English Teaching in the Time of Crisis:

A Case in Indonesia

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Abstract

This study aimed to investigate the use of Information and Communications Technology (ICT) in the teaching and learning process during the COVID-19 pandemic, the most online learning media used, and advantages and disadvantages of using ICT. This was quantitative qualitative research. The participants of this study were 110 English lecturers at universities in Indonesia. The techniques for collecting the data in this study were questionnaire, interview, and document analysis. In analyzing the data, the researchers used SPSS and Flow Model. There were three stages in the Flow Model, namely data reduction, data display, and conclusion drawing/verification. Based on the analysis of the data, it can be concluded that the English lecturers used several online learning media during English teaching and learning process. There were some advantages and disadvantages of using ICT during the teaching and learning process. It is recommended for English lecturers to use various online learning media so that the students will be enjoyable and get engaged in the learning process. English lecturers should also consider advantages and disadvantages during the use of ICT. For other researchers who want to conduct similar research, the result of this study can be an additional reference.

Keywords: English Teaching, Information and Communications Technology.

Introduction

Nowadays, teaching and learning process can be carried out using internet, namely, Moodle, Google Classroom, Google Meet, Zoom, WhatsApp, and others. According to Sudarwati & Rukminingsih (2018), e-learning is a learning model by using technology of information and communication. It has some characteristics, namely, 1) it has the relevant contents to the objectives of learning; 2) it uses an instructional method like display and exercises to improve a learning process; 3) it uses some aspects of media like words and pictures in order to deliver the learning materials; 4) it allows a teacher-centered direct learning (*synchronous e-learning*) or it is designed for autonomous learning (*asynchronous e-learning*); 5) it constructs understanding and skills of the students related to the objectives of learning, both individual and team (Sudarwati & Rukminingsih, 2018).

Sudarwati & Rukminingsih (2018) stated that e-learning use in the higher education is helpful for lecturers in improving the quality of learning process. E-learning as a media is a web-based media that provides online digital learning assets such schoology and multimedia for use in online learning as media (Sudarwati & Rukminingsih, 2018). Kobayashi (2017) conveyed that a key for a successful online learning is by choosing the right media. When teachers and lecturers create online courses, they have to consider patterns and preferences of the students' media usage. Thus, the appropriate online learning media is very important to support the teaching and learning process.

In response to the epidemic, all teaching and learning processes in Indonesia changed to remote learning by the end of March 2020, and it has remained remote until now (2021). It occurred to curb its spread of Corona virus, government in Indonesia have moved to suspend face-to-face teaching and learning process in level schools and universities. [i]

In the current situation, the use of Information and Communications Technology (ICT) including online learning media keeps increasing because the students have to stay at home. Before there is a pandemic (COVID-19), the students are accustomed to join the class by having face-to-face. Then, the students have to join the classroom online. The researcher would like to investigate the use of ICT in the teaching and learning process during the COVID-19 pandemic. The objectives of this research were: 1) to investigate the use of ICT in the teaching and learning process at the higher education in Indonesia during the COVID-19 pandemic, 2) to investigate the most online learning media used, and 3) to investigate advantages and disadvantages of the use of ICT.

There are two previous studies related to this research. The first previous related study was entitled "Evaluating E-Learning as a Learning Media: A Case of Entrepreneurship E-Learning Using Schoology as Media" by Sudarwati & Rukminingsih (2018). The results of the research showed that the implementation

of e-learning in STKIP PGRI Jombang corresponded to the standard of quality in all management aspects of e-learning with average percentage tile on 71% for all components, including: design of material, delivery methods of e-learning, learning interaction, and evaluation of e-learning activity. In general, the implementation of e-learning at entrepreneurship class in economic education program of STKIP PGRI Jombang was considered effective to improve the quality of learning entrepreneurship. The lecturer employed schoology as media for e-Learning. It creates virtual learning atmosphere in entrepreneurship class of a higher education.

The second previous related study was entitled "Students' Media Preferences in Online Learning" by Kobayashi (2017). The results of the research showed that students did not necessarily favor rich media over lean media in online learning. They preferred recorded online slide presentations with audio to Internet-based live video lectures in two-way video and audio interactions. Online discussion boards and chat groups were less favored than other types of media. As expected, online technology self-efficacy was correlated with a type of media requiring a relatively higher level of technology skills.

