in the learning process, that includes activities such as observing, doing, demonstrating, and so on, in order to listen to material descriptions (Raharja et al., 2019). The majority of students prefer face-to-face learning, and the most common obstacle to e-learning is difficulty concentrating and understanding the material (Hasanah et al., 2020).

d. The advantages and disadvantages of E-Learning

One of the challenges arises from a change in the way learning itself is viewed. An activist view that prioritizes stimuli and responses is insufficient to produce optimal results. The changes brought about by the renewal of the learning paradigm by constructivism and the advancement of information and communication technology are two things that are very compatible and mutually reinforcing. The use of e-learning is inseparable from its shortcomings. (Kusmana, 2011).

- 1) Lack of interaction between teachers and students, and even between students This lack of interaction can delay value formation in the educational process.
- 2) The tendency to ignore academic or social aspects and instead promote business aspect growth.
- 3) The learning and teaching process tends towards training rather than education.
- 4) In order to know the learning method using ICT, it is necessary to change the role of the teacher and the traditional learning method that was originally learned.
- 5) Students who do not have high learning motivation tend to fail.
- 6) Not all internet facilities are available (probably related to network, phone, or computer availability issues).
- 7) Lack of technology acquisition.

Following participant's experience (Taman et al., 2021) there are many obstacles during e-learning, such as :

1) Internet network conditions.

students must have various supporting facilities, such as data packages during learning and often network difficulties. Human resources that master technology are also important factors that need to be considered to achieve learning objectives

2) Skill in using applications.

One application that is commonly used during the learning process through e-learning is the Google Classroom.

The method or strategies for learning includes the following e learning (Husnussaadah, 2021).

Some characteristic:

- 1) Use of this electronic technology service, teachers / lecturers and students using this electronic technology Students can communicate relatively easily without being constrained by space restrictions still time.
- 2) Create materials using self-taught materials Learning is accessible anytime, anywhere.

- 3) Learning plans, syllabuses, learning progress and related matters it can be viewed online at any time in the educational administration.
- 4) Use of internet services as the primary medium. The internet provides learning resources and strategies in the learning process of the digital age.

2. Short term memory

Humans are God-created creatures that have the specific ability to remember an incident through the sense of the tools they have, by seeing it or hearing it from someone else. All of these incidents are stored in the memory of humans who do not know the boundaries. The ability to think and speak is a major feature that distinguishes humans from other living things. People are often referred to as noble and social beings. Because they have both. In his mind, one explores all visible phenomena, including the invisible. People communicate through language and correlate and convey the results of their thoughts (Bloomfield et al., 2018)

Memory is a process that includes the complete dynamic coordinating system in addition to receiving, or enter (learning), store (retention), and create previously acquired knowledge. Humans are distinguished from other organisms because of their economic advantages. The ability to recall results show that people are responsible for sending and receiving, storing, and generating memories (Baddeley et al.,2010)

Memory is essential in the world of education. Students with working memory problems will take longer to process the information. Students will not be able to immediately master much of the activities and information presented (Yan et al., 2020).

Memory works with several other components such as the mind, heart, and sensory sensors to receive information, process it, and systematically or generally, consciously or spontaneously store it (Elita, 2004). However, rather than explicitly analyzing the working memory system that is postulated, the model

assumes a limited-capacity working as part of a model of language comprehension. To say the word memory is to refer to something very close to people's daily lives. Memory keeps our lives going, without memory we cannot relate what happened in the past to what we are experiencing now. Without realizing it, humans have gone through a very complex process involving something related to memory or what is commonly known as memory. Everything that humans do is most likely accompanied by an active memory. Memory has many different definitions based on experts.

comprehension capacity is restricted by the premise that working memory can only contain a certain number of propositions, which varies from person to person (Henri, 2018).

The above model shows the flow of information from one storage area (memory) to another storage area (memory). You can see how stimuli from the (external) environment first enter sensory memory. This sensory memory has a large amount of storage for the

system to accurately record information from each sensory device. Information is then scrambled from sensory memory and flows into short-term memory (STM). Short-term memory (STM) is a small amount of information that we actively use and can be forgotten or stored in memory later. Long-term memory (LTM). Or another name we know is memory. When storing memory in LTM, you can use several methods of practice (repeating information) and "memory" search (Charles, 2018).

Short-term memory is what a person keeps in their immediate awareness at any one time (Sujarwo, 2017). In addition, short-term memory are significantly related to selective attention. Probabilistic reasoning, filters out several communications in order to focus on a single message. The cocktail party dilemma described by Colin Cherry exemplifies Broadbent's idea, often known as the "one channel hypothesis" (Gromisch, 2018). When people are surrounded by several discussions during a cocktail party, they are able to sift

between them and focus on the one that most interests them. As a result, people keep that important knowledge and ignore the rest of the dialogue. A diversion in selective attention can result in the loss of knowledge kept exclusively by short-term memory, just as it is required to filter information. He lost the knowledge stored in his short-term memory, much as H.M., when he became sidetracked.

Although short-term memory has a limited capacity, it plays a critical role in memory processing, which is the process which the we process information from our surroundings (Bhinnety, 2015).

The Three Core Processes of Short-Term Memory: Encoding, Maintenance, and Retrieval (Jonides et al., 2008) If we consider concentration of attention to be an important feature of short-term memory, understanding the processing associated with this limitation of concentration leads to understanding three basic types of cognitive events.

a. Encoding of items

The history of memory coding research begins with a person named Hermann Ebbinghaus. He was a pioneer in memory research. He learned things about himself and learned to forget. Process representations with perceptual transformations steer to Focus of cognition / attention. all of the accounts assume that perceptual encoding does not have obligatory access to the focus. Instead, encoding into the focus is modulated by attention. This follows rather directly from the assumptions about the several limits on focus capacity: There must be some controlled way of directing which aspects of the perceptual present, as well as the cognitive past, enter into the focused state. Stated negatively, there must be some way of preventing aspects of

the perceptual present from automatically entering into the focused state (Jonides et al., 2008).

b. Maintenance of items

Repetition is not just important for storing information in long-term memory in short, but it also applies to improving the retention of information in long-term memory. It's long. Nursing simply refers to memorizing information. With the process of staying focused on information (and protecting it from confusion and decline). Once an item is in the focus of attention, what keeps it there? If the item is in the perceptual present, the answer is clear: attention modulated, perceptual encoding. The more pressing question is: What keeps something in the cognitive focus when it is not currently perceived? For many neuroscientists, this is the central

question of STM—how information is held in mind for the purpose of future action after the perceptual input is gone. There is now considerable evidence from primate models and from imaging studies on humans for a process of active maintenance that keeps representations alive and protects them from irrelevant incoming stimuli or intruding thoughts (Jonides et al., 2008).

c. Retrieval of items

This process involves searching for information in the brain, discovering and reusing memory. Many of the major existing STM architectures are silent on the issue of retrieval. However, all models that assume a limited focus also assume that there is some means by which items outside that focus (either in a dormant long-term store or in some

highly activated portion of LTM) are brought into the focus by switching the attentional focus onto those items (Jonides et al., 2008).

Memory ability plays role in the learning process, especially as learning material that require memorization or memory skills (Anita & Hadiati, 2016). During the learning process, the lecturer must be able to make sense of the student's memory ability. The determining success in realizing the targeted goals necessarily involves knowledge of students' memory abilities (Anita & Hadiati, 2016).

If you are aware of and pay attention to the information presented, your short-term memory will be activated more easily. Attention focus (selective attention) improves short-term memory performance because the information that is the focus of attention is less distracting (Julianto, 2017). Subsequent studies of short-term memory and working memory showed that the memory span was not constant. Even if you measure with a few sheets. The number of

chunks that humans can immediately remember the representation depends on the chunk category used (Magical et al., 2019).

3. English learning

In learning English, there are 4 components that need to be understood (Febriyanto, 2015). Learning English integrates four language skills: listening, speaking, reading and writing.

a. Listening

Listening is a process, and understanding information begins with the tool listener, so you can remember it, recognize, interpret and judge with complete focus on the ability to hear, from hearing to responsive language (Febtriningsih, 2019)

b. Speaking

Speaking is interactions. This can produce, send or receive information accurately and smoothly. The speaker must pay attention to vocabulary, grammar, as well as pronunciation (Parmawati & Inayah, 2019).

c. Reading

Reading is one of four language skills, Reading is a basic element that one can understand or have a little more knowledge as one enriches one's knowledge. Reading is an activity that someone does to gain information or prior knowledge that the reader knows. There are many ways people can read to enrich their knowledge (Vebrianto Susilo, 2015)

d. Writing

Writing is one of four language skills, along with listening, speaking and reading. With four language skills, writing is an attempt to develop written language along with spoken language skills. Written language, It is a form of direct communication between the author and the reader (Febriyanto, 2015)

Based on the discussion above, the sub-variables of short-term memory are the three core processes of short-term memory that the author was connect with the English courses that have been studied by

students according to the components in learning English during e-learning.

