



# ELITE JOURNAL:

Journal of English Linguistics,  
Literature, and Education

**Resi Khothori, Nina Suzanne**

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Instructional Media

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'AIClopedia': How Does It Facilitate Gen-Z Students in Learning  
English?

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Classroom During Pandemic Covid-19

**Muncar Winarti, Amalia Nurhasanah,  
Rumiati Ningsih**

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English Teacher in Jambi

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## Table of Contents

127-142	∏	<b>Resi Khothori, Nina Suzanne</b> Students' Perception on the Video Used by English Teachers as Instructional Media
143-154	∏	<b>Ni Luh Putu Ning Septyarini Putri Astawa, Putu Trisna Hady Permana</b> 'AIClopedia': How Does It Facilitate Gen-Z Students in Learning English?
155-172	∏	<b>Fransiska M. Ena Tukan</b> Challenges and Strategies Using Application in Teaching Online Classroom During Pandemic Covid-19
173-184	∏	<b>Muncar Winarti, Amalia Nurhasanah, Rumiati Ningsih</b> Utilizing Google Classroom: Pros and Cons for a High School English Teacher in Jambi
185-196	∏	<b>Aprilliansyah, Jumatul Hidayah, Sarwo Edy</b> Cultural Elements in English Learning: English Teachers' Perspectives
197-206	∏	<b>Abdul Haris Sunubi, Utary Rustam</b> Video-Based Learning (VBL): An Implementation on Advanced Learners of English Class





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## **Students' Perception on the Video Used by English Teachers as Instructional Media**

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### **ABSTRACT**

Video is one of instructional media used by English teachers to enhance students' motivation and enthusiasm in learning English. This study aims to analyze students' perception on the video used by English teachers in teaching English at a public islamic school in Tanah Datar, West Sumatera. This study was quantitative research involving 30 students as the sample. The instrument used was questionnaire constructed based on the theories of components of perception and advantages of video as instructional media in English learning. The questionnaire consisted of 38 items: 26 statements for cognitive aspect, 4 statements for affective aspect, and 8 statements for conative aspect of perception. To check the validity and reliability of the instrument, the researchers validated the questionnaire to 3 validators and then did try-out. The questionnaire was declared valid while the result of the try-out described that 26 items were valid and 12 items were revised, and the reliability was high (0.964) indicating that all of the items could be used to collect data. Data analysis showed that students' perception on the video used by English teacher as an instructional media was strongly positive (66.67%) and positive (33.33%) meaning that students are welcome and feel very optimistic and highly motivated to the video used by the teachers in teaching English.

**Keywords:** Perception; Video; Instructional Media; Teaching English

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## **INTRODUCTION**

As international language, English has been taught widely in the world. Similarly, in Indonesia, English is required to be taught from secondary level to university level. In teaching, teacher should have appropriate strategies to make students enthusiastic in learning. Instructional media has positive impact on students in learning English. Teacher usually use them to deliver materials to make students enthusiastic in learning English. Media are a means of communication and source of information (Smaldino et. al in Rahardian, 2017: 31). They are anything carrying information from a source to a receiver.

When ones provide messages with an instructional purpose, they are considered as an instructional media. Instructional media are an aid which is able to help teachers in their teaching activities. During school hours, teachers can use instructional media in teaching a lesson in order to make students able to capture the core of the material taught.

In addition, according to (Fitrawati, 2015:14) there are three types of instructional media that can be used by teachers to deliver materials to their students. The first one is Audio which delivers something that can be heard such as song, mp3, podcast and so on. The second one is Visual which delivers something that can be seen such as picture, book, slide and many responsible others. The next one is Audio-visual which is a combination of audio and visual that can be heard and also can be seen which is possible to help teachers to engage students' attention. This kind of media is also able to convey a large amount of information, such as film, television and video.

Those types of instructional media are allowed to be used in the classroom activity including EFL classroom. Regarding the significances of media in classroom activities, the researchers are interested in analyzing the use of video as instructional media in learning English. Language teachers like video materials because it motivates learners, it figures out the real world in the classroom, contextualizes language naturally and enables learners to experience authentic language. Students like it because video presentations are interesting, challenging, and stimulation to watch. (Tomalin's in Bajrami, 2016: 504). From the previous theory, it can be concluded that Video is indeed as one of Instructional Media in learning that builds students' motivation in learning English, because they are like it.

The researchers obtained information about the use of video as instructional media at a public Islamic school in Tanah Datar. As Islamic junior high school, some of the students did not have basic English in elementary school yet. Therefore, the teacher should have strategies to make English is truly fun and the students enthusiastic with English in order to understand the materials taught in the classroom. At the time, the researchers did preliminary research in grade eight. There are four classes that learnt English using video as instructional media to deliver the materials. The teacher frequently used video and it was observed that its use seemed to influence students' motivation in learning English. It was seen from students' enthusiasm to the video and understanding of the material.

Furthermore, students' perception on teachers' video as instructional media in learning English is important to be considered. Students' view about effective language learning appears to consciously or automatically direct their action which supports their own learning and most importantly influences their positive response or resistance and dissatisfaction to teaching activities (Tudor in Kourieos & Evripidou, 2013: 1). Based on these issues, this research focused on analyzing students' perception on the video used by English teacher as an instructional media in teaching English.

This study was conducted by the researchers' interest in analyzing students' perception on video used by English teachers as instructional media. The result of this study is used as an evidence that as instructional media, video is accepted very well by students in learning English. Therefore, the teachers should use it more often and effectively.

## **METHOD**

A quantitative approach using descriptive method was employed in this study in order to investigate students' perception on video used by teachers as instructional media. Descriptive method involves collecting data in order to answer the question concerning the current status of object of the study (Gay, 2000:11).

### **Participants**

There were 30 students studying at MTsN 6 Tanah Datar involved as participants in this study. They were grade eight students who were taught English using video as instructional media by their teacher.

### **Instrument**

The instrument used in this research was questionnaire designed by the researchers based on the theories of components of perception and advantages of instructional media. The questionnaire was used to determine students' perceptions of the video used by the teachers as instructional media in teaching English. There were 38 items that should be responded by the participants. The questionnaire was constructed in two ways; they are positive statements and negative statements by using Likert Scale. For positive statements, the scores include: Strongly agree = 4, Agree = 3, Disagree = 2 and strongly disagree = 1. Then, for the negative items, the scores include: Strongly agree = 1, Agree = 2, Disagree = 3 and strongly disagree = 4.

The researchers checked the validity and reliability of the instrument before administering the questionnaire to the participants. There were two ways to check the validity of the questionnaire in this study. The first one is by using three validators to find out the validation content with the result of validity coefficient of 0,759 and the validity of the questionnaire categorized "sufficient". The second way is by checking the validity of the questionnaire that has been tried out and the result was analyzed using SPSS application with the result of 36 items. There were valid 26 items and 12 revised items. The reliability of this instrument was high (0,964) meaning that all of the items could be used to collect the data.



## Data Collection

Data were collected from July 20th until 24th, 2020. The questionnaire was administered to students by using Google Form. A total of 30 questionnaires were distributed to the participants.

## Data Analysis

Data obtained from the questionnaire were analyzed by the researchers by conducting a series of statistical analysis on the collected data by using Statistical Packages for the Social Science (SPSS) version 22. After that, descriptive statistics were calculated that cover frequencies, percentages, and means of the responses given by the subjects of the study.

## FINDING

Results of this study have shown consistently high levels of students' perception towards the use of video as instructional media in teaching English. The perception is divided into cognitive, affective and conative domain. The data can be seen on the table below.

**Table 1. Students' perception on the use of video as instructional media cognitive component**

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
• <i>Sepengetahuan saya video pembelajaran yang digunakan guru dalam mengajar Bahasa Inggris memudahkan saya mengerti pelajaran.</i>	22 (73,3%)	8 (26,7%)	-	-
• <i>Setahu saya video pembelajaran yang ditampilkan oleh guru berkaitan dengan keadaan sehari-hari sehingga membuat saya dapat memahami pelajaran Bahasa Inggris dengan mudah</i>	19 (63,3%)	11 (36,7%)	-	-
• <i>Setahu saya video pembelajaran yang digunakan guru Bahasa Inggris dapat membantu saya belajar cara pemakaian kata dalam Bahasa Inggris.</i>	19 (63,3%)	11 (36,7%)	-	-
• <i>Sepengetahuan saya dari video pembelajaran yang digunakan oleh guru Bahasa Inggris mempermudah saya</i>	17 (56,7%)	12 (40%)	1 (3,3%)	-