Method

This was quantitative qualitative research. The subjects of this study were 110 lecturers at universities in Indonesia. The techniques for collecting the data in this study were questionnaire, interview, and document analysis.

1. Questionnaire

    The questionnaire was given to 110 English lecturers at universities in Indonesia. The questionnaire was used to gain more complete data and support the data coming from interview. The lecturers gave a checklist (V) to each item of the statement in the questionnaire based on Likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree).

2. Interview

    The researcher interviewed the lecturers who have filled out the questionnaire. The researcher had an open interview with those lecturers. This means that the interviewees had unlimited explanations in answering the questions. The questions could be developed during the interview session.

3. Document Analysis

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

In analyzing the data, the researcher used IBM SPSS Statistics 22. In the descriptive statistics, it was described about mean, median, mode, standard deviation, maximum, and minimum. Mean is the average score calculated by adding all the scores obtained by all research subjects divided by the number of subjects participating in the study. Median is a technique to explain the mean value of all acquisition scores after ordering from the highest to the lowest score and vice versa.

Mode is the score that appears most frequently in a measurement. Standard Deviation is the theoretical mean of the maximum and minimum scores. The maximum is the highest score obtained by the research subject. The minimum is the lowest score obtained by the research subject.

Moreover, validity and reliability were also be calculated. Validity test is used to measure whether a questionnaire is valid or not. A questionnaire is valid if the questionnaire is able to reveal something that will be measured by the questionnaire. This validity test used Pearson Correlation. A question is valid if the level of significance is below 0.05. Reliability test is a tool for measuring a questionnaire which is an indicator of the variable. A questionnaire is reliable if the participants' answers to the questions are always consistent. Questionnaire items are reliable if cronbach's alpha is > 0.06 and are unreliable if cronbach's alpha is < 0.06. (Ghozali, 2012).

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	10.09%	64.22%	23.85%	1.83%

	controlling the classroom during the online learning process				
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 table above shows that there were some interesting facts related to the use of ICT in the teaching and learning process during the COVID-19 pandemic. 72.48% of the lecturers agreed regarding of Online Learning System, while 16.51% of the lecturers disagreed regarding of Online Learning System. Regarding of the use of ICT in the learning system during the pandemic, 64.22% of the lecturers agreed and 0.92% of the lecturers disagreed. 62.39% of the lecturers agreed that ICT can be an aid in the learning process, while 4.59% of the lecturers did not. In addition, the percentages of the lecturers who agreed (47.71%) and disagreed (35.78%) about the use of ICT in the learning process that makes the learning process more effective and efficient were almost the same.

59.63% of the lecturers agreed that using ICT makes the learning administration more effective and efficient, while 25.69% of the lecturers disagreed. 62.39% of the lecturers agreed that using ICT improves creativity in teaching, but 18.35% of the lecturers did not. Besides, 65.14% of the lecturers agreed that using ICT helps the lecturers to create teaching materials and 16.51% of the lecturers disagreed. Regarding of the use of ICT at all universities, 59.63% of the lecturers agreed, while 18.35% of the lecturers did not. 56.88% of the lecturers agreed that

the use of ICT will not be limited by space, distance, and time and 13.76% of the lecturers disagreed.

Furthermore, there was another interesting fact. 25.69% of the lecturers agreed that online learning is better than offline learning, but 66.06% of the lecturers disagreed. 64.22% agreed of the lecturers agreed that they are able to control the classroom during the online learning process, while 23.85% of the lecturers were not able to control the classroom during the online learning process. The other interesting fact was about the students' participation during the online learning process. 34.86% of the lecturers agreed that the students are able to participate actively during the online learning process, but 56.88% of the lecturers disagreed. The last thing was about the negative impacts of the online learning process. The percentages of the lecturers who agreed (48.62%) and disagreed (42.20%) regarding of the negative impacts of the online learning process were almost the same.