B. Previous Research

Relevant previous research results are in accordance with the research to be carried out:

1. Research published in the journal *Psikis* by Sawi Sujarwo and Rina Oktaviana in “*psikologi islam, pengaruh warna terhadap short term memory pada siswa kelas VIII SMP N 37 Palembang*”. The purpose of this study is to see how color affects the short-term memory of seventh-grade students at SMP N 37 Palembang. The participants in this study were 30 seventh-grade students from SMP N 37 Palembang. The study's research design was a randomized two-group design with only a posttest. The purpose of this study was to test assumptions and hypotheses in order to determine the impact of color on students' short-term memory. The study indicated that color has a very substantial effect on the short-term memory of seventh grade pupils at SMP N 15

Palembang, based on the data. The use of colorful ink to deliver material has a good impact on pupils' short-term memory. When compared to black ink, the short-term memory of seventh grade pupils at SMP 15 Palembang is better when the material is printed in colorful ink (Sujarwo & Oktaviana, 2017)

2. Ananda Hadi Elyas, journal *Warta “Penggunaan Model Pembelajaran E-learning dalam meningkat kualitas pembelajaran”*. The purpose of the writing is to identify the use of e-learning learning models. Improve the quality of learning. The method used in this study Library research (library research). From the discussion, the model is Learning in a virtual classroom (e-learning) Education and learning, because differences in teaching methods and teaching materials can be minimized. This provides a more consistent standard of learning quality. The e-learning system Predicting the times with technology support is essential

Information that is all moving into the digital age, both in mechanism and content (Elyas, 2018)

3. Anita's research, journal Pendidikan informatika dan sains Soka Hadiani “*Korelasi kemampuan memori terhadap hasil belajar mahasiswa pendidikan fisika IKIP PGRI Pontianak*”. The purpose of this research is to see there is a correlation between memory abilities and learning outcomes as evaluated by the achievement index of IKIP PGRI Pontianak physics education students. Cluster random sampling technique was utilized the research sample. A measurement technique using a data collection tool in the form of a student study card document was used to collect data. According to the findings, there is a positive relationship between memory ability and student learning outcomes (Anita & Hadiati, 2016)

Based on the relevant research above, research from Sawi Sujarwo and Rina Oktaviana

on the effect of color on short term memory in class VIII SMP N 37 Palembang and Uswatun Hasanah, Ludiana, Immawati, Liviana PH research on psychological picture of students in the learning process during the covid-19 pandemic. The shadow technique is like that all of the trees in this research provide to common.

C. Hypothesis

A hypothesis is a temporary answer to a problem that is still presumption speculation because it is often proven true (Siyoto, S. & Sodik., 2015). Descriptive, comparative, and associative/relationship hypotheses are the three types of study hypotheses. The descriptive hypothesis is a provisional real answer to the descriptive problem's formulation; the comparative hypothesis is a provisional answer to the comparative problem; and the associative hypothesis is a provisional solution to the associative/relationship problem. Preliminary observations of the thing under inquiry are used to formulate descriptive hypotheses. As a result, we have two types of hypotheses. That is the

researcher's operational hypothesis, as well as the null hypothesis. The operational hypothesis is sometimes known as the null hypothesis' alternative hypothesis. The null hypothesis will be examined during the hypothesis testing process. The alternative hypothesis must be rejected if the null hypothesis is accepted. If the null hypothesis is rejected, the alternative hypothesis must be accepted instead. The alternative hypothesis is labeled H_a , while the null hypothesis is labeled H_0 (Gulo, 2002). Based on definition above, the hypothesis of this research is :

H_0 : E-Learning has no influence of student's Short term Memory in English lesson at Shariah Economy study program IAIM Sinjai.

H_a : E-Learning has an influence of student's Short term Memory in English lesson at Shariah Economy study program IAIM Sinjai

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

1. Type of the research

The type of methodology used *Ex-post-facto* strategy, which is in line with this research. *Ex-post-facto* research, often known as post-activity research. this research is treatment independent variables. Ex post facto research occurs when the author observes the dependent variable in a after the independent variable has occurred. The researcher will trace back if it is possible to see what the causal causes are now that the independent variable and the dependent variable have been attached (Raihan, 2019).

The purpose of expos facto research is to look for causes for current impacts or future implications of events that have already occurred (Ibrahim at al, 2018). In this research, the author used *Ex-post-facto* as form of research on sample of students' experience in

English learning using electronic specially google classroom.

2. The approach of the research

This study used quantitative technique to measure the impact of E-learning on students' short-term memory. Methods Quantitative research is a way for examining the relationship between variables in order to evaluate theories. Variables are measured in order to provide numerical data, which is then evaluated using statistical methods. The goal is to reduce variation and give hypotheses as solutions to research questions. This hypothesis will be empirically validated using data gathered in the field (Yusuf, 2013).

B. Variable Definition

Variables are an important part of research. In a research variable is the focus of research attention.

A research variable is an attribute, nature, or value of a person, item, or activity that the researcher has determined to be studied and conclusions taken from (Sugiyono, 2019).

This research uses two variables, as stated in the research's title:

1. Independent variable

The independent variable is a variable that affects or affects the dependent variable's change or emergence (Sugiyono, 2019). E - learning is the variable X on this research

2. Dependent variable

Output variables, criteria, and consequences are terms that are frequently used. Because of the independent variable, the dependent variable is the variable that is influenced or becomes the consequence (Sugiyono, 2019). Short term-memory is the variable Y on this research

C. Place and Time of the Research

1. Place of the Research

As one of the generation that discovered online learning, this research did at the Islamic institute of Muhammadiyah Sinjai campus for student's Shariah Economics study program. The researcher's focus is on economics students, who have recently joined of lectures and are

learning new lecture methods. Furthermore, the researcher chose economics students since economics students were learning new English, and some students struggled with it. Furthermore, the time and schedule corresponded to the researchers' needs, making it easier for them to do research.

2. Time of Research

This research was conducted on student's Sharia Economy student's in 2020 who have passed semester 1 in English lesson on E-Learning method. This research was conducted in February 2021 -August 2022.

D. Population and Sample

1. Population

The population is a generalization area consisting up of : objects/subjects with specific attributes and characteristics that the researcher has chosen to research and derive conclusions from (Sugiyono, 2019). This study was conducted on the IAIM Sinjai campus of the Shariah Economics study program who lesson English. Focus on this research choose Shariah

Economy from students' 2020. Students are objects that have E- learning experiences. So that population in this research were 85 student's who active learning.

2. Sample

Sample technique used collect data. Various sampling strategies used the sample size for the research. Probability sampling is a sampling strategy used in this study, this technique used simple random sampling, it is called simple because the sampling of members from the population is done randomly without regard to the strata is carried out if the members of the population are considered homogeneous (Sugiyono, 2019). The determination of number of sample used by the research by Slovin method as measure to calculate the sample (Sugiyono, 2019)

$$n = \frac{N}{1 + Ne^2}$$

n = Total of element/member sample

N = Total of element/member population

E = Error level (error rate, generally used 1%, 5%, 10%)

Population in this research was 85 students' with defined accuracy of significance of 0,5. The sample in this research can be calculated as follows:

$$\begin{aligned}
 n &= \frac{85}{1 + 85 \cdot (0,05)^2} \\
 &= \frac{85}{1 + 85 \cdot 0,0025} \\
 &= \frac{85}{1 + 2,5} = \frac{85}{3,5} = 24
 \end{aligned}$$

Based on the result of determining the sample from population, the sample obtained from a total population 85 students with an error rate 5% 24 sample students.

Sampling was doing by using probability sampling technique, namely random sampling. Probability sampling is sampling technique that provides equal opportunities for each population selected to be a member of the sample. Random sampling is said to be simple because the

sampling members of the population is done randomly without regard to the existing strata in the population (Sugiyono, 2019) .

E. Technique of Data Collection

Depending on the research objectives, information can be collected in a variety of techniques. The following data collection approaches were employed in this research:

1. Questioner

In a sense, a questionnaire is a data collection technique that uses a series of written questions to obtain information or data from respondents or data sources (Syahrums, 2017). The research used a questionnaire apply Google form in this research, with the aim to facilitate students to answer the questionnaire over distances without crowds and remain within the scope of social distancing.

2. Documentation

All documents was related to the research project must be recorded as a source of data (Bambang, 2012). Archives are sources of

information used to complete research as structured source, drawings and masterpieces, which all of them provide data for exploratory interaction. Archive are study materials in the form of works, photo, films or things that can be used as a source of study through encounters and perception in examination subjective (Rahmiati, 2021)

Document of this research is data of student's Shariah Economy study program 2020.

F. Instrument of the Research

The principle of research is to take measurements, measuring instrument in research are called research instrument. Research instrument is a tool used to measure the observed natural and social phenomena. Specially all phenomena are called research variable (Raihan, 2019). The following are the research instruments was used is :

1. Questioner sheet

Based on research indicators, the research create questions in the form of a questionnaire. The respondent fill out a questionnaire with questions on a scale of 1 - 5, with 5 became the

highest score, and 1 being the least. If the respondent answers yes, respondent will receive a score of 5. Those who responded "yes" got a score of 5, while those who responded "no" received a score of 0. The lowest number of answer scores (if the respondent responded "no" to all questions) is 0, and the greatest number of answer scores (if the respondent answered "yes" to all questions) is 5. The indexing process is the process of combining the answers from the first to the seventh question, which is then utilized by researchers to rate the respondents' jobs (Priyono, 2008).

The research index using the Likert scale, which has a systematic statement that shows a respondent's attitude toward the statement. This index implies that each of these response categories has the same intensity and follows a defined order starting with strongly agree, agree, undecided, disagree, and strongly disagree (Priyono, 2008).

2. Documentation list

Document data was includes: document data about sharia economy students, Sharia Economy program history, and Sharia Economy program structure.

G. Technique of Data Analysis

In quantitative research, data analysis in an activity after data from all respondents or data sources are collected. Data analysis technique in quantitative research was use statistic there are descriptive statistic and inferential statistics (Sugiyono, 2019).

This research used descriptive statistics. Descriptive statistics used to analyze data by describing the data that has been collected as it without the intention of making conclusions that apply to the public or generalization (Sugiyono, 2019). As for the data analysis was in this research are follows:

1. Validity test

The validity test of an assessment instrument is a procedure for determining the instrument's validity, accuracy, and question items in measuring the variables under investigation. Instruments with high validity have high validity, while those with poor

validity have low validity. The SPSS application was used to test the validity of the product moment correlation.

An instrument item is declared valid if it has a large contribution to the total score. A question item is said to be valid if it has a significant correlation with the total score of the question item. To find out the magnitude of the correlation of the item score with the total score, product moment correlation was be used with the help of the program SPSS version 25. The Product Moment correlation formula is as follows:

$$r_{xy} = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{((n^2 x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (n \sum y_i)^2))}}$$

X : item score

Y : total score

r_{xy} : Correlation coefficient between variable X and variable Y

The calculated r value was matched to the r of the Product Moment table at a significant level of 0.05 (5%). If r counts greater than r of

the table, then the question item is valid (r counts $> r$ table) (Sugiyono, 2013).