<i>belajar cara pemakaian kalimat dalam Bahasa Inggris.</i>				
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris dapat membantu saya belajar cara penggunaan suatu ungkapan dalam Bahasa Inggris.</i>	17 (56,7%)	12 (40%)	1 (3,3%)	-
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris meningkatkan keaktifan saya belajar di kelas.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris saya menjadi termotivasi dalam belajar.</i>	20 (66,7%)	8 (26,7%)	2 (6,7%)	-
• <i>Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, membuat saya semangat dalam belajar.</i>	21 (70%)	7 (23,3%)	1 (3,3%)	1 (3,3%)
• <i>Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, siswa lebih memperhatikan pelajaran.</i>	19 (63,3%)	11 (36,7%)	-	-
• <i>Saya percaya ketika guru menggunakan video pembelajaran Bahasa Inggris saya dapat mendengar kalimat Bahasa Inggris dan menuliskan kalimat .</i>	15 (50%)	12 (40%)	2 (6,7%)	1 (3,3%)
• <i>Saya percaya setelah belajar menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris, saya semakin ingin tahu Bahasa Inggris.</i>	15 (50%)	13 (43,3%)	2 (6,7%)	-
• <i>Saya percaya ketika guru menggunakan video pembelajaran dalam mengajar Bahasa Inggris membuat saya semakin ingin belajar Bahasa Inggris.</i>	15 (50%)	13 (43,3%)	2 (6,7%)	-
• <i>Saya percaya melalui video pembelajaran</i>	20	9	1 (3,3%)	-

<i>yang digunakan oleh guru Bahasa Inggris saya dapat belajar bagaimana cara mengucapkan kalimat Bahasa Inggris yang tepat.</i>	(66,7%)	(30%)		
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru dalam mengajar Bahasa Inggris membuat saya bingung dengan pelajaran.</i>	3 (10%)	3 (10%)	15 (50%)	9 (30%)
• <i>Setahu saya video pembelajaran yang dipilih oleh guru berbanding terbalik dengan keadaan sehari-hari sehingga membuat saya bingung dengan pelajaran Bahasa Inggris.</i>	3 (10%)	5 (16,7%)	13 (43,3%)	9 (30%)
• <i>Setahu saya video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya bingung dengan cara pemakaian kata dalam Bahasa Inggris.</i>	3 (10%)	3 (10%)	15 (50%)	9 (30%)
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris tidak dapat membantu saya belajar cara pemakaian kalimat dalam Bahasa Inggris.</i>	3 (10%)	2 (6,7%)	14 (6,7%)	11 (36,7%)
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya bingung dengan cara penggunaan suatu ungkapan dalam Bahasa Inggris.</i>	3 (10%)	3 (10%)	12 (40%)	12 (40%)
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris cenderung membuat siswa kaku dalam kegiatan belajar di kelas.</i>	2 (6,7%)	3 (10%)	9 (30%)	16 (53,3%)
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya menjadi pasif ketika belajar Bahasa Inggris.</i>	5 (16,7%)	6 (20%)	17 (56,7%)	2 (6,7%)
• <i>Menurut saya, ketika guru</i>	2 (6,7%)	-	10	18 (60%)



<i>menggunakan video dalam proses pembelajaran Bahasa Inggris, saya merasa malas belajar Bahasa Inggris.</i>			(33,3%)	
• Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, siswa kurang memperhatikan pelajaran.	2 (6,7%)	4 (13,3%)	12 (40%)	12 (40%)
• Saya cenderung kurang percaya ketika guru menggunakan video pembelajaran Bahasa Inggris, saya tidak dapat mendengar dengan baik dan tidak dapat menuliskan kembali kalimat Bahasa Inggris yang saya dengar.	3 (10%)	3 (10%)	13 (43,3%)	11 (36,7%)
• Saya kurang percaya ketika setelah belajar menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris, saya semakin ingin tahu Bahasa Inggris.	5 (16,7%)	5 (16,7%)	12 (40%)	8 (26,7%)
• Saya kurang percaya ketika guru menggunakan video pembelajaran dalam mengajar Bahasa Inggris dapat menambah informasi seputar Bahasa Inggris bagi saya.	3 (10%)	5 (16,7%)	14 (46,7%)	8 (26,7%)
• Saya cenderung tidak percaya bisa belajar bagaimana cara mengucapkan ungkapan Bahasa Inggris yang tepat melalui video pembelajaran yang digunakan oleh guru Bahasa Inggris.	2 (6,7%)	3 (10%)	17 (56,7%)	8 (26,7%)

Table 1 presents data pertaining to the overall score of students' perception on video used by the teacher as Instructional Media in teaching English in cognitive component. There are 26 statements consisting of positive and negative statements used in the questionnaire. The findings above show that most of the participants have positive perception on the use of it. Students' perception in affective component can be seen in the following table 2.

**Table 2. Students' perception on the use of video as instructional media affective component**

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
• <i>Saya senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya bisa melihat negara luar.</i>	18 (60%)	10 (33,3%)	2 (6,7%)	-
• <i>Saya senang jika guru Bahasa Inggris menggunakan video pembelajaran ketika belajar karena disitu saya dapat mengamati perbedaan budaya Negara Indonesia dan Negara lain.</i>	17 (56,7%)	12 (40%)	1 (3,3%)	-
• <i>Saya kurang senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya tidak suka melihat negara luar.</i>	2 (6,7%)	1 (3,3%)	13 (43,3%)	14 (46,7)
• <i>Saya cenderung tidak senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya tidak suka melihat perbedaan budaya negara Indonesia dengan Negara luar.</i>	2 (6,7%)	2 (6,7%)	15 (50%)	11 (36,7%)

Regarding the second table, the overall score of students' perception on video used by the teacher as Instructional Media in teaching English in affective component. There are 4 statements consisting of positive and negative statements used in the questionnaire. The data above show that most of the participants have positive perception on the use of it. Students' perception in conative component can be seen in the following table 3.

**Table 3. Students' perception on the use of video as instructional media conative component**

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
• <i>Saya selalu antusias belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video dalam proses pembelajaran karena membuat saya senang.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Saya semangat belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video pembelajaran.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Saya selalu bersungguh-sungguh belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video pembelajaran.</i>	9 (30%)	19 (63,3%)	2 (6,7%)	-
• <i>Saya percaya diri belajar Bahasa Inggris menggunakan video pembelajaran guru yang digunakan oleh guru Bahasa Inggris.</i>	15 (50%)	14 (46,7)	1 (3,3%)	-
• <i>Saya kurang antusias belajar Bahasa Inggris menggunakan video pembelajaran karena saya tidak suka.</i>	1 (3,3%)	3 (10%)	16 (53,3%)	10 (33,3%)
• <i>Saya kurang bersemangat belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris.</i>	-	6 (60%)	13 (43,3%)	11 (36,7%)
• <i>Saya malas dalam belajar Bahasa Inggris ketika menggunakan video pembelajaran Bahasa Inggris.</i>	2 (6,7%)	2 (6,7%)	13 (43,3%)	13 (43,3%)
• <i>Saya tidak percaya diri belajar Bahasa Inggris menggunakan video pembelajaran guru yang digunakan oleh guru Bahasa Inggris.</i>	2 (6,7%)	3 (10%)	14 (46,7)	11 (36,7%)

As shown in the table 3, there are 8 statements consisting of positive and negative statements used in the questionnaire. The data above is the score of students' perception on video used by the teacher as Instructional Media in teaching English in conative



component. The data above show that most of the participants have positive perception on the use of it.

### Data Description

The data above can be described in the following data description.

**Table 4. Data Description**

R/N	X	R/N	X
1	118	16	106
2	131	17	125
3	139	18	116
4	123	19	129
5	117	20	95
6	123	21	127
7	150	22	133
8	149	23	126
9	125	24	93
10	120	25	147
11	133	26	110
12	108	27	149
13	110	28	131
14	141	29	141
15	135	30	130

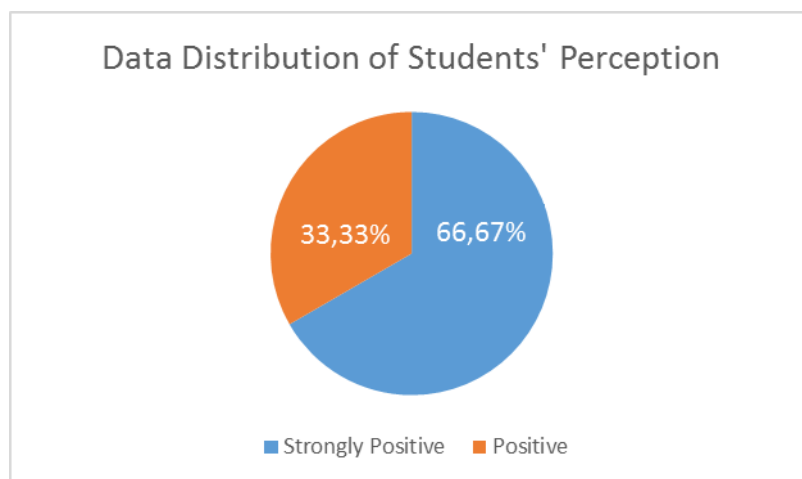
After getting the data of Students' Perception questionnaire, it was found that the highest score is 150 and the lowest score is 93.

### Data Interpretation of Students' Perception

**Table 5. Data interpretation of Students' Perception**

No	Class Interval	Interpretation	F	%
1	$\leq \geq$ (0.80 x max score)	Strongly positive	20	66,67%
2	(0.60 x max score) – (0.80 x max score)	Positive	10	33,33%
3	(0.40 x max score) – (0.60 x max score)	Negative	-	-
4	< (0.40 x max score)	Strongly negative	-	-

Based on the result of the data analysis, it was found that there are stongly positive and positive perceptions on the video used by the teacher as instructional media. It can be seen in the following diagram.



