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Media Pembelajaran Guru Bahasa Inggris Dalam Kegiatan Pembelajaran Bahasa Inggris Di Era Pandemi Covid-19

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Abstrak

Penelitian ini bertujuan untuk menyelidiki bagaimana guru Bahasa Inggris di Ruteng melaksanakan kegiatan pembelajaran bahasa Inggris di kelas di era pandemi COVID-19. Penelitian ini berfokus pada jenis media yang digunakan dan alasan mereka memilih dan menggunakan media tersebut. Hal ini penting untuk dikaji karena proses belajar mengajar di masa pandemi COVID-19 berbeda dengan proses belajar mengajar konvensional. Studi ini dilakukan secara kualitatif dengan 30 guru Bahasa Inggris SMP dan SMA di Ruteng, Flores, Nusa Tenggara Timur, Indonesia sebagai responden. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara melalui WhatsApp. Hasil penelitian menunjukkan bahwa (1) terdapat enam aplikasi yang digunakan oleh guru Bahasa Inggris sebagai media pembelajarannya (WhatsApp, Google Classroom, Zoom, Google meet dan Schoology) dengan aplikasi yang paling dominan digunakan adalah WhatsApp. (2) Setiap guru Bahasa Inggris di Ruteng menggunakan setidaknya dua-empat aplikasi dalam menjalankan kelas online mereka dan (3) tujuan penggunaan aplikasi tersebut adalah untuk berbagi materi, menyusun tugas atau ujian, mengoreksi dan memberikan umpan balik untuk pekerjaan siswa.

Kata kunci: Media EFL Guru; Pandemi COVID-19; Pembelajaran Daring.

EFL Teachers' Media in Teaching and Learning Process Under Covid-19 Pandemic Era

Abstract

This study is intended to investigate how the EFL teachers in Ruteng run their English class within COVID-19 pandemic era. It focuses on the media used in teaching and learning process and their reason/s of choosing and using those media. It is significance to examine as the teaching and learning process within COVID-19 pandemic is different from conventional teaching and learning process. The study is done under qualitative research and has 30 EFL teachers of both junior and senior high schools in Ruteng, Flores, East Nusa Tenggara, Indonesia as the respondents. The data were collected by using a questionnaire and doing an interview in WhatsApp. The result shows that (1) there are six applications used by EFL teachers as their teaching media (WhatsApp, Google Classroom, Zoom, Google meet and Schoology) with the most dominant application used is WhatsApp. (2) Each EFL teacher in Ruteng uses at least two-four applications in running their online class and (3) the purpose of using those applications are to share the material, arrange task or examination, correct and give feedback to students' work.

Keywords: COVID-19 Pandemic; EFL Teachers' Media; Online Learning

INTRODUCTION

The massive implementation of online learning had been started since the COVID-19 attacked human

globally. This learning system is perceived as the one and only system to carry on the teaching and learning

process. This learning system facilitates teachers and students to teach and study from home by using computer and internet. In Indonesia, the implementation of online learning had been started since the minister of education and culture of Republik Indonesia instructed all schools in infected area to teach and study from home (Mendikbud, 2020b). Furthermore, another instruction was announced by the department to keep run online learning due to the massive spread and development of cases in Indonesia caused by COVID-19 (Mendikbud, 2020a).

In line with the Minister's instruction, the NTT's governor instructed all schools in his province to carry out online learning (Cici, 2020). Those instructions mirror us how important education is. Yet, the rapid grow and massive spread of COVID-19 cannot be stopped, learning activities must continue. And online learning has been found as the solution to make it possible.

Online learning has been described as the use of electronics and internet devices in teaching and learning process (Jem et al, 2021). It is supported by Gherardini (2011) who said that online learning is characterized as the utilize of computers and the web to supply a colossal arrangement in arrange to encourage and increment execution. Furthermore, Sukmawati & Nensiana (2019) explains that online learning is characterized as separate learning where instructors and understudies are in different places and the learning material is conveyed by utilizing media transmission instruments.

Online learning empowers instructors and understudies to share learning material such as word documents, PDF, PowerPoint, video, and so on. It is also helpful when teacher and students would like to have face to face meeting like in conventional learning system where they can run webinars. To be able to

share material in variety forms and run webinars, teachers especially EFL teachers must be able to find appropriate teaching media. Teaching media is a primary means for teachers to share material in teaching learning process especially during COVID-19 pandemic. Clark (2019) mentions that the fitting educating media will fascinate students' need to gain knowledge and seek after their common interest as adolescents for several basic reasons. Moreover, Miarso (in Marpaung, 2015) explains that learning media plays significant roles in creating an active learning situation, achieving learning goals and is an important element in learning system.