2. Reliability test

The research instrument reliability test is a test that determines the reliability or level of confidence in the ability of the question items to assess the variables under investigation. The reliability test used to ensure that the instrument's measurement of stability is accurate. With the help of the SPSS application, the reliability test was carried out using an internal consistency reliability approach that was used Cronbach's alpha to determine how well the link between items in the study instrument was. (Ishak & Alvina, 2019). The instrument is declared reliable if the correlation coefficient is positive and significant. The correlation between the results of the first test and the next test, tested with the product moment to find the correlation coefficient. It is said to be significant if the r count is greater when compared to the r table in the table r product moment ($r_i > r_t$). (Yusup et al., 2018).

3. Normality test

The purpose of the data normality test is to see if the data is regularly distributed. The rule for determining if a data distribution is normal or not is that if $\text{sig} > 0.05$ the distribution is not normal; otherwise, if $\text{sig} < 0.05$ the distribution is not normal (Bambang, 2012).

4. Homogeneity test

The homogeneity test aims to find out whether several groups of research data have the same variant or not. As a test criterion, if the significance value is more than 0.05 then it can be said that the variants of two or more population groups are the same (homogeneous). Conversely if the significance value is less than 0.05 then it can be said that the variants of two or more population groups are unequal (inhomogeneous).

5. Regression Linearity test

Linearity aims to determine the effect of variable X influence of e-learning and variable Y on short term memory has significant linear influence or not.

- a. If significance > 0.05 , then there is influence between variable X and variable Y
 - b. If significance < 0.05 , then there is no linear influence between variable X and variable Y (Sugiyono, 2019).
6. Hypothesis Test

The hypothesis was used in this research are

:

If $\text{sig} > 0,05$ then H_0 is accepts and H_a is rejected

If $\text{sig} < 0,05$ then H_a is accepts and H_0 is rejected

If $t \text{ count} < t \text{ table}$ then H_0 is accepts and H_a is rejected

If $t \text{ count} > t \text{ able}$ then H_a is accepts and H_0 is rejected

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Results

To find out the object of research clearly in the discussion of this thesis, an Explanation regarding the respondent is needed. The author was used a questionnaire by distributing it directly to respondents using online questionnaire by google form.

1. The results of the validity of the research instrument

Table 4.1

Data of Respondent

NO.	RESPONDEN	NO.REG	CLASS
1.	Lilis Mestriani	200303041	Ekos B
2.	Sahria Nur	200303049	Ekos B
3.	Mirna	200303042	Ekos B
4.	Ria Rezki Amanda	200303048	Ekos B
5.	Nurmayanti	200303046	Ekos B
6.	Anggriani Putri	200303036	Ekos B
7.	Ainun	200303034	Ekos B
8.	Nurwahidah Arif	200303047	Ekos B
9.	Maya Lestari	200303084	Ekos B
10.	Juli Aminarti	200303040	Ekos B
11.	Juandi	200303029	Ekos B
12.	Hanna Mutmainna	200303039	Ekos B
13.	Muh Ferdi Sahrudi	200303031	Ekos B
14.	Andiriski Awaliyah	200303010	Ekos A

15.	Nadia	200303068	Ekos C
16.	Asrika	200303087	Ekos C
17.	Wahyuningsih	200303079	Ekos C
18.	Nurhalisa	200303086	Ekos C
19.	Sulfikar	200303094	Ekos A
20.	Nadya Arnitasari	200303017	Ekos A
21.	Astrid Maharani Dewi	200303011	Ekos A
22.	Sulisdayanti	200303026	Ekos A
23.	Jusniar	200303015	Ekos A
24.	Nur Tenri Awaru	200303019	Ekos A

Source : data from Random Sampling of Populations

a. Validity Test of Variable X

The construction validity test is carried out by factor analysis, namely by collating between instrument items in a factor, and correlating between factors with the total score (Sugiyono, 2019).

Based on the results of variable guidance was using SPSS 25, the determination of the correlation of each factor is in accordance with the calculation using the formula

$$Df = n - 2$$

Df : degree of freedom (the value that will later be obtain after calculating using the table r formula).

N : the amount used as a sample
to perform table r

The following is a table of total statistics
variable X

Table 4.2
Item-Total Statistics variable X

Source: analysis data from SPSS 25

Based on the calculation and analysis of

No.item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1	36.7917	54.346	.871	.	.793
2	36.9167	50.688	.923	.	.770
3	36.7500	53.935	.891	.	.790
4	37.0417	54.563	.823	.	.796
5	37.0000	53.565	.828	.	.790
total	20.5000	16.435	1.000	.	.935

r tables, if the correlation of each factor is
positive and large is 0.423 and above, then
that factor is a strong construct. While the
correlation is below 0.423, it can be

concluded that the instrument item is not valid, so it must be corrected.

Table 4.3

Analysis Result variable X

No.	r count	r_{table}	Decision
1.	0,879	0,423	Valid
2.	0,923	0,423	Valid
3.	0,981	0,423	Valid
4.	0,823	0,423	Valid
5.	0,828	0,423	Valid

Source: analysis data from SPSS 25

In table 4.3 it can be seen for the validity test to show that all variable X research instruments that have a validity coefficient value greater than r table 0.423 so that it can be it was concluded that all of these instruments were declared valid and could be used as measuring instruments in this research.

b. Validity Test of Variable Y

The following is a table of total statistics variable Y:

Table 4.4
Total statistics variable Y

Item-Total Statistics					
No. Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1	80.9583	145.259	.786	.	.748
2	80.9583	147.781	.705	.	.753
3	81.0833	145.123	.783	.	.748
4	81.0000	150.696	.650	.	.759
5	81.2083	147.650	.858	.	.752
6	81.0833	146.341	.841	.	.749
7	81.2500	147.848	.774	.	.753
8	81.0833	152.428	.603	.	.762
9	81.2500	150.804	.752	.	.758
10	81.0417	150.563	.738	.	.758
11	81.0417	153.085	.652	.	.763
12	80.7500	145.500	.688	.	.750
TOTAL	42.2917	40.389	1.000	.	.930

Source : analysis data from SPSS 25

Table 4.5
Analysis Result variable Y

No.	R_{count}	r_{table}	Decision
1.	0,786	0,423	Valid
2.	0,705	0,423	Valid
3.	0,783	0,423	Valid
4.	0,650	0,423	Valid
5.	0,858	0,423	Valid
6.	0,841	0,423	Valid
7.	0,774	0,423	Valid
8.	0,603	0,423	Valid
9.	0,752	0,423	Valid
10.	0,738	0,423	Valid
11.	0,652	0,423	Valid
12.	0,688	0,423	Valid

Source: analysis data from SPSS 25

In table 4.5 can be seen for the validity test to show that the entire instrument variable Y of the study which has a validity coefficient value greater

than $r_{\text{table}} 0.423$ so that it can be concluded that all of these instruments are declared valid and can be used as measuring instruments in this research.

2. Reliability test results

a. Reliability test of variable X

Table 4.6

Reliability Test of variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.824	5

Source:

analysis

data from SPSS 25

So that in table 4.6 it can be concluded that the variable instrument X can be said to be reliable, since the coefficient of Alfa Cronbach is greater than 0.423 ($0.824 > 0.423$).

b. Reliability test variable X

Table 4.7**Reliability Test of variable Y**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.773	.946	12

Source : analysis data from SPSS 25

So that in table 4.7 it can be concluded that the variable instrument Y can be said to be reliable, since the coefficient of Alfa Cronbach is greater than 0.423 ($0.773 > 0.423$).

3. Normality Test result

A normality test is performed to test the normal distribution on the variable. to see the normally distributed variable by using of SPSS 25, if the sample are 20-1000 or more then use kolmogorv-smirnov and if the sample is less than 50 then use shapiro-wilk. Because the number of people in this study is less than 50, then using the Shapiro-wilk

signification value with the provision, if the $\text{sig} > 0.05$ then the data is normally distributed and if the $\text{sig} < 0.05$ then the data is distributed abnormally.

Table 4.8
Normality of Variables X and Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.172	24	.065	.921	24	.060
Y	.168	24	.079	.932	24	.108
a. Lilliefors Significance Correction						

Source: analysis data from SPSS 25

a. Normality test variable X

From these data, it can be concluded that variable X data is normally distributed because sig data > 0.05 ($0.060 > 0.05$) then the data is normally distributed.

b. Normality test Variable Y

Variable Y are normally distributed because data sig > 0.05 ($0.108 > 0.05$) then the data is normally distributed.

4. Homogeneity Test

Homogeneity test aims to find out whether from several groups of research data have the same variant or not. As a test criterion, if the significance value is more than 0.05 then it can be said that the variants of two or more population groups are the same (homogeneous). Conversely if the significance value is less than 0.05 then it can be said that the variants of two or more population groups are unequal (inhomogeneous).

a. Homogeneity test Variable X

Table 4.9

Test of Homogeneity of Variances Variable X

Test of Homogeneity of Variances Variable X					
		Levene Statistic	df1	df2	Sig.
X	Based on Mean	2.683	5	11	.080
	Based on Median	.716	5	11	.624
	Based on Median and with adjusted df	.716	5	6.114	.634
	Based on trimmed mean	2.480	5	11	.097

Source: analysis data from SPSS 25

Based on table 4.9 it can be concluded that the resulting value is 0.080, which means more than 0.05. So that, it can be said that the variance of the X variable is the same or homogeneous.

b. Homogeneity test Variable Y

Table 4.10
Test of Homogeneity of Variances
variable Y

Test of Homogeneity of Variances variable Y					
		Levene Statistic	df1	df2	Sig.
Y	Based on Mean	1.081	6	13	.422
	Based on Median	.524	6	13	.780
	Based on Median and with adjusted df	.524	6	8.186	.777
	Based on trimmed mean	1.006	6	13	.462

Source: analysis data from SPSS 25

Based on table 4.10 it can be concluded that the resulting value is 0.422, which means more than 0.05. So that it can be said that the variance of the Y variable is the same or homogeneous.