**Figure 1. Data Distribution of Students' Perception**

From the diagram above, all the participants shows their strongly positive and positive perception on video used by the teacher as instructional media in teaching English. In conclusion the use of video in teaching English is very usefull in delivering the materials. Besides it can make students enthusiastic in learning, it also make the teacher esier in explaining the material.

## DISCUSSION

The main purpose of the present study is to examine students' perceptions on the video used by the teachers as instructional media. However, using Instructional media especially video in teaching English is one of the best way to enhance students' motivation in learning. The result of the present study is similar to the result of some previous studies. Jupri (2018) argues that using video recipe in teaching English at junior high school can improve students' ability in writing procedure text. It is seen that the participants belive that using video while learning English in their classroom can improve their ability in writing procedure text. Similarly, both this study and the present studies investigated the instructional media used by teachers in teaching English. The difference is that this study focuses only on enhancing students' ability in writing (specific skill), while the present study focuses on using media in teaching English in general way.

Moreover, Riswandi (2016) also found that the implementation of YouTube-based videos in teaching speaking can improve students' speaking skills and motivation. In learning speaking, the participants were aggreed that YouTube-based videos can improve their speaking and their motivation. The similarity in this study is YouTube videos as the instructional media used by the teacher in teaching English . The difference is the use of media only to enhance students' ability in speaking and their motivation while the present study focuses on using media in teaching English which is not for the spesific skill.

Sari and Nurcahyo (2018) also conducted studies showing that using mobile learning to improve learning motivation is considered to be appropriate and able to students' learning motivation. They also stated that learning will be comfortable and faster if teacher use mobile learning compared to direct explanation. From the explanation of the previous studies above, it can be concluded that the use of mobile learning including instructional media can increase students' motivation in learning English. The difference of this study with the present study is the media which is not specific.

Furthermore, Satyawan & Yulia's study (2018) also shows the effectiveness of using animation video in learning process which is implemented two stages, the observing stage and collecting information stage. The effect of the use of media to the students' learning motivation was obtained from the questionnaire showed that 75% of the students who agree that they learned better and easier by using animation video. They become happy and more passionate. The similarity of the study is using Instructional media in Teaching English. However, the difference is the media used is animated video while the present study only uses video in general.

## **CONCLUSION**

The main aim of this study is to analyze students' perception towards the video used by the teachers as instructional media in teaching English. Based on the result of the research and the finding above, it is found that the students have Strongly Positive and positive perception on the video used by the teacher as instructional media in teaching English.

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## **‘AIClopedia’: How Does It Facilitate Gen-Z Students in Learning English?**

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### **ABSTRACT**

Gen-Z has specific characteristics, one of the characteristics is being strongly connected to technology. It makes teachers nowadays should be able to facilitate them with technology-based learning media. One of the technologies that can be applied is Artificial Intelligence (AI). AI provides a self-directed learning activity where the students can learn by themselves using technology anywhere and anytime. This study aimed at developing a prototype design of AIClopedia (Artificial Intelligence Encyclopedia) by using the ADDIE method. AIClopedia is a learning media that can be used by the students in learning English which focuses on providing descriptive information of Indonesian endemic animals in two different languages (English and Bahasa Indonesia). The prototype has been judged by educational material and ICT media experts. The data of expert judgment rubrics showed that the prototype was categorized as excellent. It implied that the media can be used in facilitating Gen-Z students in Learning English.

**Keywords:** Artificial Intelligence; Gen-Z; Indonesian Endemic Animals

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## **INTRODUCTION**

English is known as the language which connects people around the world. By having the ability to communicate in English, it would make it easier for someone to share information with many people from various parts of the world. This fact is also supported by the Indonesian government. The Indonesian government has regulated laws that determine the obligation to provide English subjects as stated in the Peraturan Pemerintah Indonesia No. 20 of 2003 concerning the National Education System (Indonesia, 2003). It is stated that with English, Indonesian young students in the future are expected to be able to develop the existing regional potential and compete with the global society.

A good learning result cannot be separated from the influence of students' learning motivation (Daskalovska, Gudeva, & Ivanovska, 2012; Redondo & Martin, 2015; and Riswanto & Aryani, 2017). Therefore, the quality of students' learning experiences in learning English must be maintained properly. One of the actions that can be taken is to include technology in the learning process. Technology is something new and interesting for students at this time, especially for the Generation Z students who were born around the year of 1995-2012 (Jones & Shao, 2011; and Stillman & Stillman, 2018). This generation is also known as the Digital Natives which is always in touch with technology. Based on the preliminary research that has been conducted in a public senior high school in Badung, Bali, it was proven that 96.1% of the students were ready and familiar with the use of technology. This fact requires teachers' innovation in developing their way of teaching in order to be able to adapt to students' needs for technology. This condition is also in line with the theory of 21st century learning skills, where teachers are required to be able to design appropriate learning by involving technology in the learning process (Saavedra & Opfer, 2012; and Phillips & Trainor, 2014). This is one of the researchers' considerations in choosing the technology to be used in the developed learning media.

One of the technologies that has become part of humans' everyday lives is Artificial Intelligence (AI). Artificial Intelligence (AI) is an application or software which helps humans by allowing computers and machines to stimulate human perception to successfully complete tasks (Murphy, 2019). There are numbers of the use of AI in our lives, such as voice recognition and image recognition applications. This technology has influenced humans' lives tremendously in every aspect.

Education was affected significantly by the use of AI along its process of implementation in teaching-learning activity. AI has become a warm demand for the Gen-Z students. It supports students and teachers in teaching and learning as a learning media. AI is also able to provide new ways of learning which can change learning-teaching and education in a good way (Bhari & Jetawat, 2017; Tuomi, 2018).

AI is believed to be working very well in an independent learning classroom which concerns on students-oriented learning process (Bhari & Jetawat, 2017). It also would lead students to enhance their self-directed learning ability by using AI-based learning media in the process of learning either inside and outside the classroom. AI could help teachers in doing their jobs to teach better and more efficiently about certain objects. On the other side, AI is also very beneficial for students by supporting them to learn anywhere and anytime. The system was believed to be able to assist both teachers and students in order to create a better learning environment.

AI-based learning media was proven to give a significant effect on students' self-directed learning (Haryanto & Ali, 2019; and Holmes, Bialik & Fadel, 2019). It could create

a more independent learning environment and let students control their own learning. Moreover, the use of AI-based learning media could put students in an efficient learning process (Deloitte, 2019). It can help students to learn anywhere and anytime as long as they have the internet connection and supporting device. If it seems from the teachers' point of view, AI also could help teachers to have a better professional environment (Pedro et al., 2019). The use of AI-based learning media provides an assistant which can help teachers in several teaching activities such as answering the students' frequently asked questions. AI-based virtual teaching assistants could free up teachers' extra time to make it more efficient for the teachers, so they can be more focused on other tasks such as giving more respective guidance to the students (Perera & Aboal, 2018).

In this research, the researchers focused on developing an AI-based learning media that can facilitate VIII grade students on Badung regency in English learning. The developed prototype would be named as AIClopedia. AIClopedia comes from AI (Artificial Intelligence) and Encyclopedia. This prototype was expected to be able to display a written and oral description using the technology of image recognition in AI. Based on the result of the interview with the teacher, it was found that animals which are listed as Indonesian endemic animals became the object of this learning media (Widjaja et al., 2014). Endemic fauna are those animals that exist only in one certain geographical region. Indonesian endemic fauna was chosen as the content of this learning media because the students could develop the existing regional potential and compete with the global society. AI-based learning media could create an independent learning environment for students to learn English because it gave the students new learning experiences which supports the teaching and learning process.

## METHOD

This study was applied research and developments (R&D) design and ADDIE (Analysis, Design, Development, and Evaluation) model. The research was limited to the development stage. Some instruments such as interview guides, questionnaires, and expert judgement were used in this study. Due to the complexity of the programming process and limitation of time, 5 Indonesian endemic animals were developed as the content of this Artificial Intelligence-based learning media. Those animals were Komodo Dragon, Proboscis Monkey, Birds of Paradise, Bali Myna, and Maleo. The preliminary observation was done in order to find out students' familiarity and readiness towards technology. In the end of this study, the AI-learning media was assessed by the expert using expert judgment rubrics. The expert judgment involves educational material and ICT media experts. These components were validated with poor, fair, good, very good, and excellent scale. The



experts also gave judgment related to some improvements that were needed by the product. Finally, the data was analyzed qualitatively and quantitatively.

## FINDINGS

This study administered ADDIE as the research method. In the first stage of the study, an analysis was carried out to discover students' familiarity on using technology. The survey was taken on 203 Junior High School students in Badung, Bali, Indonesia. The data showed that 96.1% of the students were familiar with the usage of technological devices such as smartphone, tablet, laptop, and computer. Unfortunately, the students mostly used those devices to play games or use social media.

A rubric of the expert judgment was conducted in order to assess the quality of the prototype product. The material and media ICT expert were involved in judging this product. In the phase of designing, the material expert was conducted in order to identify the quality of the rubric which would be used as the construction of the product development. The rubric was administered by using likert scale. There were 18 questions in the material expert judgement questionnaire. In the first revision the product was scored with 77 points. Even though the result showed that the material was considered as very high quality, the researchers still needed to do some improvement to the material due to some revision given by the material expert. Moreover, the after revision material expert judgment was conducted. It turned out to get 84 score which also considered as a very high quality product. The result of the material expert judgment is presented as below.