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	O Lea M u
1.	The frequently	24.77%	6.42%	11.01%	21.10%	21.10%	3.67%	9.17%	1

	online learning media used								
2.	The interesting online learning media	19.27%	5.50%	11.01%	10.09%	29.36%	11.93%	7.34%	5.
3.	The online learning media you are good at	29.36%	2.75%	11.01%	22.94%	22.94%	3.67%	6.42%	0.

The table above shows about the online learning media used by the lecturers in the teaching and learning process during the pandemic. Based on the first aspect, the most frequently online learning media used by the lecturers was Google Classroom (24.77%). WhatsApp and Zoom had the same percentage (21.10%) as the second frequently online learning media used by the lecturers. On the other hand, YouTube (3.67%) was the least frequently online learning media used by the lecturers.

On the second aspect, Zoom (29.36%) was the most interesting online learning media in the teaching and learning process. The second interesting online learning media was Google Classroom (19.27%). On the other hand, Google Meet (5.50%) was the least interesting online learning media.

Moreover, on the third aspect, 29.36% of the lecturers chose Google Classroom as the online learning media they were good at. The other interesting fact was that WhatsApp and Zoom had the same percentage (22.94%) as the online learning media the lecturers were good at. On the other hand, only 2.75% of the lecturers chose Google Meet as the online learning media they were good at.

Advantages and Disadvantages of Using ICT.

Based on the interview with the lecturers regarding of 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 interview above, the lecturer explained some disadvantages regarding of the use of ICT during the pandemic. One of the worst disadvantage was about the bad internet connection. This means that both the lecturer and the students lost connection for each other. Besides, there were some materials that were better to teach face to face so that the students could understand the materials much better. There were also other factors that made the online learning had disadvantages for both the lecturer and the students, namely, students' readiness (technology and mentality), unmotivated students, and lecturers' knowledge for the online learning. In addition, there would be a possibility for the students to cheat during the online learning.

Discussion

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

Based on the finding results, some lecturers agreed about several things, namely, ICT can be an aid in the learning process; using ICT in the learning process makes the learning process more effective and efficient; using ICT makes the learning administration more effective and efficient; using ICT improves creativity in teaching; and using ICT helps to create teaching materials. According to Sudarwati & Rukminingsih (2018), e-learning use in the higher education is helpful for lecturers to improve the quality of learning process. Besides, many researchers and educators are interested in online learning to improve learning outcomes of students, especially at the higher education (Kim & Bonk, 2006; Pape, 2010).

On the other hand, some lecturers disagreed about things, namely, online learning is better than offline learning and the students can participate actively during the online learning process. Nguyen (2015) conveyed that the effectiveness of online learning is not positive or equivalent compared to the traditional format and particular groups of students get advantages from online learning, while others get advantages from the traditional format.

The Most Online Learning Media used.

Based on the findings above, some lecturers used Google Classroom, Zoom, WhatsApp, YouTube, Google Meet, and Moodle. Other lecturers used other online learning media. On the other hand, there were some lecturers who did not use online learning media because of some reasons. Some lecturers have not taught online yet after the pandemic. Some other lecturers did not mention the online learning media they frequently used, the interesting online learning media, and the online learning media they were good at. The other lecturers did not like the use of online learning media in the teaching and learning process.

Advantages and Disadvantages of Using ICT.

Based on the finding results, there were some advantages and disadvantages of the use of ICT in the teaching and learning process. When the lecturers taught the students by using ICT, the lecturers could learn how to be more creative and innovative in the teaching and learning process. In addition, the lecturers could create the materials as interesting as possible. The aim was to attract the students so that they could be interested and participate actively during the learning process.

On the other hand, when the lecturer and the students had an online learning, they had to face some problems, especially bad internet connection. When the lecturer or the students or even the worst both the lecturer and the students lost connection, they could not be connected with each other. That condition would disturb the learning process. Besides, sometimes the students would understand more about some materials if the materials were taught face to face. The lecturer also had another challenge. There would be a possibility for the students to cheat

during the online learning. There were also other factors that made online learning had disadvantages, namely, students' readiness (technology and mentality), unmotivated students, and lecturers' knowledge for the online learning.

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.

Acknowledgements

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