5. Hypothesis test result

a. Simple Linear Regression Analysis

1) Data of variable X

Table 4. 11

Data Respondent of variable X

NO.	Name	Item number					Total
		1	2	3	4	5	
1	NF	4	4	4	3	3	18
2	LM	4	3	4	3	4	18
3	SN	4	4	4	4	3	19
4	MN	4	4	4	3	4	19
5	RRA	5	5	5	5	5	25
6	NY	3	4	4	4	3	18
7	AP	4	5	5	5	5	24
8	AN	3	1	3	3	2	12
9	NA	4	4	4	4	4	20
10	ML	5	5	5	4	5	24
11	JA	4	4	4	3	4	19
12	JD	2	2	3	2	3	12
13	ARA	5	5	5	4	3	22
14	ND	4	4	4	4	5	21
15	WG	4	3	3	3	3	16
16	SK	3	3	2	4	3	15
17	NR	5	4	5	4	4	22
18	AMDS	5	5	5	4	5	25
19	SD	5	5	5	5	5	25
20	JR	4	4	4	4	4	20
21	NTAD	5	5	5	4	5	25
22	AK	5	5	5	5	5	25

23	SY	5	5	5	4	4	23
24	MFS	5	5	5	4	5	25

Source: data from respondent on google classroom

2) Data of Variable Y

Table 4.12

Data Respondent of variable Y

No	Name	Item Number												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1	NM	4	3	3	3	4	4	4	4	3	4	4	4	44
2	LM	3	3	3	4	3	3	3	4	3	3	3	3	38
3	SN	3	2	2	3	3	3	3	4	3	3	4	5	38
4	MN	3	3	3	4	3	3	3	4	3	3	3	4	36
5	RRA	4	4	4	4	4	4	4	4	4	4	4	4	48
6	NY	3	3	3	3	3	3	3	3	3	3	3	3	36
7	AP	5	5	5	5	4	4	4	4	4	4	4	4	52
8	AN	4	4	3	4	2	3	2	3	2	3	3	2	35
9	NA	4	4	3	3	3	3	3	4	3	4	3	4	41
10	ML	4	5	4	4	4	4	4	4	4	4	4	5	50
11	JA	4	4	4	4	4	4	4	4	4	4	4	4	48
12	JD	2	3	4	3	3	3	2	2	3	4	3	2	34
13	ARA	3	3	3	3	2	2	3	3	3	2	4	4	35
14	ND	4	4	3	3	3	3	3	3	3	3	3	3	38
15	WG	2	3	3	3	3	3	3	3	3	3	3	3	35
16	SK	3	4	3	4	3	3	3	3	4	4	4	4	42
17	NR	4	4	4	4	4	4	4	3	4	4	4	4	47
18	AMDS	5	5	5	5	4	5	4	4	4	4	4	5	54
19	SD	4	4	5	4	4	4	4	4	4	4	4	5	50
20	JR	3	3	2	3	3	3	3	3	3	3	3	3	35
21	NTAD	3	3	3	3	3	3	3	3	3	3	3	3	36
22	AK	5	4	4	4	4	4	5	4	3	4	3	4	48
23	SY	4	3	4	3	4	5	3	4	3	4	4	5	46
24	MFS	4	4	4	3	4	4	3	3	4	4	4	5	46

Source: data from respondent on google classroom

3) Coefficients

Table 4.13**Coefficient of table**

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.907	5.374		3.891	.001
	E-learning	1.037	.257	.652	4.029	.001

a. Dependent Variable: short term memory

Source: analysis data from SPSS 25

The rules for significant testing of SPSS (Statistical Product and Service Solution) version 25 program are:

- a) If $t_{\text{count}} < t_{\text{table}}$: H_0 is accepted and H_a is rejected.

- b) If $t_{\text{count}} > t_{\text{table}}$: H_a is accepted and H_0 is rejected.

Based on this, the decision making in the regression test can be concluded as follows:

Based on the significance value of the table coefficients in table 4.15 value t_{count} is 4.029 and the value of t_{table} is 1,727. If $t_{\text{count}} 4.029 > 1.727 t_{\text{table}}$, then H_a is accept and H_0 is rejected its mean that e-learning has influence to short term memory students.

b. Hypothesis test

If the value of sig (0,01) < 0.05 then H_a is accept and H_0 is rejected. Based on the sig value, then hypothesis H_0 is accept and the meaning is an influence.

Based on the result of the research, it was found that there was effect/influence e-learning on students short term memory in

English lesson at Sharia Economy IAIM Sinjai.

It can be seen from the following description :

- 1) In the table 4.16 coefficients, it is know that $t_{count} 4,029 > t_{table} 1,727$, it can be conclude the E-learning significantly effect/influence of short term memory. While in the table 4.13 Anova is know that the sig $0.001 < 0.05$, e-learning have an influence on students short term memory in English lesson at Shariah Economy at IAIM Sinjai.
- 2) To find out the large of the influence between e-learning on students short term memory, it can be seen in the table summary 4.14 by seen R square = 0,425 or 42,5% for influence of variable E-learning to Short term Memory and 68,5% is influence by other factors

B. Discussion

a. Grand Theory

- 1) Based on William's theory which explains that E-learning is a web-based learning that can be accessed via the internet (Setiawardhani, 2013) and based on indicators on the X variable (E-learning), namely virtual classroom that focuses on google classroom. The indicator is to determine the students ability to manage and use the electronic learning in English lesson.
- 2) while the Jonidies theory explains that there are 3 core processes in short-term memory (Jonides et al., 2008) which was indicators in the variable (Y) Encoding, Maintenance and Retrieval. In this case to determine the influence of e-learning on students' short term memory in English lesson.

b. Influence of Variable X to Y

Based on the results of the research it was found that the variable X (E-learning) has an influence on variable Y (Short term memory) based on the indicator of each variable and based on

predetermined values. So that the theory of variable X and Y is proven after being test, the theory of variable X has effect/influence of the theory of variable Y.

So, the result of this research can be concluded that e-learning has positive and significance Influence on students Short term Memory in English lesson at Sharia Economy study program IAIM Sinjai and if want to improve the variable Y (Short term Memory), it necessary to pay attention to the variable X (E-learning) as a variable that effects to variable Y, so that it can be developed of the cause variable X (e-learning) has an influence on students short term memory.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of this data analysis, it can be concluded that the E-learning has influence on students short term memory in English lesson at Sharia Economy study program IAIM Sinjai Based on the result by using simple regression analysis that has been carried out through SPSS 25, the result obtained were examined by the 2020 Sharia Economy students with a total of respondent 24 students, it is know that if $t \text{ count} < t \text{ table}$ then H_a is accepted and H_o is rejected and if $t \text{ count} > t \text{ table}$ then H_o is accepted and H_a is rejected. The coefficients table that $t \text{ count } 4.029 > t \text{ table } 1.727$ and the significance level in anova table is $0.01 < 0.05$. Based on the result of these statistic, it can be conclude that E-learning variable (X) has an influence to Short term Memory variable (Y) That is to say that E-learning has influence on students short term memory in English lesson at Sharia Economy at IAIM Sinjai.

B. Suggestion

Based on the conclusions from the results of the research above, there are several things that the researchers convey, including:

1. The results of the study show that e-learning on students in English lesson at IAIM Sinjai has an influence on the short-term memory of Sharia economy students. Therefore, it would be nice to apply learning to pay more attention to students' abilities both in the use of technology and in compiling English language learning so as to make it easier for students to digest good learning, especially in e-learning learning.
2. For further researchers, when conducting research that is identical to the theme of this research, it is better if the discussion about e-learning on students short term memory is wider in order to strengthen the research results. Research needs to be done with other factors that are thought to affect students' short term memory.

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APPENDIX

Appendix 2

Research Instrument

Variable	Sub variable	Indicators	Data resource	Methods	instruments	Questionnaire Number
E-learning (X)	<i>Virtual classroom co google classroom</i>	Mampu mengakses google classroom	Students'	Questioner sheet	Questioner sheet	1
		Mampu mendownload materi pembelajaran di dalam google classroom	Students'	Questioner sheet	Questioner sheet	2
		Mampu mengisi daftar hadir di dalam google classroom Mampu melakukan presentasi belajar di dalam google classroom	Students'	Questioner sheet	Questioner sheet	3

		Mampu mengirim tugas dalam google classrom	Students'	Questioner sheet	Questioner sheet	5
Short term-memory (Y)	Encoding(menyimpan): Writing ;tenses, Reading; Adjective, Position, Listening; Dialogues, Speaking;, Introduction	Mampu menyimpan materi pembelajaran tenses	Students'	Questionnaire sheet	Questionnaire sheet	6
		Mampu menyimpan materi pembelajaran adjective	Students'	Questioner sheet	Questioner sheet	7
		Mampu menyimpan ungkapan dalam dialog yang saya dengar	Students'	Questioner sheet	Questioner sheet	8
		Mampu menyimpan ungkapan yang saya gunakan dalam perkenalan.	Students'	Questioner sheet	Questioner sheet	9

	<i>Maintenanc</i> (mengulang) Writing ; tenses , Reading: adjective position, listening; dialogues , speaking; introduction	Mampu mengulang materi pembelajaran tenses	Students'	Questionnaire sheet	Questionnaire sheet	10
		Mampu mengulang materi pembelajaran adjective	Students'	Questioner sheet	Questioner sheet	11
		Mampu mengulang ungkapan dalam dialog yang saya dengar	Students'	Questioner sheet	Questioner sheet	12
		Mampu mengulang ungkapan yang saya gunakan dalam perkenalan	Students'	Questioner sheet	Questioner sheet	13

	<i>Retrieval</i> (mengingat): writing ; tenses , reading; adjective position, listening; dialogues , speaking; introduction	Mampu mengingat kembali materi pembelajaran tenses yang telah berlalu	Students'	Questionnaire sheet	Questionnaire sheet	14
		Mampu mengingat materi pembelajaran adjective	Students'	Questioner sheet	Questioner sheet	15
		Mampu mengingat ungkapan dialog yang saya dengar	Students'	Questioner sheet	Questioner sheet	16
		Mampu mengingat ungkapan yang saya gunakan dalam perkenalan	Students'	Questioner sheet	Questioner sheet	17