**Table 1. Material Expert Judgement Rubric**

Score	Value
18 - 32.4	Very Low Quality
32.5 - 46.8	Low Quality
46.9 - 61.2	Neutral
61.3 - 75.6	High Quality
75.7 - 90	Very High Quality

**Table 2. Material Expert Judgement Result**

Before Revision	After Revision
77	84

The second expert involved in this study was a media ICT expert. It was conducted in order to validate the quality of the prototype product in terms of media ICT. 18 questions were administered as the media expert judgment questionnaire. Likert scale was applied in order to determine the score of the questionnaire. The media expert judgment rubric was prepared in order to identify the quality of the product. Firstly, the prototype was considered to have a very high quality with a score of 85. After that the researchers still established some improvement on the product with the help of the programmers' team because there were some comments and revisions added by the media expert. The after-revision material expert judgment was conducted in order to find out whether there had been some improvement or not on the product. It appeared that this was an improvement on the product which was proven by the result of the judgment. It was considered as a very high-quality product with the score of 85. The table 4 shows the difference between before and after-revision of the media expert judgement score.

**Table 3. Media ICT Expert Judgement Rubric**

Score	Value
18 - 32.4	Very Low Quality
32.5 - 46.8	Low Quality
46.9 - 61.2	Neutral
61.3 - 75.6	High Quality
75.7 - 90	Very High Quality

**Table 4. Media ICT Expert Judgement Result**

Before Revision	After Revision
78	85

## DISCUSSION

As stated, before that this study was administered in order to develop a prototype product of an Artificial Intelligence learning media for the VIII grade students of a public junior high school in Badung, Bali Indonesia. The media was developed into a website which was constructed based on the syllabus analysis, media development, material and media expert judgment and revision. In the findings, it has stated that 96.1% of the junior high school students in Badung are familiar with the use of technology. Similar result was

also found by the survey done by Indonesia Internet Service Provider Association in 2017. The survey mentioned that 75.50% of the kids in the age of 13-18 were internet users (APJII, 2017). Moreover, JF, Pullen & Swabey (2014) found out that 62% of the kids' technological usage or ownership with the main reason was for socialization.

In the implementation, this study involved 1 English teacher and the VIII grade students of a public Junior High School in Badung, Bali, Indonesia. The similar thing was found out towards an interview with the English teacher. It was discovered that the teacher supported the development of an artificial intelligence learning media which could support students independent and English learning. In term of the topic and also the content of the learning media, the teacher was asked to fill out the syllabus list to determine whether the competencies or the topic fit the class's needs. The teacher decided to use Indonesian endemic animals to be developed in the learning media. Therefore, the researchers decided to call this product "AIClopedia" which pictures AI as Artificial Intelligence and Clopedia as Encyclopedia.

One of the characteristics of artificial intelligence has known as giving students their right to control their own learning (Gamoura et al., 2018). It was discovered that AI gave a tremendous effect on students' independent learning. Based on those studies, it can be assumed that AI enhances students' self-directed learning skills by letting them do the learning at their own pace.

Time and energy sufficiency is also one thing that could be activated through the use of AI in the classroom (Holstein, McLaren, & Aleven, 2018). It was discovered that by implementing an AI-enhanced classroom, the students received adequate help in the learning process. A good AI learning tool is promised to be able to work better with human teachers. In fact, it also saves time and energy on traditional classrooms. As a result, both AI learning media and the real teachers could collaborate to create a better learning environment for the students.

In this study, a survey on students' familiarity on technology was also done in order to observe whether the prototype would fit students' needs and capacity. As mentioned before, the result of the survey showed that 96.1% of the junior high school students in Badung stated their readiness in using technological devices. Therefore, the researchers decided to develop a prototype of AI learning media to teach English in a public junior high school in Badung. The English teacher was also actively involved in this study in the process of material blueprint analysis. It was done in the purpose of finding out the purpose of the material and the competencies that were needed to be achieved at the end of the learning process.

After listing out the students' needs on the competencies, the researchers continued the study to the designing stage. In the designing stage, the researchers prepared several

things such as syllabus or content of the product and draft of the media design. The learning media was occupied with 5 Indonesian endemic animals namely Komodo Dragon, Proboscis Monkey, Birds of Paradise, Bali Myna, and Maleo. Those 5 animals are listed as the Indonesian endemic animals by Widjaja et al (2014) and also considered as National Conservation Priorities by The Indonesian Ministry of Environment and The Ministry of National Development Planning.

BLUEPRINT &amp; TABEL ISI MEDIA AICLOPIDIA

KOMPETENSI INTI DAN KOMPETENSI DASAR  
BAHASA INGGRIS SMP KELAS VIII SMP N 5 MENGWI

KOMPETENSI INTI	KOMPETENSI DASAR
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.1 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

TABEL ISI MEDIA

No	Nama Hewan (Bhs Indo)	Nama Hewan (Bhs Inggris)	Nama Ilmiah	Deskripsi Bahasa Indonesia	Deskripsi Bahasa Inggris	Gambar
1	Komodo	Komodo Dragon	Varanus komodoensis	Komodo adalah hewan endemik Indonesia yang hidup di Pulau Komodo. Hewan ini memiliki ekor panjang, lidah bercabang, gigi tajam, dan air liur yang beracun. Komodo suka memakan daging. Mereka berkamuflase saat berburu.	Komodo Dragons are Indonesian endemic animals that live in the Komodo Island. They have long tails, forked tongues, sharp teeth, and poisonous saliva. They love to eat meat. They camouflage when they hunt.	

BLUEPRINT &amp; TABEL ISI MEDIA AICLOPIDIA

KOMPETENSI INTI DAN KOMPETENSI DASAR  
BAHASA INGGRIS SMP KELAS VIII SMP N 5 MENGWI

KOMPETENSI INTI	KOMPETENSI DASAR
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.1 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

TABEL ISI MEDIA


No	Nama Hewan (Bhs Indo)	Nama Hewan (Bhs Inggris)	Nama Ilmiah	Deskripsi Bahasa Indonesia	Deskripsi Bahasa Inggris	Gambar
1	Komodo	Komodo Dragon	Varanus komodoensis	Komodo adalah hewan endemik Indonesia yang hidup di Pulau Komodo. Komodo adalah kadal terbesar di dunia. Hewan ini memiliki ekor panjang, lidah bercabang, gigi tajam, dan air liur yang beracun. Komodo suka memakan daging.	Komodo Dragons are Indonesian endemic animals that live in the Komodo Island. They are the heaviest lizards on Earth. They have long tails, forked tongues, sharp teeth, and poisonous saliva. They love to eat meat.	

Figure 1. Material Blueprint Design

The expert judgment was administered in order to understand the part of the design which needed improvement and revision. It was found out that there were some things that were needed to be revised, such as selection of the right sentences, grammar etc. The expert also commented on how the material was well fitted with the syllabus and the learning objective. The result of the expert judgment stated that the score of the assessment of the material was considered as very high quality with the score of 77. Even though the material was believed to have sufficient quality, the researchers still worked on some



improvement due to the experts' suggestions and comments. The improvement of the material after and before expert judgement can be seen in the figure 1.

After revising the material, the researchers applied the after-revision material expert judgment. This assessment was done in order to see the difference of the score between the before and after revision model of the material. The result indicated that there was a significant difference in the result of material expert judgment after and before revision. The score of the after-revision material expert judgment was 84 which was considered as very high quality material.

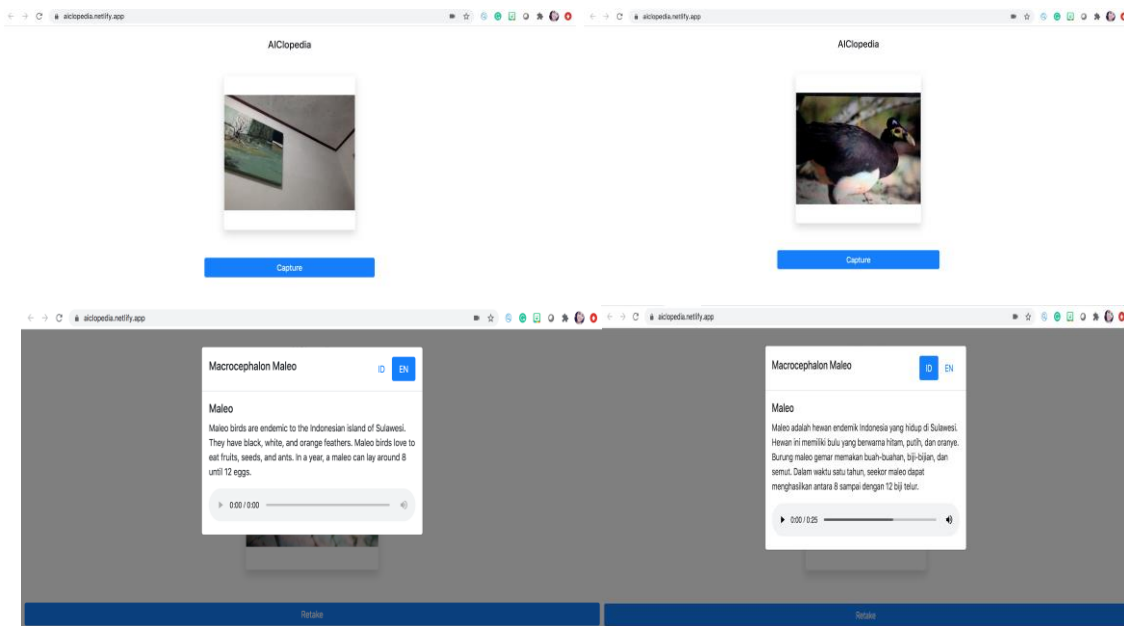
After establishing some revision on the rubric of the material, the researchers were helped by a team of programmers in order to develop the media. The team of programmers developed the program by using the researchers' blueprint which included animal images to create the layout of the project. Due to the limitation of the time, the game was developed into a platform that can be accessed and used on the website. In the media, there were 5 Indonesian endemic animals that could be detected through AI, those are Komodo Dragon, Proboscis Monkey, Birds of Paradise, Bali Myna, and Maleo. It took 4 months to accomplish the program.

