

English Teaching in the Time of Crisis: A Case in Indonesia

by Edi Suwandi

Submission date: 09-Nov-2022 02:44PM (UTC+0700)

Submission ID: 1949035137

File name: English_Teaching_during_pandemic_-_Edi_Suwandi_1.docx (36.81K)

Word count: 3278

Character count: 18057

English Teaching in the Time of Crisis: A Case in Indonesia

Abstract

This study looked into the most popular online learning platforms, the benefits and drawbacks of adopting ICT, and how ICT was used in the teaching and learning process during the COVID-19 epidemic. This study was quantitative and qualitative. 110 English lecturers from Indonesian universities took part in the study. Questionnaires, interviews, and document analysis were the methods used in this study to gather data. The researchers utilized SPSS and Flow Model to analyze the data. The Flow Model has three stages: data reduction, data visualization, and conclusion formulation and verification. The data analysis led to the conclusion that the English lecturers employed a variety of online learning resources during the teaching and learning of the language. ICT use during the teaching and learning process had certain benefits and drawbacks. For students to appreciate and become engaged in the learning process, English instructors are advised to employ a variety of online learning resources. English professors should think about the benefits and drawbacks of ICT use. The findings of this study can serve as yet another reference for other researchers who wish to undertake comparable research.

Keywords: English Teaching, Information and Communications Technology.

INTRODUCTION

Nowadays, online tools like Moodle, Google Classroom, Google Meet, Zoom, WhatsApp, and others can be used to facilitate teaching and learning. E-learning is a model of learning that makes use of information and communication technology, according to Sudarwati & Rukminingsih (2018). Asynchronous e-learning is designed for self-directed learning, while synchronous e-learning allows for teacher-centered direct learning. It has some of the following characteristics: 1) it has relevant content to the learning objectives; 2) it uses an instructional method like display and exercises to improve the learning process; 3) it uses some aspects of media like words and pictures to deliver the learning materials; 4) it allows for teacher-centered direct learning; and 5) it constructs understanding and skill (Sudarwati & Rukminingsih, 2018).

According to Sudarwati & Rukminingsih (2018), instructors can enhance the caliber of the learning process by using e-learning in higher education. A web-based medium known as "e-learning" offers online digital learning resources like textbooks and multimedia for use in online learning (Sudarwati & Rukminingsih, 2018). According to Kobayashi (2017), selecting the appropriate media is essential for a good online learning experience. Teachers and lecturers must take into account the media habits and preferences of their students when developing online courses. In order to support the teaching and learning process, it is crucial to use the right online learning resources.

Due to the outbreak, Indonesia moved all teaching and learning procedures to remote learning by the end of March 2020, and it has remained remote ever since (2021). The government of Indonesia took action to halt face-to-face instruction and learning in level schools and universities in order to stop the spread of the Corona virus.

As a result of the students' need to stay at home, information and communication technology (ICT), including online learning resources, is currently being used more and more. The pupils are used to entering the classroom face-to-face before a pandemic (COVID-19). The pupils must then log into the online classroom. The usage of ICT in the teaching and learning process during the COVID-19 pandemic is something the researcher wants to look at. The goals of this study were to: 1) look into how ICT was used in higher education in

Indonesia during the COVID-19 pandemic, 2) look into the most popular online learning platforms, and 3) look into the benefits and drawbacks of using ICT.

This research is related to two previous studies. The first related study before this one was done by Sudarwati & Rukminingsih, and it was named "Evaluating E-Learning as a Learning Media: A Case of Entrepreneurship E-Learning Using Schoology as Media" (2018). The study's findings demonstrated that STKIP PGRI Jombang's e-learning implementation complied with quality standards in all management aspects of e-learning, with an average percentage tile of 71% for all components, including: material design, e-learning delivery methods, learning interaction, and e-learning activity evaluation. The inclusion of e-learning in the STKIP PGRI Jombang's economic education program's entrepreneurship class was generally thought to boost the learning of entrepreneurship. Schoology was used by the lecturer as an e-learning medium. In a higher education entrepreneurship class, it creates a virtual learning environment.

The second related study was conducted by Kobayashi and was named "Students' Media Preferences in Online Learning" (2017). According to the study's findings, students in online learning did not always prefer rich media over lean media. In two-way video and audio engagements, they preferred recorded online slide shows with audio to Internet-based live video courses. Online chat rooms and discussion forums weren't as popular as other media. As anticipated, a sort of media requiring a somewhat greater level of technical abilities was connected with online technology self-efficacy.