In EFL context, learning media is used to improve students' language skills (listening, speaking, reading and writing) and competencies (pronunciation, grammar and vocabulary) during learning period. Through the appropriate learning media used by EFL teachers, the EFL students' knowledge and performance in English language skills and competencies can be improved especially during online learning system takes place.

Studies on media in EFL context under Covid-19 had been done by some researchers. Amnan (2020) reports that vocational high school EFL teachers in Ngawi prefer to use WhatsApp as the primary tool for them in running online class. Besides, Maulidya et al (2021) confirms that there are 16 applications used by Senior high schools EFL teachers in Indonesia where WhatsApp is the most dominant application used.

Another study was done by Roistika (2022). She investigated media used by primary school English teachers in Tulungagung, West Java. Her study confirms that video uploaded in youtube channel, Quizzes application, and Google form were used as media in teaching and learning process. This present study wants to

investigate how the EFL teachers in Ruteng run their online class under COVID-19. It focuses on the type and number of applications used and the purpose of using those applications in EFL context.

This current study is different from those previous studies in term of points of investigations and participants. Even those three studies focused on online learning media within COVID-19 in EFL context, there have been limited studies which investigate online learning media used by both EFL teachers of junior and senior high schools. The three previous studies focused on EFL teachers in Senior high school as their participants. They ignore that in Indonesia context, the teaching learning process of English is started from junior high school level where it is a must for junior high schools students to learn English in their curriculum. Thus, it is significant to do the same study for EFL teachers of junior high schools.

To add, their studies just concerned on the name of application used by the EFL teachers. However, it could be explored more for example how many applications used by each teacher. It is another significant point to be investigated as there is a possibility where a teacher uses more than one application due to the purpose of their teaching and learning activities and the limitation having by certain type of application. Besides, the reason/s of using certain type of application bring another insight for EFL teachers. That point of investigation can guide the EFL teachers to choose the most appropriate teaching media in running their class. Since each type of application has limitation, information related to the media used in EFL context is important to maximize the teaching and learning process in EFL context. That's why in this study, the researchers want to answer questions as follows:

1. What are the applications used by EFL teachers in Ruteng in running their online class?
2. Why they use that/those application/applications

This study is essential for some points. First, since studies on online learning media used by EFL teachers within COVID-19 are limited, this study can enrich EFL teachers' and students' knowledge on learning media during COVID-19. Moreover, this study becomes a valuable source for researchers who are interested in investigating EFL teachers' media in running online learning class under COVID-19 pandemic era. The last, the findings of the study which are explored briefly in discussion part guide EFL teachers to choose appropriate online teaching media to facilitate all the teaching and learning process activities.

METHOD

Research Design

This current study is designed as descriptive qualitative research. It is a study for social science that basically based on human observation, both in its area and in terms (Kirk and Miller, 2011). This method has been chosen since the purpose of this study is to investigate phenomena experienced by an individual or a group.

Participants

Furthermore, in this study, there were 30 EFL teachers from junior and senior high schools in Ruteng, Flores, East Nusa Tenggara Province, Indonesia had been involved as the respondents. They consisted of 15 junior high schools EFL teachers and 15 senior high school EFL teachers. Those EFL teachers from junior and senior high schools were chosen based on the consideration that English is taught for both junior and senior high schools levels. That's why information related to teaching media used by EFL teachers from those two different levels

of education is essential. To add, those 30 respondents were chosen based on the following criteria: 1) EFL teacher in junior and/or senior high school, 2) Has teaching experience at least 3 years. Furthermore, they also were actively doing teaching within the Covid-19 pandemic.

Data Collection

The data were collected by using

Types of Application	Number of EFL Teachers
WhatsApp	29
Google Classroom	17
Zoom	23
Google Meet	7
Messenger	5
Schoology	2

questionnaire and interview as the instruments. The questionnaire consisted of two questions: 1) how many teaching media do you use in teaching English during COVID-19 pandemic? (2) What are they? Those two questions is helpful in answering the first (type/s of application/s used) and second (number of application/s used by each EFL teacher research questions. However, the interview is used to gain the information on the purpose of choosing and using certain types of application/s in teaching and learning process.

Data Analysis

After having the collected data, the researchers analyzed the data by doing the following activities: first, identify the type/s of application used by each EFL teacher in teaching English. Second, identify number/s of applications used by each EFL teacher. The last, identify and describe the purpose of EFL teacher uses certain kind of application/s.