AIClopedia operates by recognizing the images of Indonesian endemic animals through Artificial Intelligence-developed camera. The prototype was targeted to be able to provide both written and verbal information of Indonesian endemic animals. This function hopefully could provide students with support in descriptive text learning, speaking and listening skills. It is able to recognize both moving objects and also regular pictures of Indonesian endemic animals which have been inserted in the system as mentioned previously. Through this product, it was expected that the students could learn anywhere and anytime.

The media expert judgment was done in order to figure out the quality of the developed media. It was found out that the score of the media expert judgment was 78 which was considered as very high quality. Unfortunately, there were some comments from the expert which mentioned that the media needed some improvements on the wrong typed sentences in the result of the system searching, the system unable to detect some pictures of the animals, etc. As a result, the researchers did some revision on the media with the help of the programmers' team.

After the researchers revised the media with the help of the programmers' team, the after revision media expert judgment was conducted. It was applied in order to define whether there was some improvement or not on the product. It appeared that there was an improvement towards the product which could be seen on the final score of the judgment. It was stated that the score was 85 which is considered as very high-quality media. The

image of the media can be seen in figure 2. The media can be accessed on [aiclopedia.netlify.app](http://aiclopedia.netlify.app).



**Figure 2. Product Development Result**

## CONCLUSION

This research applied ADDIE Research and Development method which aims to develop a prototype product of AI based learning media called AIClopedia. In this study the research has been done until the development stage. This product of this study was expected to be able to provide a self-directed learning media where the students could learn on Indonesian endemic animals anywhere and anytime they needed. It is able to recognize both moving objects or regular pictures of Indonesian endemic animals. Due to the limitation of the time, 5 endemic animals were inserted in the system. Those were Komodo Dragon, Proboscis Monkey, Birds of Paradise, Bali Myna, and Maleo.

After developing the material and the media, the researchers distributed the questionnaire to the experts. Material and ICT media experts were involved in this study. The material expert judgment was established in order to determine the appropriateness of the material inserted in the product. Meanwhile, the media expert was administered in order to know whether the prototype has been developed sufficiently. The final data of the material and media expert showed that the prototype could be recognized as a very high quality product.

After the implementation of the research and development process, AIClopedia is expected to be able to give students a technological-based learning media which supports

their self-directed learning activity inside or outside the classroom. The product is also expected to be able to help teachers and create a better result of the teaching and learning process. The time saving can be caused by the automation answering system that works through AI image recognition function in the product.

AIClopedia is a prototype product which needs further improvement. Hopefully the future research can develop an AI-based learning media that is able to recognize more numbers of the Indonesian endemic animals. The future research is also expected to be able to continue the study to the implementation and evaluation stage. The subject of the study is also needed to be broadened, since this study only involved the VIII grade students in one of the public junior high schools in Badung, Bali. Therefore, it was suggested that the future research would apply greater participation in a difference and greater participants.

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## Challenges and Strategies Using Application in Teaching Online Classroom During Pandemic Covid-19

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### ABSTRACT

This paper aimed to find out (1) the teacher's challenges using the application in teaching online classrooms during pandemic COVID-19, and (2) the strategies used by teachers in teaching using the application. The participants of the research were the English teachers at SMA/SMK/MA in Yogyakarta, Gunungkidul, Magelang, and Kebumen. A qualitative method was employed in this research and using interview via WhatsApp as data collection. The findings showed that teachers had the challenges such as (1) operating the application during online learning, (2) developing the material, assessment, and evaluation in teaching, (3) developing the teaching method, (4) combining the material and application, and (5) motivating the students and parents. The strategies used by the teacher when using the application in teaching such as (1) watching the video tutorial, (2) choosing a suitable application for teaching, (3) arranging the new learning schedule, (4) developing the creativity in designing the material, and (5) giving the simple material and task for the students.

**Keywords:** Application; Challenges; Online Classroom; Teaching Strategies

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## INTRODUCTION

As we know that in the situation of pandemic COVID-19, every people should make a social distance to avoid the spread of COVID-19. The government should temporarily close the schools, universities, and all public places to avoid the COVID-19 (Bhamani et al., 2020). The normal classroom teaching could not be carried out. The COVID-19 has made all the entire school system shocks (Johnson et al., 2020). The change of the learning system forces the system school should apply the distance education or online learning (Rasmitadila et al., 2020). All schools in the world are announcing about what teacher's expectations, the schools should close their door (Nasr, 2020). In the normal classroom, the teachers pass the knowledge to students, and the students learn from the teacher's

instruction, the teachers are responsible to complete the task for each lesson, and the students should complete the learning task based on the instruction (Cheng, 2020), but now because of the pandemic of COVID-19, the teaching activity at school should be move from offline to online, and the teachers should use the internet for carrying out the online teaching. All teachers are expected to guide their students for learning and give them opportunities for learning by themselves (CiĖercĭ, 2020). If the online learning conducted until the end of the year, it will become the challenges for teachers and students (Atmojo & Nugroho, 2020). The environment of teaching online is very different than in the face to face classroom. The formative feedback between a teacher and a student is lost because there are no opportunities for spontaneous. Students are more asked to read the instruction for the task rather than hear the instructions directly from their teachers like in the normal classroom (Martin, 2019).

Affected by the pandemic of COVID-19, the schools should know how to make sure the quality of their student's learning activities during the online classroom, and at the same time, also know how to develop the student's physical and mental in learning during the pandemic (Zhao et al., 2020). The teachers are difficult to know the student's individual during the online classroom, and it makes them not feel confident in their ability to teach in the online classroom (Haverback, 2020). So, from this pandemic situation, each teacher should have other strategies for applying his or her teaching through an online classroom. The teachers can not meet the students, as usual, so the teachers should quickly adopt the new teaching method (Yao et al., 2020). On the other side, Teachers also should provide feedback in the manner and amount that students can learn most effectively from whilst following up on its effects on their progress and engagement with the subject (Canals & Robbins, 2017). The feedback from the students is based on the evidence of teaching practices (Byrne & Donlan, 2020). Commonly the online environment can be controlled but without effective feedback, it makes the learning becomes more difficult (Steele & Holbeck, 2018). Each teacher is pushed to more improve themselves in learning and teaching using technology.

The educational system needs to collaborate with technology in education and increase the teacher's awareness of the application in teaching (Al-Takhneh, 2018). Technology in education is not a stranger. Technology has grown so widely across the world. Many technologies have been developed to assist the students in education as reference materials and tools such as courseware, e-learning, web-based learning, mobile application, blended learning, and so on. So, this technology has also taken numerous innovations to add value to education and evaluate digital reference materials (Samsudin et al., 2017). The advent of ICT comes with its attendance to student's accessibility to information. Information and communication technology whose development is so fast indirectly requires humans to use

in all their activities, one of which is in the world of education (Ibrahim & Kadiri, 2018). The use of apps can be integrated into educational objectives, it is challenging to the educators and students and also prompting innovations in the teaching and learning process. The app-building is the way for mediating the learning. Teachers and students may gradually find ways to use applications. However, simply using the applications is not sufficient for supporting educational goals. It needs to formulate the pedagogical strategies which can integrate the elements involved in the teaching and learning process to promote the quality of education (Zaheer et al., 2018). As an educator, the teacher should adapt to the new norm of technology and can enhance the course in teaching. Technology has grown and offered the many tools to help the teachers to teach in the online classroom (Wilson, 2018). Besides teaching using the technology, the teacher should consider the role of the internet, the World Wide Web, and the other social media in educating the students in learning (Topacio, 2018). The technology becomes special attention particularly in the situation of pandemic COVID-19 (Ali, 2020).

Responding to prepare the online teaching in a COVID-19 situation, The roles, characteristics, competencies, and skills that one requires to be a competent and successful online instructor should be identified and highlighted by educational institutions, online learning organizations and authorities, and online learning theorists (Albrahim, 2020). The teachers try to do their best such as figuring out how to effectively respond and support the students on their own. The teachers have an important role in designing the classroom, besides having a good internet connection (Welch et al., 2015). Although, they do not have to continue to work alone (Tracey Hodges, Cailin Kerch, 2020). On the other side, some of the teachers have their problem in teaching the students using the application in an online classroom during the pandemic COVID-19 situation. The ability of teachers in teaching using technology requires the teacher more than understanding the material (Niess & Roschelle, 2018). The bad connection can annoy the communication of the classroom. The teacher cannot give clear instructions or explain the material to the students. Some teachers also have problems in operating the application when starting to teach the students. Assessing online learning and instruction is one of the challenges also in online learning (Song, 2016).