METHODOLOGY

This study was quantitative and qualitative. 110 professors who teach at Indonesian institutions served as the study's participants. Questionnaires, interviews, and document analysis were the methods used in this study to gather data.

Questionnaire

110 English lecturers at universities in Indonesia were given the questionnaire. The questionnaire was used to collect more thorough data and to back up the information from the interview. For each statement in the questionnaire, the lecturers provided a checklist (V)

based on a Likert scale with the options 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Agree) (Strongly Agree).

Interview

The lecturers who responded to the questionnaire were interviewed by the researcher. These instructors participated in an open interview with the researcher. This implies that the respondents were free to offer any number of justifications for their responses. The interview session may be used to develop the questions.

Document Analysis

The document analysis were transcript of the questionnaire and transcript of the interview.

The researcher used IBM SPSS Statistics 22 to analyze the data. The mean, median, mode, standard deviation, maximum, and minimum were all described in the descriptive statistics. Mean is the average score determined by multiplying the sum of all research subject scores by the total number of study participants. A technique called the median is used to interpret the mean value of all acquisition scores after ranking them from highest to lowest and vice versa. The score that appears most frequently in a measurement is called the mode. The theoretical mean of the highest and lowest scores is called standard deviation. The research subject's greatest score is called the maximum. The research subject's minimum score is their lowest mark.

Additionally, reliability and validity scores were calculated. A questionnaire's validity is evaluated using a validity test. If a questionnaire can provide information that will be used to measure something, then it is valid. Pearson Correlation was employed for this validity test. If the level of significance is less than 0.05, the question is valid. An instrument for measuring a questionnaire that serves as an indicator of the variable is a reliability test. If participants consistently provide the same responses to the questions, the questionnaire is considered reliable. If the cronbach's alpha is greater than 0.06, the items on the questionnaire are reliable; otherwise, they are unreliable. 2012 (Ghozali).

RESULT AND DISCUSSION

Result

The Use of Information and Communications Technology (ICT) in the Teaching and Learning Process during the COVID-19 Pandemic.

The use of Information and Communications Technology (ICT) in the teaching and learning process during the COVID-19 pandemic is described in the table below.

Table 1.

The use of ICT in the teaching and learning process

No.	Aspects	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Online Learning System	8.26%	72.48%	16.51%	2.75%
2.	The use of ICT in the learning system during this pandemic	34.86%	64.22%	0.92%	0%
3.	An aid in the learning process by using ICT	33.03%	62.39%	4.59%	0%
4.	The use of ICT in the learning process makes the learning process more effective and efficient	15.60%	47.71%	35.78%	0.92%
5.	The use of ICT makes the learning administration more effective and efficient	14.68%	59.63%	25.69%	0%
6.	The use of ICT improves creativity in teaching	19.27%	62.39%	18.35%	0%

7.	The use of ICT helps in creating teaching materials	17.43%	65.14%	16.51%	0.92%
8.	The use of ICT is used at all universities	18.35%	59.63%	18.35%	3.67%
9.	The use of ICT will not be limited by space, distance, and time	28.44%	56.88%	13.76%	0.92%
10.	Online learning is better than offline learning	0.92%	25.69%	66.06%	7.34%
11.	The ability of controlling the classroom during the online learning process	10.09%	64.22%	23.85%	1.83%
12.	The students can actively participate during the online learning process	0.92%	34.86%	56.88%	7.34%
13.	The online learning process had many negative impacts	7.34%	48.62%	42.20%	1.83%

The information in the table above reveals some experience in a way on how ICT was used in the teaching and learning process during the COVID-19 pandemic. Regarding the online learning system, 72.48% of the instructors were in agreement, whereas 16.51% of the lecturers were not. 64.22% of the lecturers approved and 0.92% disagreed with the usage of ICT in the teaching system during the pandemic. ICT can help with learning, according to 62.39% of the lecturers, whereas just 4.59% of them agreed. Furthermore, the percentages of lecturers who agreed (47.71%) and disapproved (35.78%) about the use of ICT in the

learning process increasing the effectiveness and efficiency of the learning process were nearly equal.

ICT technology enhances the effectiveness and efficiency of learning administration, according to 59.63% of lecturers, whereas only 25.69% of lecturers disagreed. ICT use enhances creativity in teaching, according to 62.39% of lecturers, however 18.35% of them disagreed. Additionally, whereas 16.51% of the lecturers disagreed, 65.14% of them agreed that employing ICT facilitates the creation of instructional materials. 18.35% of instructors disagreed with the usage of ICT at all universities, while 59.63% agreed with it. The use of ICT will not be constrained by time, space, or distance, according to 56.88% of lecturers, while 13.76% of them disagreed.