Variable 1	Sub variable	Indicators	Data resource	Methods	instrum ents	Questionnaire Number
E- learning (X)	Virtual classroom co google classroom	Able to access google classroom	Students'	Questioner sheet	Questio ner sheet	1
		Able to download learning materials on google classroom	Students'	Questioner sheet	Questio ner sheet	2
		Able to fill the attendance list on google classroom Able to presented on google classroom	Students'	Questioner sheet	Questio ner sheet	3

		Able to send assignment on google classroom	Students'	Questioner sheet	Questioner sheet	5
Short term-memory (Y)	Encoding; writing ; tenses,reading: adjective,position, listening; dialogues,speaking,, introduction	Able to encoding tenses learning	Students'	Questionnaire sheet	Questionnaire sheet	6
		Able to encoding adjective learning	Students'	Questioner sheet	Questioner sheet	7
		Able to encoding dialog that I listen	Students'	Questioner sheet	Questioner sheet	8
		Able to encoding expression that i used on introduction	Students'	Questioner sheet	Questioner sheet	9

	Maintenance :writing ; tenses , reading: adjective position, listening; dialogues , speaking; introduction	Able to maintenan ce tenses learning	Students'	Questionn aire sheet	Questio nnaire sheet	10
		Able to maintenan ce the adjective learning	Students'	Questioner sheet	Questio ner sheet	11
		Able to maintenan ce expression that I listen	Students'	Questioner sheet	Questio ner sheet	12
		Able to maintenan ce expression that I used on introductio n	Students'	Questioner sheet	Questio ner sheet	13

	Retrieval :writing ; tenses , reading: adjective position, listening; dialogues , speaking; introduction	Able to retrieval tenses learning	Students'	Questionnaire sheet	Questionnaire sheet	14
		Able to retrieval adjective learning	Students'	Questioner sheet	Questioner sheet	15
		Able to retrieval dialog that I listen	Students'	Questioner sheet	Questioner sheet	16
		Able to retrieval expression that I used on introduction	Students'	Questioner sheet	Questioner sheet	17

Appendix 3

Lembar Angket Mahasiswa

The influence of E-learning on students' Short term-memory in
English lesson
at IAIM Sinjai

A. Data Pribadi

Nama :

Nim :

Kelas / tahun :

B. Instruksi Pengisian

Berilah tanda centang () pada kolom pilihan jawaban yang tersedia menurut pendapat Anda dengan keterangan sebagai berikut :

1. Pilih 5 : Sangat setuju
2. Pilih 4 : Setuju
3. Pilih 3 : Netral
4. Pilih 2 : Tidak setuju
5. Pilih 1 : Sangat tidak setuju

A. E-learning- Short term memory

No.	Question	Answer				
E-Learning						
1.	Saya mampu mengakses google classroom	5	4	3	2	1
2.	Saya mampu mendownload materi pembelajaran yang diberikan dosen di dalam google classrom					
3.	Saya mampu mengisi daftar hadir di dalam google classroom					
4.	Saya mampu melakukan presentasi belajar di dalam google classroom					
5.	Saya mampu mengirim tugas dalam google classrom					
Short-term memory						
7.	Saya mampu menyimpan materi pembelajaran tenses					

	dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning					
8.	Saya mampu menyimpan materi pembelajaran adjective dalam melakukan pembelajaran berbasis elektronik learning					
9.	saya mampu menyimpan ungkapan dalam dialog yang saya dengar dalam melakukan pembelajaran berbasis elektronik learning					
10.	saya mampu menyimpan ungkapan/kata yang saya gunakan dalam melakukan pengenalan diri selama pembelajaran berbasis elektronik learning					

11.	Saya mampu mengulang materi pembelajaran tenses yang saya pelajari sebelumnya					
12.	Saya mampu mengulang materi pembelajaran adjective yang telah saya pelajari sebelumnya					
13.	Saya mampu mengulang ungkapan dalam dialog yang saya dengar					
14.	Saya mampu mengulang ungkapan/kata yang saya gunakan dalam perkenalan diri					
15.	Saya mampu mengingat Kembali materi pembelajaran tenses yang saya lalui					
16.	Saya mampu mengingat kembali materi pembelajaran					

	adjective					
16.	Saya mampu mengingat ungkapan dialog yang saya dengar dalam belajar Bahasa Inggris yang telah saya lalui					
17.	Saya mampu mengingat ungkapan yang saya gunakan dalam pengenalan diri.					

QUESTIONER SHEET STUDENTS

The influence of E-learning on students' Short term-memory in
English lesson at IAIM Sinjai

A. Personal Data

Name :

No. Reg :

Educational status :

Class/ year :

B. Charging instruction

Put a check list ($\sqrt{}$) in the column for selecting the
answers that are available according to your opinion
with the following information :

1. Choose 5 : Strongly Agree
2. Choose 4 : Agree
3. Choose 3 : Neutral
4. Choose 2 : Disagree
5. Choose 1 : Strongly disagree

A. E-learning- Short term memory

No.	Question	Answer				
E-Learning						
1.	I can access google classroom	5	4	3	2	1
2.	I can download learning materials in google classroom					
3.	I am able to fill in the attendance list in google classroom					
4.	I am able to do learning presentations in google classroom					
5.	I am able to submit assignments in google classroom					
Short-term memory						
6.	I am able to encoding tenses learning material in my memory in conducting					

	electronic learning-based learning					
8.	I am able to encoding adjective learning materials in conducting electronic learning-based learning					
9.	I am able to encoding expressions in the dialogues that I hear in conducting electronic learning-based learning					
10.	I am able to encoding the expressions/words that I use in conducting self-introductions during electronic learning-based learning.					
11.	I am able to maintenance the tenses learning material that I learned previously					
12.	I am able to maintenance the adjective learning material					

	that I have studied previously					
13.	I am able to maintenance the phrases in the dialogues I hear I am able to repeat the phrases in the dialogues I hear					
14.	I am able to maintenance the phrases/words I use in self-introductions					
15.	I am able to retrieval the tenses learning material that I went through					
16.	I am able to retrieval adjectives learning					
16.	I am able to retrieve the dialogue expressions that I heard in learning English that I have been through					
17.	I am able to retrieval the expressions I use in self-introductions.					

ANGKET PENELITIAN MAHASISWA EKONOMI SYARIAH ANGKATAN 2020 IAIM SINJAI

Angket penelitian ini bertujuan untuk mengetahui bagaimana pengaruh elektronik learning dalam kemampuan menyimpan materi pembelajaran dalam memori/ingatan mahasiswa khususnya dalam pembelajaran Bahasa Inggris.

Teman-teman mahasiswa diharapkan mengisi angket ini dengan jujur sesuai dengan pengalaman menggunakan Google classroom dan kemampuan mahasiswa dalam menyimpan informasi/ materi dalam ingatan yang pernah di lalui di semester awal dalam belajar bahasa inggris melalui Elektronik learning.

Instruksi Pengisian :

Pilih jawaban yang tersedia pada kolom dibawah menurut pendapat anda dengan keterangan sebagai berikut:

1. Pilih 5 : Sangat Setuju
2. Pilih 4 : Setuju
3. Pilih 3 : Netral
4. Pilih 2 : Tidak Setuju
5. Pilih 1 : Sangat tidak setuju

Nama Responden *

Teks jawaban singkat

Nim *

Teks jawaban singkat

Kelas *

Teks jawaban singkat

Saya mampu mengakses Google Classroom

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Saya mampu mendownload materi pembelajaran yang di berikan dosen di dalam google classroom

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Saya mampu mengisi daftar Hadir didalam google classroom

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Saya mampu melakukan presentasi belajar di dalam google classroom

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Saya mampu mengulang ungkapan/kata *
yang saya gunakan dalam pengenalan diri

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Saya mampu mengingat kembali *
pembelajaran tenses yang saya lalui

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Saya mampu mengingat kembali materi *
pembelajaran adjective yang telah saya lalui

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Saya mampu mengingat kembali *
ungkapan/ dialog yang saya dengar dalam
pembelajaran bahasa inggris yang telah
saya lalui

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saya mampu menyimpan ungkapan/ kata *
yang saya gunakan dalam melakukan
perkenalan diri selama pembelajaran
berbasis elektronik learning

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Saya mampu mengulang materi *
pembelajaran tenses yang telah saya
pelajari sebelumnya

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Saya mampu mengulang materi *
pembelajaran adjective yang telah saya
pelajari sebelumnya

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Saya mampu mengulang kembali *
ungkapan dialog yang saya dengar

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Saya mampu mengulang ungkapan/kata
yang saya gunakan dalam pengenalan diri *

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Saya mampu mengingat kembali
pembelajaran tenses yang saya lalui *

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Saya mampu mengingat kembali materi
pembelajaran adjective yang telah saya
lalui *

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Saya mampu mengingat kembali
ungkapan/ dialog yang saya dengar dalam
pembelajaran bahasa inggris yang telah
saya lalui *

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Saya mampu mengingat kembali
ungkapan/ dialog yang saya dengar dalam
pembelajaran bahasa inggris yang telah
saya lalui *

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Saya mampu mengingat kembali
ungkapan yang saya gunakan dalam
perkenalan diri *

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Semangat Belajar dan Terus berproses



Appendix 4 Document of the research



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Kampus : JL. Sultan Hassanudin No. 20 Kab. Sinjai, Tpt/Fas 085299899166, Kode Pos 92612
 Email : itkium@gmail.com Website : www.iainsinjai.ac.id

TERAKREDITASI INSTITUT BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

SURAT KEPUTUSAN
NOMOR: 932.D1/III.3.AU/F/KEP/2021

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/1.3 AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

Memperhatikan :

Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.

Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Ismail, M. Pd.	Atmaranie Dewi Purnama, S. Pd., M. Pd.

untuk penulisan skripsi mahasiswa:

Nama : **HESTI**

NIM : 180110029

Prodi : Prodi Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Influence of E-Learning on Students' Short Term Memory in English Lesson at Sharia Economy Class A IAIM Sinjai Academic Year 2021/2022

Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM DARUL HIDAYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jember, 09 November 2021
Tahun 1443 H

TERAKREDITASI SINJAI DEK. SINJAI 1000/SK.BAN.PTAL/01/XII/2020

Ketiga

Keempat

- Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab
- Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya

Ditetapkan di Sinjai

Pada Tanggal

09 November 2021 M
04 Rabiul Akhir 1443 H



Tersusun :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARIYAH DAN ILMU KEGURUAN

KAMPUS JEL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, T.P. 084290809166, KODE POS 92612

E-mail: ftk@iainm.ac.id

Website: <http://www.iainmsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020



Nomor : 276.D1/III.3.AU/F/2022

Lamp : Satu Rangkap

Hai : **Permohonan Izin Penelitian**

Sinjai, 24 Syawal 1443 H
25 Mei 2022 M

Kepada Yang Terhormat

Ketua Prodi Ekonomi Syariah IAIM Sinjai

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Hesti

NIM : 180110029

Program Studi : Tadris bahasa Inggris (TBI)

Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of E-Learning On Students' Short Term-Memory In English Lesson At Shariah Economy IAIM Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **Prodi Ekonomi Syariah IAIM Sinjai**.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.



Dekan,

Akkr, S.Pd.I., M.Pd.I
BM: 1213495

Tembusan Disampaikan Kepada Yth:

1. Rektor IAIM Sinjai



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS EKONOMI DAN HUKUM ISLAM
PROGRAM STUDI EKONOMI SYARIAH

KAMPUS: JL. SULTAN HASANUDDIN NO. 20 KAR. SINJAI, T.P./EAX : 04121418, KODE POS 92612
 Email : info@iainmu-sinjai.ac.id Website : http://www.iainmu-sinjai.ac.id

TERAKREDITASI INSTITUSI SINJAI, PAK NOMBOR : 108/SUK/HAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor : 013.P3.3/III.3.AU/A/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Yang bertanda tangan dibawah ini :

Nama	: Salam, S.E., M.M.
Pangkat / Gol. Ruang	: Lektor/IIIc
Jabatan	: Ketua Program Studi Ekonomi Syariah Fakultas Ekonomi dan Hukum Islam
Instansi	: Institut Agama Islam Muhammadiyah Sinjai

Dengan ini menerangkan bahwa :

Nama	: Hesti
NIM	: 180110029
Jurusan	: Tadris Bahasa Inggris (TBI)
Kampus Asal	: Institut Agama Islam Muhammadiyah Sinjai (IAIM)

Yang tersebut namanya di atas telah melaksanakan penelitian pada tanggal 3 Juni sampai 15 Juni 2022, pada Program studi Ekonomi Syariah Fakultas Ekonomi dan Hukum Islam Institut Agama Islam Muhammadiyah Sinjai dengan judul Penelitian :

**“ The Influence Of E-Learning On Student’ Short Term-Memory In English Lesson At
Shariah Economy IAIM Sinjai”**

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh,

Sinjai, 25 Dzulqa'idah 1443 H
 25 Juni 2022 M

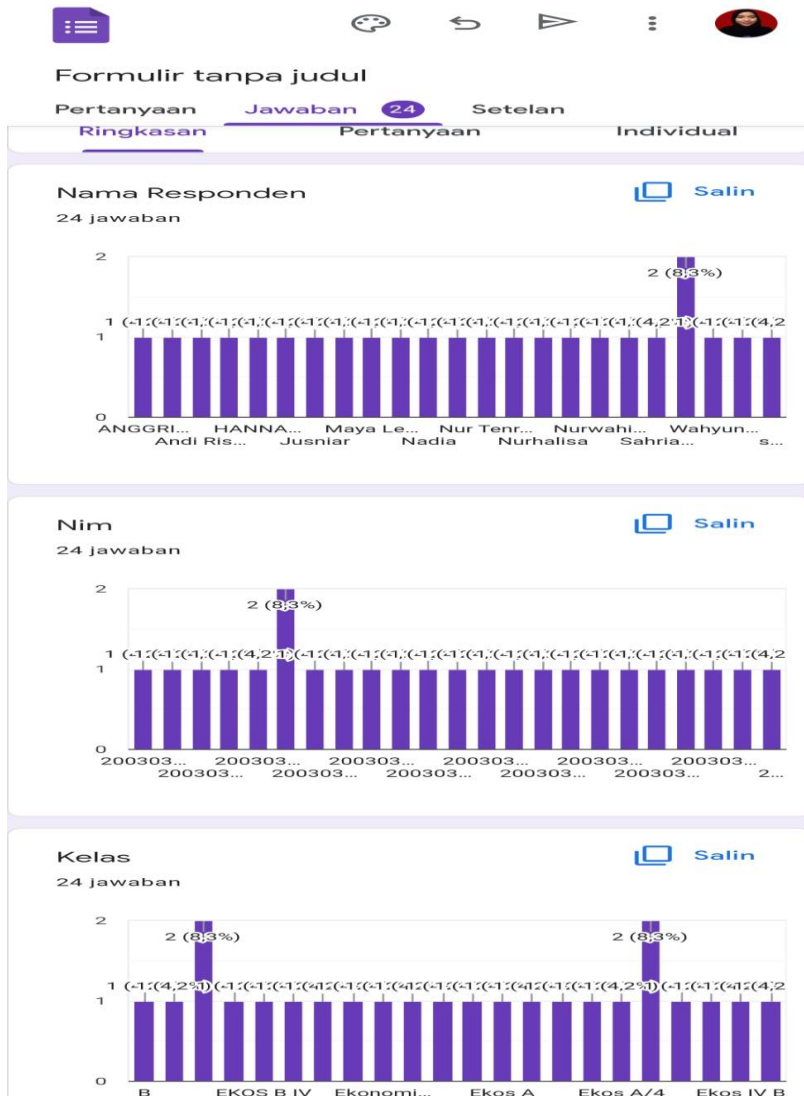
Ketua Prodi,



Salam, S.E., M.M.
 NBM. 1232317

Islam, Progresif, Kompetitif

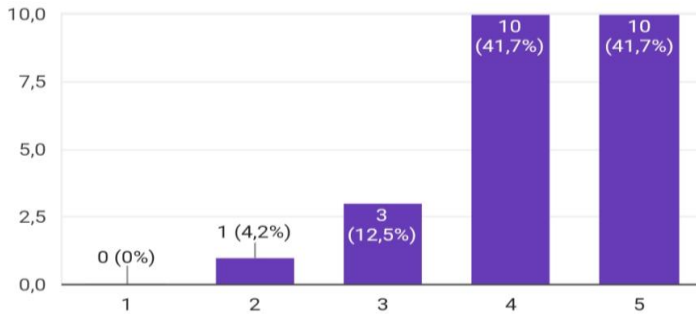
Appendix 5 Correspondence



Saya mampu mengakses Google Classroom



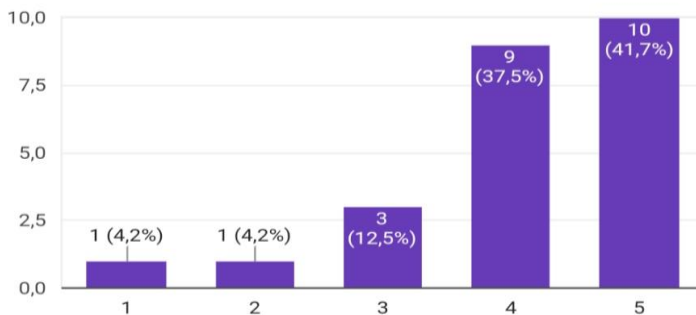
24 jawaban



Saya mampu mendownload materi pembelajaran yang di berikan dosen di dalam google classroom



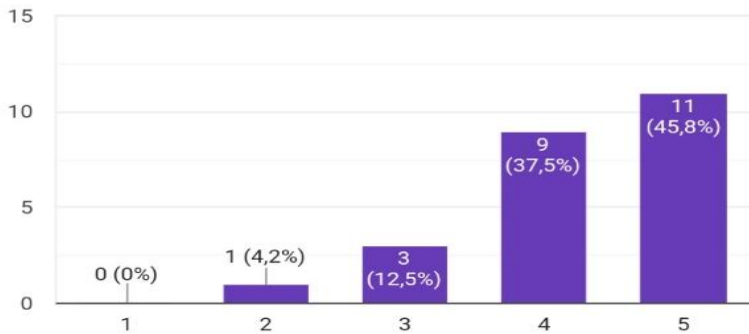
24 jawaban



Saya mampu mengisi daftar Hadir
didalam google classroom



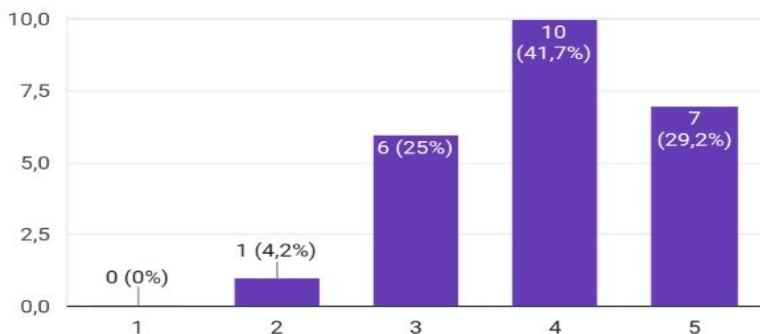
24 jawaban



Saya mampu melakukan presentasi
belajar di dalam google classroom



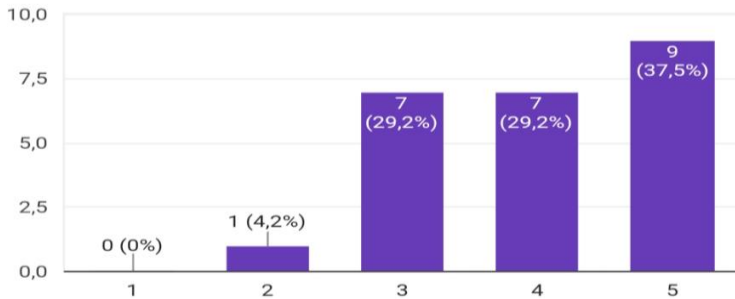
24 jawaban



Saya mampu mengirim berbagai tugas dalam google classroom



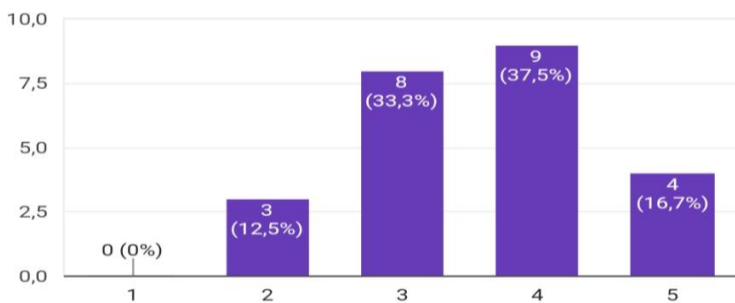
24 jawaban



Saya mampu menyimpan materi pembelajaran tenses dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning



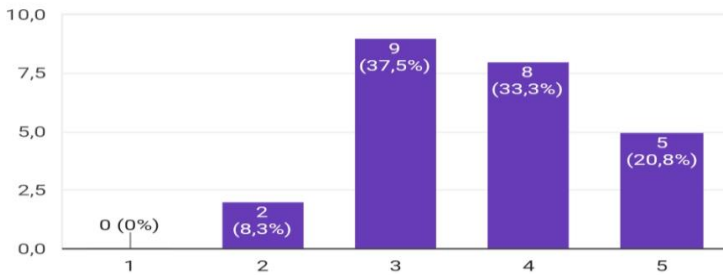
24 jawaban



Saya mampu menyimpan materi pembelajaran adjective dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning



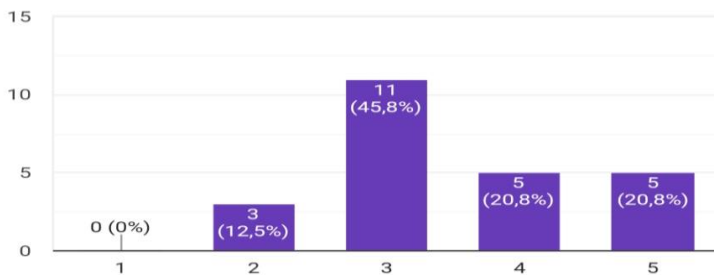
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Saya mampu menyimpan ungkapan/dialog yang saya dengar dalam melakukan pembelajaran berbasis elektronik learning



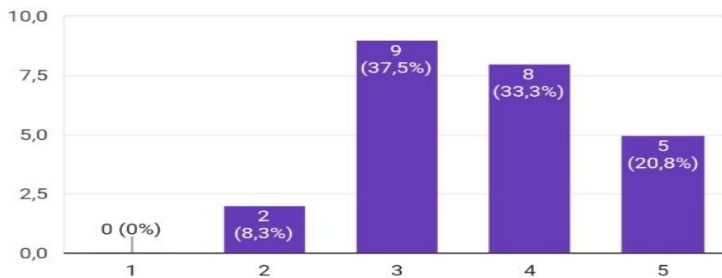
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Saya mampu menyimpan materi pembelajaran adjective dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning



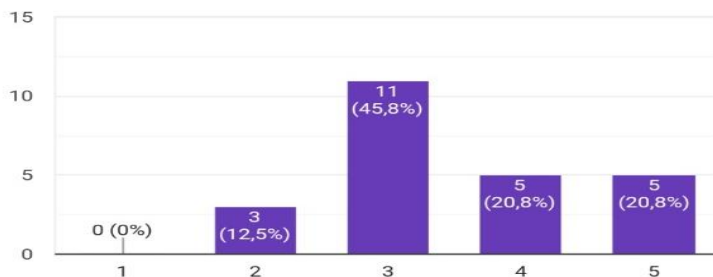
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Saya mampu menyimpan ungkapan/dialog yang saya dengar dalam melakukan pembelajaran berbasis elektronik learning



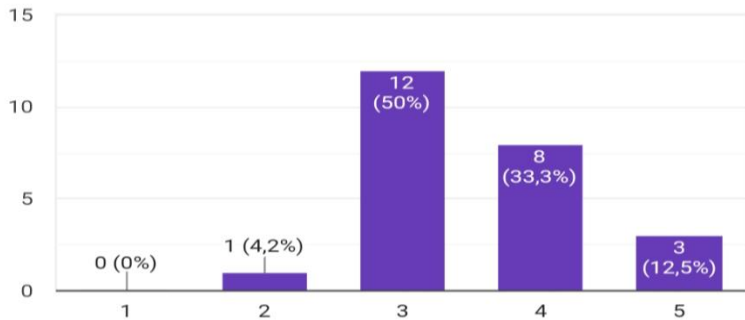
24 jawaban



Saya mampu mengulang materi pembelajaran adjective yang telah saya pelajari sebelumnya



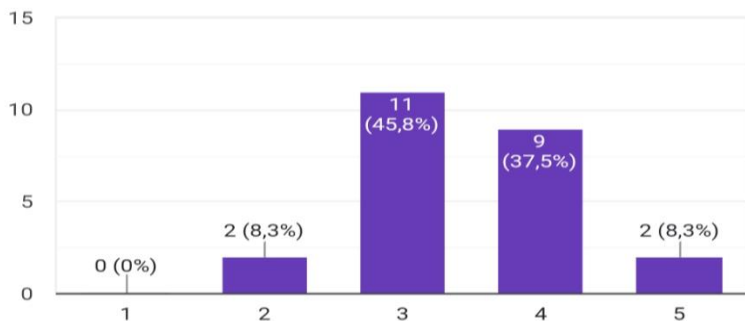
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Saya mampu mengulang kembali ungkapan dialog yang saya dengar



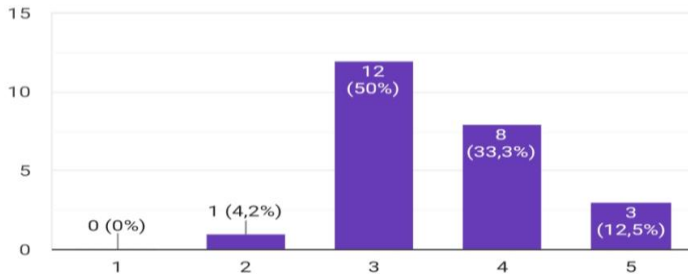
24 jawaban



Saya mampu mengulang materi pembelajaran adjective yang telah saya pelajari sebelumnya



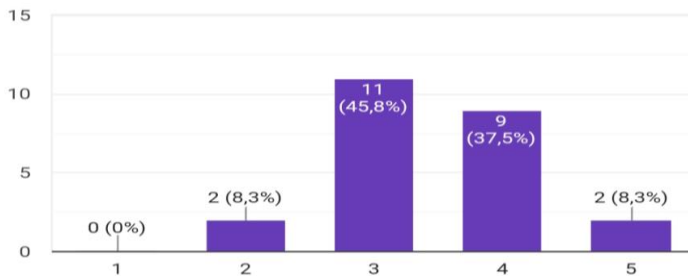
24 jawaban



Saya mampu mengulang kembali ungkapan dialog yang saya dengar



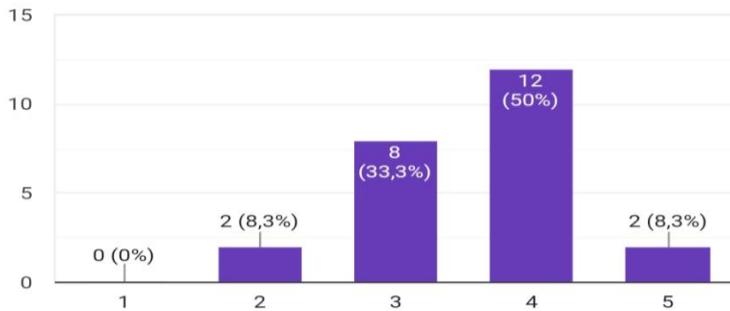
24 jawaban



Saya mampu mengulang
ungkapan/kata yang saya gunakan
dalam pengenalan diri



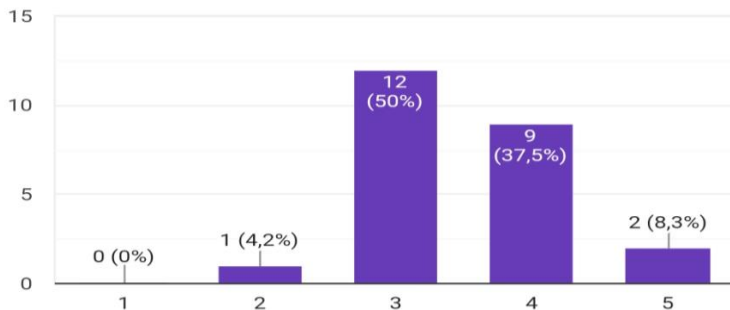
24 jawaban



Saya mampu mengingat kembali
pembelajaran tenses yang saya lalui



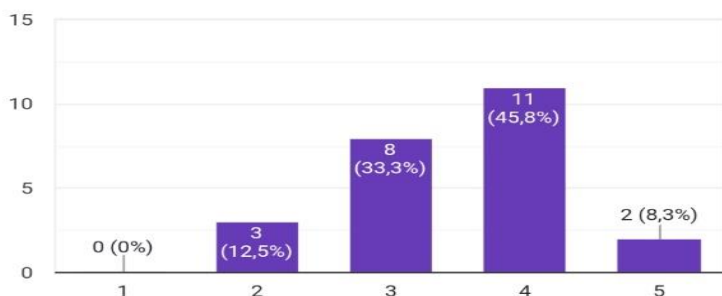
24 jawaban



Saya mampu mengingat kembali materi pembelajaran adjective yang telah saya lalui



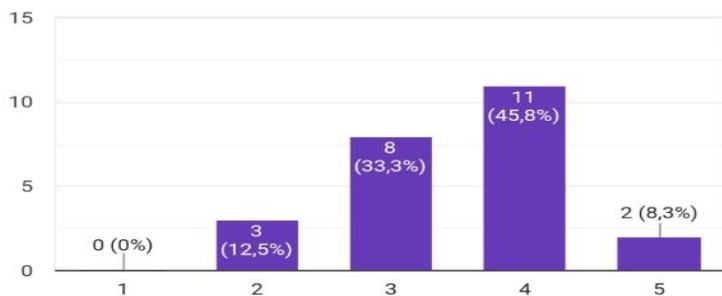
24 jawaban



Saya mampu mengingat kembali ungkapan/ dialog yang saya dengar dalam pembelajaran bahasa inggris yang telah saya lalui