Therefore, finding the best strategy to solve the problem during teaching the students should be created by the teacher. The teacher should make sure each of his or her students have good learning during the online classroom. If the effectiveness of the online environment is the same one which considered to be effective to the normal classroom (face-face classroom), it includes the use of the multiple pedagogies and learning resources to support student learning needs (S. Lockman & R. Schirmer, 2020), the teacher education period is also important in creating effectiveness of education system in this situation

(Ergunay & Adiguzel, 2019). Teachers also focus on the opportunities to increase the learner's knowledge. Many factors should be noticed by the teacher during the online learning program (Berry, 2019). The advance of technology, the speed of connection, and the availability of tools will also help the teacher to improve the online collaboration (Robinson et al., 2017). Teachers should use the internet effectively to improve themselves, because it has become their obligation (Gültekin et al., 2020) and design the good course to overcome the online teaching challenges (Cross & Polk, 2018).

At senior high school (SMK/SMK/MA), some English teachers have tried to use the application in teaching their students during the learning from home. The teachers usually use Edmodo, WhatsApp, Google classroom, and other applications in teaching their students in the online classroom. But sometimes the teachers still have a problem with operating the current applications because it is not their field. Teaching using the applications during learning from home, it pushes the teachers to think more about how to design the material and find a suitable application in his or her class. The expectation of high performance, the respect of learning preference, learning techniques, time management task are necessary for supporting the student's engagement in the class (Tanis, 2020), and for developing the teaching method the teacher should make sure that the set of activities can support the virtual environment (Fernando Batista et al., 2020). Online learning will be effective if there are an appropriate learning strategy and method provided by the teachers to teach their students (Silalahi & Hutauruk, 2020). So, from the explanation above, this paper the research aims at investigating the following research questions: 1) What are the challenges using the applications in teaching online classroom during pandemic COVID 19? and 2) What are the strategies used by the teachers to solve their problems in teaching online classroom?

## METHOD

### The research design

To describe the results of the challenges and strategies using the application in teaching online classroom during pandemic COVID-19, the researcher used the qualitative method. The researcher collected the data through the interview via WhatsApp. The researcher prepared some questions and then gave them to the teachers through WhatsApp. This research aimed to know what kinds of challenges faced by the teachers during using the application in teaching online classrooms, and what the strategies used by the teachers to solve the problem itself. After collecting the data, the researcher concluded the result.



### Participants of the research

The participants of the research were the English teachers from senior high school (SMA/SMK/MA). The research chose five teachers from different schools and regions. They were from Yogyakarta, Kebumen, Magelang, and Gunung Kidul in the 2020/2020 academic year. From the five teachers, the researcher would like to find out their challenges using the application in teaching online classrooms during pandemic COVID-19, and what their strategies to solve their problem.

### Instrument and collection of data

The researcher used the interview as the data collection instrument. Some questions were provided by the researcher. The researcher interviewed the teachers via WhatsApp. The researcher asked some questions and then got the teacher's answer. There were some questions used by the researcher for interviewing the teacher. It can be seen as follows:

**Table 1. List of questions of the interview**

No	Questions
1	Have you ever using the application for teaching before the pandemic of COVID-19?
2	What the applications that ever use in teaching during learning from home?
3	Are there difficult things in teaching the students through the application?
4	What are your challenges in using the application in teaching online classroom?
5	What kind of strategies that you use to solve your problem in teaching using the application?

### Data analysis

The manual analysis of the data was done. The researcher explained the result of the interview via WhatsApp. The data were divided and explained related to the challenges in teaching using the application and the strategies used by the teacher to solve their teaching problem, and then concluded the results of the research.

## FINDINGS

In this section, the results of the data from the interview are presented. The data are divided into two types, the challenges using the application in teaching online classrooms and the strategies used by the teacher to solve their problem.

#### A. The challenges using the application in teaching online classroom during pandemic COVID-19

The findings show that there are some challenges faced by the teacher in using the application in teaching online classroom during pandemic COVID-19. The findings are divided into some types, each describing the challenges found in the research. They are :

##### 1) Operating the application during online learning

It can be explained that the teachers still have some problems during teaching the students using applications. Some teachers do not know how to operate the current application, some students do not understand how to operate the application well, and on the other side, some of his students did not join the class based on the schedule because they have not their handphones. Sometimes, the internet signal becomes a big problem when the teacher explains the material, and when the data internet runs out can annoy the learning process.

Researcher: (Question)	<i>What are your challenges in using the application in teaching?</i>
Interviewee: (Teacher's answer)	<i>The problem that happens in my teaching such as students did not understand well about how to use those apps, some of them don't use their phone, usually use their parents' phone so students could not join the class as a schedule, Sometimes the apps did not work smoothly during the learning, and Technical problem like internet signal, out of date phone, economical issue</i>

On the other side, the teacher should guide the students to operate the application before the class started.

Interviewee: (Teacher's answer)	<i>I need more time to guide the students on how to use the application instead of focusing on the purpose of the teaching. Sometimes, I lost my student's work because of the error system, and I don't know how to fix it because it is not my field.</i>
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From the teacher's answer above, it shows that there are still many challenges and problems faced by the teachers during operating the application in teaching online classroom.

**2) Developing the material, assessment, and evaluation for teaching the students using the application.**

During teaching the online classroom using the application, the teachers still have some problems, especially how to developing the material to make the students can easier understand the material during the online learning through the application.

Researcher:	<i>What are your challenges in using the application</i>
(Question)	<i>in teaching?</i>
Interviewee:	<i>The challenges in teaching using applications are</i>
(Teacher's answer)	<i>how to developing the material into the simplest one, developing the best assessment and evaluation for the learning.</i>

From the teacher's answer above, it tells us clearly that in designing the material, assessment, and evaluation during teaching online classrooms, it still becomes a challenge for each teacher. Teaching in an online classroom, the teachers are pushed to find out more the best way to how can design their materials in teaching, and how to design a good assessment and evaluation for their students.

**3) Developing the teaching method in teaching to get the students interested during online learning.**

The teachers mentioned that they have some problems when getting his students do not understand the material during doing the online class using the application. And it is right, some of the students can not understand the material clearly during the class running on, and some of the others do not enjoy the online classroom.

Researcher:	<i>What are your challenges in using the application</i>
(Question)	<i>in teaching?</i>
Interviewee:	<i>The challenges are to develop the method of</i>
(Teacher's answer)	<i>teaching to get students' interest during online learning.</i>

When getting their students can not understand the material well during the online class, it makes the teachers should rethink to find the method in teaching the students.

**4) Combining the material and the suitable application**

During online teaching classrooms using the application, sometimes the teachers are still confused to find out the best way how to combine the

material with a suitable application. The teacher should find the appropriate applications which can support his or her teaching in the online classroom.

Researcher: *What are your challenges in using the application in teaching?*

Interviewee: *I should find the best way to combine teaching (Teacher's answer) English and suitable application.*

Another teacher also has the same idea,

Interviewee: *The challenges in teaching online are how to (Teacher's answer) Preparation the material and tools.*

Many applications can be used in online teaching, but not all of them can support the learning goal itself. The teachers should know which the better one of the applications that can support their classes and make the students are easier to learn the material through the application that is suggested by their teachers at home.

#### **5) Motivating the students and parents**

Teaching the students using the application during the online classroom, the teachers have the challenges in how to motivate the students to learn and make the parents understand the situation right now.

Researcher: *What are your challenges in using the application in teaching?*

Interviewee: *Motivate me as a teacher, the students to focus, (Teacher's answer) and also a parent's mindset.*

All of the teachers realize that the situation right now does not support the class face to face. In an online classroom, sometimes it makes the students are bored when learning with the application. The teachers have the responsibility to motivate their students to learn from home and convince the student's parents to always support their children in learning during the online classroom. During online learning, teacher and parent have an important role in controlling the students in learning and doing their assessment.

### **B. The strategies in teaching online classroom using the application during pandemic COVID-19**

Findings show that there are some strategies used by the teachers in teaching online classroom using the application during pandemic COVID-19. Strategies such as:

#### **1) Watching the video tutorial**

When getting the problems during the online classroom, the teachers try to watch the video tutorial for understanding how to operate the applications rightly, and because it is not their field, some teachers still have difficulty in operating the current applications.

Researcher: *Is there a difficult thing in teaching the students through the application?*

Interviewee: *There are several difficulties in teaching English using the current application.*

Because having a difficulty in operating the applications, so they need another guiding to solve their problem.

Researcher: *What kind of strategies that you use to solve your problem in teaching using the application?*

Interviewee: *I use the reading-mode, searching the tutorial, and sharing with another person who mastering in that field.*

When watching the video tutorial, the teachers can try to find out their solution in online teaching. When they know how to operate the applications, the teachers can apply the application in their online classroom. Besides watching the tutorial, the teachers also ask their friends or other people who mastering with technology.

## 2) Choosing suitable applications for teaching

The strategies to help the students in learning using the application in the online classroom, the teachers try to find out the suitable applications that can be easier to operate and it also is cheaper.