FINDINGS AND DISCUSSION

Findings

The result of the study is presented as follows:

Types of application used by EFL Teachers

The first research problem of this study is what type of application used by EFL teachers as their teaching media are. Based on the result of questionnaire, it is found that EFL teachers in Ruteng use six applications as the media in teaching and learning process within COVID-19 pandemic. The types of application as the media in teaching English used by EFL teachers in Ruteng can be seen in the following table.

Table 1. Types of application used by EFL teachers in Ruteng

Regarding to the data in table 1, the EFL teachers in Ruteng use six applications in teaching learning process within COVID-19 pandemic, namely WhatsApp, Google Classroom, Zoom, Google Meet and Schoology. There are 29 teachers who use WhatsApp or 35%, Google Classroom: 17 teachers or 21%, zoom 23 teachers or 28%, Google Meet: 7 teachers or 8%, messenger 5 teacher or 6% and schoology 2 teachers or 2%. Among those six applications, WhatsApp is found as the most dominant media used by EFL teachers in teaching and learning process. The data in table 1 mentions clearly that there are 29 out of 30 EFL teachers (35%) who use WhatsApp in their English class. It is line with Maulidya, et al (2021) and Amnan (2020) who claim that most of EFL teachers in Senior high schools use WhatsApp in running their online class. However, the finding of this current study emphasizes that as the dominant media used in teaching learning process, WhatsApp is used by both EFL teachers in junior and senior high school.

Number of Application Used by Each EFL Teachers

The second point of investigation in this research is the total number of teaching media used by each EFL teachers in Ruteng in running the online class. This is another main point to be investigated as there are so many types of media could be used in online learning. The result of the questionnaire highlights that EFL teacher in Ruteng use more than one media in running their online class within this pandemic. The number of application used by each EFL teacher in Ruteng is presented in the following table.

Tabel 2. Number of Application Used by Each EFL Teacher

Number of Application /s	Number of EFL Teachers	Percentage
One application	0	0%
Two applications	9	30%
Three applications	19	63%
Four applications	2	6,60%
Five applications	0	0%
Six application	0	0%

As shown in table 2, each EFL teacher in Ruteng uses more than one applications in teaching English under COVID-19 pandemic. There are 9 teachers (30%) who use two applications, 19 teachers use 3 applications (63%) and 2 teachers who use four applications (6,60%). However, there is no teacher who uses only one and five application/s in teaching English). Even there is no

EFL teacher who uses five or more number of applications as their teaching media but more than half EFL teachers (19 EFL teachers or 63%) use three media in online teaching and learning activities. It means that EFL teachers in Ruteng are creative and knowledgeable in finding and using media to make their online class running well.

The purpose of Using Certain Type of Application

There are some reasons of using those applications, such as easy to use and helpful in arranging examination, giving feedback to students' work, discussing with students, sharing material, having face to face classroom meeting. The purpose of choosing and using certain applications as media in teaching English can be detected from the result of interview. Here, the result of interview of T5 and T23 are taken as the example.

T5. *I use three applications as my media like WhatsApp, Zoom and Google Classroom for my English class. WhatsApp is to deliver material and communicate with my students. It is very easy to use. But, I cannot use this application to arrange task or examination for my students. Because it will difficult for me to give feedback on their task or exam. That's why I use google classroom for giving task and exam because it will be easy for me to correct and give score to my students. However, if I want to explain the material to my students like in classroom before COVID I use zoom. Through zoom I can see my students' face and will be sure that all my students participate and are serious to follow my lesson.*

T23... *I always use zoom or sometimes Google meet when I want to explain the material directly for my students. In zoom, I see my students' face, their expression during the lesson. I can detect whether they are ready or not to follow my class from their face*

through the video. I like zoom because I can record my lesson. It will remain me who attend my class, who is active during the lesson.

T5 briefly mentions she uses three different applications as her media to cover all activities in her English class. Using one medium is not enough to facilitate or promote classroom activities completely. For instance, T5 uses WhatsApp to deliver material and communicate with students; Google Classroom for arranging online examination and zoom is used to have face to face meeting virtually. Furthermore, T23 argues that zoom is helpful to evaluate students' performance during the virtual meeting as zoom allows the user to record the meeting.

Discussion

Having teaching media is significant for EFL teachers especially within COVID-19 pandemic. Media is perceived as vital tools for teachers in delivering material for students. It is the tool for teachers to communicate to students. Focusing on the result above, EFL teachers use numbers of applications as their media to communicate to students, deliver material, arrange examination and have face to face classroom meeting with students like in conventional learning system. Among those five media, WhatsApp is the most dominant media used by EFL teachers in Ruteng. It is line with Maulidya, et al (2021) and Amnan (2020) who claim that most of EFL teachers in Senior high schools use WhatsApp in running their online class.