There was yet another interesting fact, too. Online learning is better to offline learning, according to 25.69% of the lecturers, but 66.06% of them disagreed. A majority of lecturers—64.22 percent—agreed that they can control the classroom during the online learning process, while a minority—23.85 percent—agreed that they cannot. The students' involvement in the online learning process was the other intriguing fact. While 56.88% of the lecturers disagreed, 34.86% of them thought that students may actively participate in the online learning process. The final point talked about the drawbacks of online learning. Regarding the negative effects of online learning, the percentages of lecturers who agreed (48.62%) and disagreed (42.20%) were practically equal.

The Most Online Learning Media used.

The most online learning media used in the teaching and learning process are described in the table below.

Table 2.

The most online learning media used by lecturers

No.	Aspects	Online Learning Media							
		Google Classroom	Google Meet	Moodle	WhatsApp	Zoom	YouTube	Others	No Online Learning

									Media used
1.	The frequently online learning media used	24.77%	6.42 %	11.01 %	21.10%	21.10 %	3.67%	9.17 %	1.83%
2.	The interesting online learning media	19.27%	5.50 %	11.01 %	10.09%	29.36 %	11.93 %	7.34 %	5.50%
3.	The online learning media you are good at	29.36%	2.75 %	11.01 %	22.94%	22.94 %	3.67%	6.42 %	0.92%

¹ In the teaching and learning process during the epidemic, the lecturers used the online learning tools provided in the table above. According to the first factor, Google Classroom was the online learning tool that lecturers used the most frequently (24.77%). The second most popular online learning platform utilized by the instructors, WhatsApp and Zoom, had a percentage of the same (21.10%). YouTube, on the other hand, was used by lecturers the least frequently (3.67%) of all the online learning resources.

Zoom (29.36%) was rated as the second most interesting online learning resource in the teaching and learning process. Google Classroom (19.27%) was the second intriguing

online learning tool. Google Meet (5.50%) was the least engaging online learning resource, on the other side.

Furthermore, when it came to the third option, 29.36% of the lecturers said that their strongest online learning tool was Google Classroom. Another intriguing statistic was that WhatsApp and Zoom both had the same percentage (22.94%) as the effective online learning tools used by lecturers. However, just 2.75% of the instructors selected Google Meet as their preferred online learning platform.

Advantages and Disadvantages of Using ICT.

Based on the interview with the lecturers regarding the advantages of using ICT in the teaching and learning process, the researcher obtained the data as follow.

When I teach my students using ICT, I can be more creative and innovative in the teaching and learning process. I can share the materials online. I can share the materials in the form of audio and video so that my students can learn the materials through their own laptop or mobile phone. During the teaching and learning online process, I also create the teaching materials as interesting as possible, for example, through PowerPoint so that my students can be interested and able to actively participate during the learning activities.

The data above shows that the lecturer could be more creative and innovative when teaching the students by using ICT. He could also share the materials online in the form of audio and video. In addition, he created the interesting materials through PowerPoint so that his students could be interested and actively participate during the teaching and learning process.

On the other hand, in the aspect of the disadvantages of using ICT during the teaching and learning process, the researcher obtained the data as follow.

In this situation like the situation of the COVID-19 pandemic, we absolutely have to face many things including in the teaching and learning process. And now, we use ICT during the teaching and learning process in this pandemic. And umm, of course, I think, it has some disadvantages, especially for the connection. Sometimes both the lecturers and the students have the bad internet connection. Besides, there are some materials that the students have difficulties to understand through the online learning. Sometimes some materials are better to taught face to face. You know what I mean, right? And also, there are some other factors that make the online learning

difficult, namely, students' readiness (technology and mentality), unmotivated students, and lecturers' knowledge for the online learning. Oh ya, one more thing, the online learning makes the students have more possibilities to cheat, so we don't know whether they are truly honest or not. I think that's all.

Based on the previously mentioned interview, the instructor discussed the drawbacks of using ICT during the epidemic. The poor internet connection was one of the worst drawbacks. This indicates that there is no longer a link between the professor and the students. Additionally, some lessons were best taught face-to-face so that the students could comprehend the lessons much better. Additionally, there were other elements that contributed to the disadvantages of online learning for both lecturers and students. These included the degree to which students were technologically and psychologically prepared, as well as their level of motivation. Additionally, there would be a chance that students could cheat while taking classes online.