Researcher: *What kind of strategies that you use to solve your problem in teaching using the application?*

Interviewee: *I use an application that is simple, cheap, and easy to be operated by students. That's why I never used video-based apps.*

The answer above shows that choosing suitable applications for teaching is important. Not all applications can support the material. The teachers should find out the good applications which can help them to deliver the knowledge well to their students during the running of the class.

## 3) Arranging the new learning schedule

During teaching the online classroom using the application, the teachers should arrange the new learning schedule for their classes. It can



help the students to remember the schedule and can remind the student's parents to control and help their children in learning from home.

Researcher: *What kind of strategies that you use to solve your problem in teaching using the application?*  
(Question)  
Interviewee: *The strategies in teaching are time management such as learning schedules. Open my WhatsApp 24/7 so students can contact me anytime they want to discuss the subjects. Giving a special time for the student that used parents phone. Usually, they could not join the class but they could contact me in the evening after their parents back home from work.*  
(Teacher's answer)

Besides, the teacher should prepare time management, the teacher also provides more time for the students who want to consult about the material after the class.

#### 4) **Developing creativity in designing the material**

Teaching using the application forces the teacher to more creative in designing the material based on the situation right now. To make the students are not bored with the online classroom, the teacher should create more fun activities to make the learning class can run effectively.

Researcher: *What kind of strategies that you use to solve your problem in teaching using the application?*  
(Question)  
Interviewee: *The strategies I used such as developing the creativity in designing the materials, quizzes, games, discussion, so students will not note joining the class. Giving the task that students do not feel difficult to do it. Keep the mindset to learn more about methods that appropriate to apply in the learning. Adapt to the condition.*  
(teacher's answer)

Another teacher also mentions that:

Interviewee: *My strategies in teaching using google classroom are to give simple material using video or PowerPoint which I made by myself, give simple assignments related to their environment, and give long collecting of the assignment until the night after the learning process in the morning.*  
(Teacher's answer)

Besides developing the creativity in designing the material, the teacher also opens a discussion session with the student to know how far their understanding of the material, and also what are their difficult things during the online learning. The teacher also tries to design the games for their students and gives some quizzes, it aims to make the students are not bored in learning.

#### 5) Giving the simple material and task to the students

The teachers try to solve their problems during teaching online classroom using the application. They try to limit the assignment to the students.

Researcher: (Question)	<i>What kind of strategies that you use to solve your problem in teaching using the application?</i>
Interviewee: (Teacher's answer)	<i>The strategy I use to solve my problem in my online learning is that I do not burden my students with so many homework, I give my students the material and the task as simple as possible so that we can pass this online learning in this pandemic situation comfortably.</i>

When students have much homework, they can get bored with learning. The teachers can give simple material and tasks that can easier to understand and done by the students. Teachers are hoped to give the best way to teaching online classrooms through the application. They are the best way that the teachers can do in their online classroom.

## DISCUSSION

From the findings above, it clearly shows that the teachers still have the challenges in teaching online during pandemic COVID-19. Some teachers still have the challenges in teaching online classroom using the application such as, firstly operating the application during the online classroom. Most of the teachers are familiar with the application, but some of the others still have difficulty with it. During the online classroom, the teacher should make sure that all of the students are ready for joining the class or not yet. The teachers should prepare more times before starting the online class for guiding their students to join the class through the application. During the online class, the internet connection and data phone also have an impact on the learning process. It can become a big problem for the teachers when having a bad connection or out of data phone during the class is running on. So, the success of the online learning process depends on the

teachers, and how the teachers can adapt to the situation of the class itself and control their students in the learning process.

Secondly, developing the material for teaching, developing the assessment, and evaluation. In teaching online classrooms, the teachers still have the challenges to develop the material for the teaching, assessment, and evaluation of the class. Most of the teachers say that they should prepare more time to develop the material that they will teach to the students. Learning through the applications, sometimes it makes the class does not run effectively. And the teachers know about it. When giving the task after the end of the class, the teacher should make sure that the task can be done by the students or not. The teachers can not guide their students directly, so they should contact the student's parents for always controlling their children in learning and finishing the task. Evaluation of the learning process also determines the class runs effectively or not. The teachers have an important role in class. So, they are the challenges for the teacher in teaching through the application in an online classroom.

Thirdly, developing the teaching method for online teaching. The teachers should more creative in developing their teaching methods in their online classroom. As we know that the normal classroom is very different from the online classroom. The teachers can not see their students and control them directly. That is why the teachers should provide the other method that can support their teaching in the online classroom. When the students are getting bored during the class, it is difficult for the teachers to controlling the class well.

Fourthly, combining the material and application. It is a challenge for the teacher because combining the material with the application, the teachers should know that this application can support their teaching materials or not. And when combining the material with the application, the students can easy to understand the material or not. Is there any knowledge that the students can learn or not. In teaching listening, speaking, reading, and writing, the teachers have different strategies for each subject.

Fifth, motivating teachers themselves, students, and parents. Most teachers realize that teaching through applications sometimes make them feel so tired and bored. Preparing the many tools for learning, finding the teaching method, creating the material, assessment, and evaluation, sometimes it makes the teachers are stress. Sometimes the teachers say that they have difficulty motivating themselves for teaching in the online classroom and push themselves to adapt to the situation right now. On the other side, teachers should always control the learning process of their students during an online classroom. It is a challenge for the teachers because they should always monitor their students. Each student has a different motivation in learning the material. So, the teachers should keep on the student's motivation in learning. Because the student's parents also have an important role during

learning from home, the teachers should also have a good relationship with the student's parents. Sometimes the students' parents can understand the situation right now and can control their children in learning, but some of the others are difficult for it. The teachers should motivate the parents to always guiding their children in learning.

Teaching using the application for online learning is the best choice for this situation. The teacher should rearrange the new learning schedule and method to teach their students in an online classroom. Not all of the teachers can cover their online teaching through the application. Teachers should think about how to prepare themselves for finding their students in the online classroom. Because the teacher can not control the students directly, it is hard for them to make sure how far their understanding of the material. Some of the students are easy to learn when they are guided by their teacher during online learning, but some of the others need more attention. The strategies and material which are designed by teachers have an impact on the online learning process.

From the challenges and problems above, teachers should find the best way to solve their problems during teaching the online classroom. The strategies used by the teacher during teaching online classroom using the application such as, firstly watching the video tutorial. Watching the video is one of the ways to help the teacher know how to operate the application rightly, choosing a suitable application for their material, rearrange the new schedule for their class, and designing the material and task to the simple one. Those are the strategies chosen by the teachers as the solution to solve their problem during teaching online classroom using the application. Teachers should design the material to the simple one, it aims to help the students are easier to understand the material. The students can learn by themselves beside their parent's guiding.

## CONCLUSION

Using the application in teaching online classroom is the best choice in this pandemic situation because the normal classroom can not be carried out. Each teacher should redesign their strategies and methods for teaching their students in the online classroom. The result of the research shows that some of the teachers are familiar with the application for teaching, but some of the others do not. They still need a guide to learn the application. The strategies used by the teachers to solve their problems in using the application for teaching online classrooms such as watch the video tutorial and discuss their problems with their friends especially for how to apply the application in their online classroom. The applications are usually used by the teachers in online teachings such as WhatsApp, Instagram, Google classroom, Quizzes, Aegisub, Zoom, Webex, and others. The impact of this situation, the teachers should improve themselves to learn more about the technology and find their teaching solution itself. The teachers should rearrange the

new schedule, and it can help them to teach effectively. Teaching and learning in this situation have challenges for the teachers, but when the teachers want to open themselves for learning the technology, of course, they can develop themselves and create their online classroom well. The teachers have an important role in their class and students. Learning with other people is also the best way to find out the answer to our question during getting the problem. The teachers should change their way of teaching and provide more interesting learning for their students.

## SUGGESTIONS

- a) For the teachers, designing the material to the simple one, it can help the students are easy to understand what they learn.
- b) Many new current applications can be used by the teacher in online teaching. It depends on how far the teachers want to learn it and know the role of each application.
- c) Finding the appropriate applications for the material is very important. The teachers should make sure that the application can support their learning process or not.
- d) All the applications have strengths and weaknesses, so the teachers should be wise to combine the material with an application in their class.
- e) The school system should support online learning by providing supporting facilities and media.

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## **Utilizing Google Classroom: Pros and Cons for a High School English Teacher in Jambi**

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### **ABSTRACT**

The paper aims at uncovering the lived-experience of a senior high school English teacher after utilizing Google Classroom as a digital teaching tool during the pandemic era, in the last semester academic year 2019-2020. This was a descriptive qualitative inquiry where the researchers did an in-depth interview and participatory-observation to gather the data. The participants of this study were an English teacher and several students from a State Senior High School 4 Tebo in Jambi Province Indonesia. The findings reveal benefits and lacks of Google Classroom for both students and teachers. Indeed, Google Classroom proposed a brand-new way of transferring English material to students from which they felt joy and facilitated to learn English. However, the quality of internet connections and time allotment of each meeting brought about weaknesses since the teacher was lacking of time to accommodate all topics during the semester.