Besides, the data in the second table bravely expresses that none of 30 EFL teachers use only one application as media in running their English class. It mentions that 63% (19 out of 30 EFL teachers) use three applications in running their online class. That finding also implicitly reports us that EFL teachers in Ruteng are having good knowledge and skill in

operating several types of applications for their English class. It means that online learning has positive impacts to the improvement of EFL teachers' knowledge on technology (Jem et al, 2021). Besides, it was mentioned by Elhawwa (2017) that one of the most essential components in determining the successful of teaching and learning process especially in online learning system is the teachers' understanding and ability to use ICT in the classroom.

Thus, the result then reflects us a clear picture that one medium is not enough to fulfill or cover all teaching and learning activities in English class. It is due to the limitation of each application's feature.

Take for an example is WhatsApp. As what has been discussed above that this application is mostly used by the EFL teachers in Ruteng. It is a potential tool for teacher and students to communicate (Lopes and Vas in Yilmazsoy, 2020). It is because this application is easy to use and really helpful when teachers want to share material (such as word document, PDF, video and picture), announce information or discuss with students.

However, EFL teachers have face unsatisfactory experience in using WhatsApp. They claim that they cannot control or limit students to send message in WhatsApp; it is also complicated for them to have all students participate in discussion (Yilmazsoy, 2020). The inability of WhatsApp to arrange other activities such as having virtual face to face classroom activities like in zoom, have all students participate in discussion directs EFL teachers in Ruteng to choose and use another type of application.

Regarding to the answer given by T5, there are points showing that WhatsApp has weaknesses such as it is not effective for EFL teachers to arrange task or examination for students as they found it is problematic in giving feedback. In solving this problem, T5 prefers to use

Google classroom (..... *I use google classroom for giving task and exam because it will be easy for me to correct and give score to my students*). This statement clearly underlines that Google classroom is helpful and effective for teachers to make and distribute assignments, give mark or grades or other kind of feedback for students work (Susanti et al, 2021; Sumartini et al, 2021; Khovivah et al, 2021).

Furthermore, the T5 also confirms that another application like zoom is helpful when teacher wants to have face to face classroom meeting with students. It fulfills teachers' need to see their students' face during lesson:

T5... *I want to explain the material to my students like in classroom before COVID. I use zoom. Through zoom I can see my students' face and will be sure that all my students participate and are serious to follow my lesson.*

Through zoom, EFL teacher can explain the material directly to students. At the same time, the EFL teacher can share her material such as article and video through her presentation. Zoom's screen sharing empowers English teacher remarkable prospect to increase students' ability by sharing attractive material such as video and presentation.

Moreover, another reason of using zoom is this application enables EFL teacher to record the lesson. Recording the lesson is essential for EFL teacher. The recording can be a key instrument to teacher in evaluating students' performance during the lesson as what mentioned by T23.

Hence, as the representative of 30 EFL teachers in Ruteng, T5 and T23 clearly state that they use different application as teaching and learning media within COVID-19 for different purpose. For instance, WhatsApp is used when they want to share the material, have communication with students and give an announcement. Google Classroom is used to arrange

assignment, give examination, correct and give feedback on students' assignment or paper. However, zoom is effective for EFL teacher to explain the material briefly to students like in traditional teaching and learning method. This application is also very helpful when teacher wants to evaluate students' performance during the lesson as zoom allows teacher to record the class activities.

This study then is in line with the previous study in terms of the types and number of applications used in teaching and learning process in EFL context. Both, the previous studies and this study confirm WhatsApp as the most dominant application used in teaching and learning process. However, the motive of choosing and using different types of applications in teaching and learning process mirrors the specific point from the previous studies.

CONCLUSIONS AND SUGGESTIONS

EFL teachers in Ruteng have run their online class during the COVID-19 pandemic. In running the class, they use some applications such as WhatsApp, Google Classroom, Zoom, Google Meet and Schoology. Among those six applications, WhatsApp is the most dominant application used due to its easiness to operate. Furthermore, number of application used by each EFL teacher is between 2 and 4 applications where the highest presentation goes to EFL teachers who use 3 applications (63% or 19 EFL teachers).

Being able to use more than one application is important for EFL teachers. It is because one application is not enough to cover all teaching and learning activities. That's why the EFL teachers are suggested to have more than one applications as their teaching media. The limitation of one media could be completed by another media as each media has different feature with each strength and weaknesses.

Even this study has met its purpose, it is still limited in some

points. This study just focuses on the media used in teaching and learning process within COVID-19 pandemic era. As the COVID-19 pandemic era moves to new normal era, the next researchers are strongly suggested to investigate the teaching media used in this era. The investigation might report different result as the teaching and learning process is running in different way from the pandemic era.

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