Discussion

The Use of Information and Communications Technology (ICT) in the Teaching and Learning Process during the COVID-19 Pandemic.

Based on the research findings, some lecturers agreed on a number of points, including the following: ICT can be a learning aid; using ICT in the learning process makes the learning process more effective and efficient; using ICT improves creativity in teaching; and using ICT helps to create teaching materials. According to Sudarwati & Rukminingsih (2018), instructors can enhance the caliber of the learning process by using e-learning in higher education. Additionally, many academics and educators are interested in using online learning to enhance students' learning results, particularly at the higher education level (Kim & Bonk, 2006; Pape, 2010).

On the other hand, most lecturers disagreed that online learning is better to offline learning and that students may actively participate in the process. According to Nguyen (2015), some student groups benefit from online learning while others benefit from the traditional format, and the effectiveness of online learning is neither positive or equivalent to that of the traditional format.

The Most Online Learning Media used.

According to the articles that were published, several lecturers utilized Moodle, Google Classroom, Zoom, WhatsApp, YouTube, and Google Meet. Other lecturers employed different online learning tools. On the other hand, some lecturers chose not to use online learning resources for a variety of reasons. Since the outbreak, some lecturers have not yet offered online courses. The online learning tools they regularly utilized, the ones they found fascinating, and the ones they were proficient in were not mentioned by some other lecturers. The utilization of online learning resources in the teaching and learning process did not sit well with the other lecturers.

Advantages and Disadvantages of Using ICT.

The use of ICT in the teaching and learning process had certain benefits and drawbacks, according to the findings. Using ICT to instruct the students allowed the lecturers to develop their own creative and original teaching and learning methods. The lecturers could also make the reading materials as engaging as feasible. In order for the students to be engaged and actively participate in the learning process, it was important to draw them in.

On the other hand, while the instructor and the pupils were learning online, they encountered various issues, particularly a poor internet connection. They were unable to connect with one another whether the instructor or the students, or in the worst case scenario, both of them, lost connection. The learning process would be disrupted by the circumstance. Additionally, there are times when teaching particular subjects to students in person might help them understand them better. The lecturer faced yet another difficulty. During online learning, there is a chance that pupils will cheat. Additionally, there were additional elements that contributed to online learning's drawbacks, including students' technological and psychological readiness, their lack of motivation, and the lecturers' familiarity with it.

CONCLUSION

Based on the findings of the study, the researcher can conclude some points that can be seen as follow.

1. The use of ICT in the teaching and learning process, especially at this condition, could be a helpful and useful aid. Using ICT could make the learning process more effective and

efficient. Besides, it made lecturers more creative, especially in creating teaching materials. On the other hand, lecturers had to keep guiding students during the online learning process because online learning could not be much better than offline learning. The lecturers had to always find good ways in delivering the materials so that the students could understand what they were studying.

2. Lecturers used various online learning media to help them taught during the online learning process. Those online learning media were Google Classroom, Zoom, WhatsApp, YouTube, Google Meet, Moodle, and others.
3. There were advantages and disadvantages of the use of ICT during the online teaching and learning process. In the case of the advantages, lecturers could be more creative, especially in creating teaching materials. The lecturers could also learn how to deliver the materials as interesting as possible so that the students could be interested in joining the online learning process and could actively participate during the learning process. On the other hand, in the case of the disadvantages, both the lecturer and the students could have bad internet connection so that it would disturb the online learning process. Besides, the lecturer would face another challenge. There was a possibility that the students would cheat during the online learning process.

English Teaching in the Time of Crisis: A Case in Indonesia

ORIGINALITY REPORT

11%

SIMILARITY INDEX

9%

INTERNET SOURCES

6%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	theses.gla.ac.uk Internet Source	4%
2	www.grossarchive.com Internet Source	1%
3	January Febro, Mia Amor Catindig, Lomesindo Caparida. "Development of E-learning Module for ICT Skills of Marginalized Women and Girls for ICT4D", International Journal of Emerging Technologies in Learning (ijET), 2020 Publication	1%
4	www.igi-global.com Internet Source	1%
5	www.researchgate.net Internet Source	1%
6	online-journals.org Internet Source	1%
7	Submitted to Victoria University Student Paper	1%

8

Submitted to College of Education for Pure Sciences/IBN Al-Haitham/ Baghdad University

Student Paper

1 %

9

etd.lib.metu.edu.tr

Internet Source

1 %

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off