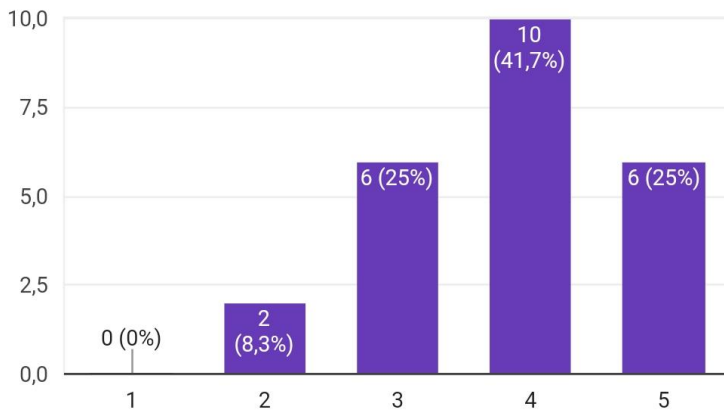
24 jawaban



Saya mampu mengingat kembali
ungkapan yang saya gunakan dalam
perkenalan diri



24 jawaban



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Jawaban tidak dapat diedit

ANGKET PENELITIAN MAHASISWA EKONOMI SYARIAH ANGKATAN 2020 IAIM SINJAI

Angket penelitian ini bertujuan untuk mengetahui bagaimana pengaruh elektoronik learning dalam kemampuan menyimpan materi pembelajaran dalam memori/ingatan mahasiswa khususnya dalam pembelajaran Bahasa Inggris.

Teman-teman mahasiwa diharapkan mengisi angket ini dengan jujur sesuai dengan pengalaman menggunakan Google classroom dan kemampuan mahasiswa dalam menyimpan informasi/ materi dalam ingatan yang pernah di lalui di semester awal dalam belajar bahasa inggris melalui Elektronik learning.

Instruksi Pengisian :

Pilih jawaban yang tersedia pada kolom dibawah menurut pendapat anda dengan keterangan sebagai berikut:

1. Pilih 5 : Sangat Setuju
2. Pilih 4 : Setuju
3. Pilih 3 : Netral
4. Pilih 2 : Tidak Setuju
5. Pilih 1 : Sangat tidak setuju

* Wajib

Nama Responden *

Nurhalifah

Nim *

200303045

Kelas *

Ekos IV B

Saya mampu mengakses Google Classroom *

1	2	3	4	5
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Saya mampu mendownload materi pembelajaran yang di berikan dosen di dalam google classroom *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengisi daftar Hadir didalam google classroom *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu melakukan presentasi belajar di dalam google classroom *

1	2	3	4	5
☐	☐	☒	☐	☐

Saya mampu mengirim berbagai tugas dalam google classroom *

1	2	3	4	5
☐	☐	☒	☐	☐

Saya mampu menyimpan materi pembelajaran tenses dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu menyimpan materi pembelajaran adjective dalam ingatan saya dalam melakukan pembelajaran berbasis elektronik learning *

1	2	3	4	5
☐	☐	☒	☐	☐

Saya mampu menyimpan ungkapan/dialog yang saya dengar dalam melakukan pembelajaran berbasis elektronik learning *

1	2	3	4	5
☐	☐	☒	☐	☐

saya mampu menyimpan ungkapan/ kata yang saya gunakan dalam melakukan pengenalan diri selama pembelajaran berbasis elektronik learning *

1	2	3	4	5
☐	☐	☒	☐	☐

Saya mampu mengulang materi pembelajaran tenses yang telah saya pelajari sebelumnya *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengulang materi pembelajaran adjective yang telah saya pelajari sebelumnya *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengulang kembali ungkapan dialog yang saya dengar *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengulang ungkapan/kata yang saya gunakan dalam pengenalan diri *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengingat kembali pembelajaran tenses yang saya lalui *

1	2	3	4	5
☐	☐	☒	☐	☐

Saya mampu mengingat kembali materi pembelajaran adjective yang telah saya lalui *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengingat kembali ungkapan/ dialog yang saya dengar dalam pembelajaran bahasa inggris yang telah saya lalui *

1	2	3	4	5
☐	☐	☐	☒	☐

Saya mampu mengingat kembali ungkapan yang saya gunakan dalam pengenalan diri *

1	2	3	4	5
☐	☐	☐	☒	☐

I REALLY APPRECIATE YOUR HELP

Semangat Belajar dan Terus berproses

Appendix 6 Personal Data



Name : Hesti

Place and Date of Birth : Sinjai,
December 31th 2000

Gender : Female

Religion : Islam

Address : Keris
Muda Street, South Sinjai

Phone number : +6285348061940

Marital status : No Married

Nationality : Indonesia

Email : hestiwidiastuti31@gmail.com

Parent's name :

1. Father : Yusuf
2. Mother : Juliana

Education background

Period	School/Institute
2018-2022	Islamic institute of Muhammadiyah Sinjai
2016-2018	Sinjai 12 High School
2012-2016	Sinjai 23 Junior High School
2007-2012	Bikeru 42 Elementary School

Appendix 7 Matriks Perbaikan

Nama : Hesti

Nim : 180110029

Judul Skripsi : The Influence of E-learning on
Students' Short term Memory in
English
Lesson at Sharia Economy Study
Program IAIM Sinjai

NO	PENGUJI	CATATAN PERBAIKAN	TINDAK LANJUT
1.	Harmilawati, S.S.,S.Pd.,M.Pd	1. Grammar pada penulisan pada bagian latar belakang Bab 1 dan Bab II	penulisan kalimat pada Bab I dan Bab II yang sebelumnya tidak sesuai dengan aturan penulisan telah di perbaiki dan telah diperiksa kembali oleh penguji.
		2. Spasi pada penulisan skripsi pada halaman 2	Pengaturan spasi pada halaman 2 yang sebelumnya memiliki jarak terlalu jauh dengan paragraf lain telah di perbaiki dan diperiksa Kembali oleh penguji.

		3. Setiap bagian pada Bab II berikan poin per poin agar lebih terstruktur	pengaturan penulisan sebelumnya menggunakan model paragraph telah di perbaiki menjadi poin per poin sesuai dengan arahan penguji dan telah diperiksa Kembali oleh penguji.
		4. Urutkan sesuai struktur skill dalam berbahasa inggris pada halaman 15	penulisan sturuktur skill dalam berbahasa inggris dimana penulisan sebelumnya sebagai berikut : reading, writing, listening dan speaking telah diperbaiki menjadi urutan sebagai berikut : listening, speking, reading, da writing.
		5. Tidak ada penulisan gelar pada footnote terdapat pada Bab III	penulisan footnote yang sebelumnya menggunakan gelar seperti : P DR Sugiyono,2019 telah di perbaiki seperti : Sugiyono,2019.
		6. Pada halaman 18 hypotesis harus jelas dan di cantumkan	pada halaman18 bagian C hopotesis dimana sebelumnya penulis tiadk menantumkan hipotesis pada bagian tersebut kini telah di perbaharui seagai berikut : H0 : E-Learning has no

			influence of student's Short term Memory in English lesson at Shariah Economy study program IAIM Sinjai. Ha : E-Learning has an influence of student's Short term Memory in English lesson at Shariah Economy study program IAIM Sinjai
		7. Pada halaman 27 tabel data responden harus menggunakan bahasa inggris	pada halaman 27 pada table taulasi respnden penulis menggunakan Bahasa Indonesia pada sub judul seperti penggunaan kata : Nama, kelas telah diperbaiki menjadi : Name dan class.
		8. Setiap tabel harus di cantumkan sumber nya.	setiap table pada Bab 4 sebelumnya penuli tidak menuliskan sumber data pada bagian bawah table dan telah diperbaiki ileh penulis dengan penambahan kalimat : data source from..
		9. Lampiran pada bagian lembar angket pada halaman 57 harus menggunakan bahasa inggris seperti angket	penggunaan Bahasa pada lembar angket yang sebelumnya menggunakan Bahasa Indonesia telah diperbaiki menggunakan Bahasa inggris dan diperiksa

		yang digunakan pada google form	kembali oleh penguji.(hal 57)
2.	Sitti Aminah, S.Hum.,M.Hum	1. Bagian Latar belakang pada Bab 1 halaman harus jelas	pada bagian latar belakang pada halaman 1 yang sebelumnya kurang jelas telah diperbaiki dan diperiksa Kembali oleh penguji.
		2. Kohesi dan koherensi paragraph pada Bab II	kesesuaian antara paragraph satu dengan yang lainnya tidak korelasi pada bagian Bab II telah diperbaiki dan diperiksa kembali oleh penguji.
		3. Penambahan kata “Study program” pada judul agar lebih jelas	the influence of e-learning n students’ Short term Memory in English lesson at Shariah Economy Study program IAIM Sinjai
		4. Pemilihan kalimat pada Abstrak yang baik agar tidak bertele-tele	pada bagian abstrak, terdapat pengulangan kalimat pada paragraf 2 dan paragraf 3 telah diperbaiki dan diperiksa kembali oleh penguji.
		5. Spasi pada penulisan skripsi pada halaman 2 dan 7	pada penulisan skripsi halaman 2 dan 7 menggunakan 1,15 telah di perbaiki

			menggunakan spasi 1,15 telah diperbaiki dan diperiksa kembali oleh penguji.
		6. Teliti dalam perubahan penulisan footenot	setiap footnote pada skripsi ini telah diperbaiki dan telah di periksa Kembali oleh penguji.

Appendix 8 Turnitin

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