**Keywords:** Google Classroom; Distance Learning; ELT-Online Tools.

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## **INTRODUCTION**

The use of digital technology for educational purposes, including second and foreign language learning is expanding fast. Especially in Indonesia, the pandemic of corona virus obligates the educators to teach at home by online learning or distance learning as stated by the Indonesian ministry of Education in decree Number 4 year 2020. This decree contains the instruction for students to study from home until the condition for traditional face-to-face classroom is possible. Inevitably, online teaching and learning platforms becomes the tool not to say a weapon for teachers to make this distance learning possible.

Distance learning or distance education is an education system that teaching and learning actions have been performed via communication technologies and mailing services



by the teachers and the students being in different environments, Isman (2005). This condition forces the teachers to teach the students through an online system. It is also supported by Stem (2019) that online learning is the education that takes place over the internet. Actually, it is not a problem for the schools in urban areas because they are accustomed to using it. However, the problem appears for the schools who are far away from internet connection. It also happens to the teachers and the students. The problem of the poor quality of the internet connection becomes disturbances in the process of the teaching and learning.

Furthermore, to apply an online program especially if there is no good preparation, it will have some strengths and weaknesses. According to Jacobs (2013), online learning is as effective as traditional classroom learning. How much or how well a student learns is determined by the quality of the online instruction. If a course is well designed and well implemented, students will learn more than in a poorly designed course.

For this reason, each school should decide an appropriate way to conduct distance education/ distance learning. One of online teaching-learning platforms which is accessible freely for distance learning is Google Classroom. Beall (2017) defined Google Classroom as a tool which facilitates both students and teacher collaboration, also the teacher can create and distribute assignments for students in an online classroom for free. Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. Google Classroom provides a set of powerful features that make it an ideal tool to use with students. It helps teachers save time, keep classes organized, and improve communication with students, Iftakhar (2016). To access Google Classroom, users can use a multiplatform such as a computer or a device (mobile phone). Then, the teachers and the students can visit the site <https://classroom.google.com> or they can do the application via Playstore. The use of Google Classroom is free of charge, both for the teacher and students can utilize the facilities of Google Classroom as needed, Sukmawati and Nensia (2019).

Some studies have investigated the distance or online learning through Google Classroom for general and students' perspective. First, Dewi, Zahrowi and Sulistiyowati (2020) found that using Google Classroom in teaching students could improve students' reading comprehension since it is more interesting and easier to access whenever they are. On the contrary, the obstacles encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Then, in Albashtawi (2020) revealed that Google Classroom can improve the reading and writing performance of Syrian students. Most of the students showed positive attitudes toward using Google Classroom in terms of its ease of use, usefulness, and accessibility.

In this study, we investigated the lived-experience of a senior high school English teacher after utilizing Google Classroom as a digital teaching tool during the pandemic era,

in the last semester academic year 2019-2020. We attempt to answer the following research question:

How do the English teacher of a senior high school in Jambi experience the use of Google Classroom during pandemic era last even semester, academic year 2019-2020?

## METHOD

This study was a descriptive qualitative inquiry, Creswell (2009). The aim is cultivating the lived-experience of a senior high school English teacher. The qualitative research is a study in which events and phenomena are revealed in a natural environment by using data collection methods such as qualitative research, interview, observation and document analysis (Mason, 2002). Then, the result presented to readers in the form of a narrative data. The data was obtained in in the last semester academic year 2019-2020 at SMAN 4 Tebo, Jambi Province Indonesia.

### Participants of the Study

The participants of this study were an English teacher and several students from a State Senior High School 4 Tebo in Jambi. In-depth interview and participatory-observation were done to gather the data.

### Analyzing Data

After gathering all the data, the researchers did five steps to analyze all data. The stages were transcribing the interview, identifying and classifying the data based on categories of questions, interpreting the data by investigating in detail selected-statements, and drawing conclusions.

## FINDINGS

There are two major findings of the research which truly showcase the live-experienced of what the English teacher did when utilizing Google Classroom for teaching English in Pandemic era at the rural area of Tebo district in Jambi province.

### A. The pros of using Google Classroom

#### 1. Easy to use

In the distance learning started from March in the last academic year 2019/2020, the English teacher was forced to decide the right teaching tool which appropriate with the environment of the students. By using google classroom, it was simplified the instructional interface and options used for delivering and tracking assignments in every meeting. Then, it is easy to acces on any mobile device. Below some statements articulated by the teacher which supported the first finding;

.... because using google classroom you can only use cell phones. (ET07)

*all the students here don't have laptops at all. (ET08)*

*"... Easy to access, just download the application in the Play-store, easy to install, the steps are just searching on Google. (ET09)*

The English teacher occasionally stated that at the first time when she used the Google Classroom is easy. She did not need to ask another teacher to understand every single steps in installation process. It is in line with Janzen (2017), he stated that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications.

## **2. Flexibility**

Google classroom was easy to administer and easy to assess.

*"... assignments can be given from anywhere, students can do their work from home, and I can immediately give grades, without waiting for all the students to answer the assignment, sometimes students don't answer right away. (ET11)*

The English teacher mentioned that Google classroom is easily accessible and useable to instructors and learners especially for the first time they use it. It is supported by Mary (2014), Google Classroom enables the teacher to explore and influence flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus.

## **3. Time Management**

For the teacher, using Google Classroom is easy to design a teaching material, administering, grading and giving students a feedback.

*"... the teacher can provide material then adding assignments and then provide arrangements for the assessment, the score is right and wrong right away. (ET12) In the process I was also easy because I could provide materials and others through my cellphone. "(ET13)*

For the application of the google classroom, it saves time and also papers. The application makes the teachers easy to operate a classroom, such as distributing assignments, communicating and regulating materials. Subandoro (2017)

## **4. Free**

Google classroom can be accessed for free by the teachers and also the students around the world.

*"... just download the application in the Play-store, easy to install, the steps are just searching on Google. (ET09)*

*Then, easy to follow the instructions when I was adding the materials, tasks and others. (ET10)"*

The teacher and students no need to access to an educational institution. Everyone can access other apps as well, such: Drive, Docs, Spreadsheets, slides., etc. Using google classroom does not require any cost. Both of the teacher and the students with or without an institutional Google account can create and join a classroom. (Rabbi, Zakaria and Tonmoy (2018).

#### 5. Students' attitude

*The results have been good, especially for students who are disciplined to follow. (ET22)*

*They were feeling joy, because they can learn, do assignment via mobile phone. ET23)*

*The students are feel enthusiastic in the learning process. (ET24)*

### B. The Cons of Using Google Classroom

In this era, using technology in teaching and learning is the common process. However, the pandemic era without good preparation, both teachers and students encountered some obstacles during the distance learning process. In using Google classroom, the equipment or tools to support it should be available and operate well. Especially in rural are, the connection of the internet was not stable all the time and sometimes the devices to operate this process were broken or did not work well, and it needed time to fix it which influenced the distance learning process.

Another issue is that not all of the teachers have the ability to adapt easily to technology. Because this is the new one, it is necessary to train and equip them with this skill so that they could teach confidently and comfortably and make the learning objective can be achieved. Based on teachers' opinion, they think that using technology in teaching is important now. And from the interview it seems that they actually use Google classroom just for testing and uploading tasks not for the teaching process now. They considered that the students are still enthusiastic with the paper-based test rather than using Google classroom. Because it is still a new application and they did not get used to using it. But it could change over time, if the students are often using it; they will adapt and get used to with this one.

The other problem is time allotment. The English teacher stated that;

*"... because distance learning takes more time in the beginning because it has never been conducted distance learning and uses technology." (ET05)*

*"Then it takes time for preparation and checks whether students have it or not." (ET06)*

For the English teacher to manage the classroom was not the easy task. The teacher should manage the time and decide the material. As the result, she could only teach of materials among several targets. Besides, the students take more time to connect of find the stable internet connection, the teacher should set and strict the deadline for students to

upload their tasks. In fact, sometimes some students forget if there are some tasks to complete in Google classroom at certain schedule.

The strengths and weaknesses of using technology in the distance learning are also explained by Mulyono (2016). Interactions among students and teachers also promoted linguistic production. Besides the benefits, the Google classroom also appeared the weaknesses, such as lack of immediate feedback that can recognize words and spoken because the limitation of the interaction between the teacher and the students. The teacher only responded to the students who ask in the comment chat box.

*"... it was difficult to give feedback to children who do not understand the scores are low but don't want to ask questions in the comment box." (ET16)*

*"It was also difficult to interact with the students, not face to face directly, sometimes there were students who are easy to understand, sometimes they didn't, as long as they are filling in, copy and paste their friends' assignments, or googling on the internet. (ET17)*

The researcher found the weakness of the tool device such as Lack of communication and interaction that can recognize words and spoken expressions as an interaction between the teacher and students in the google classroom.

By using google classroom is also not effective to cover the speaking skill activity. The English teacher said;

*All skills can be done, but it is difficult for teaching speaking skills, for example on procedure text. Most of the time, students just send the script, then give me the questions. (ET18)*

*Because if you are given an example using a video or later the assignment via video often fails to send it to Google Classroom, yes the signal is weak, especially here the lights often go out. (ET19)*

*Therefore, sometimes I find it very difficult to reach all the material in the syllabus. (ET20) I only teach material if it is important that I prioritize. (ET21)*

Using Google Classroom, to upload video is difficult due to poor internet connection. The teacher should work hard when she tried to send or add the video in Google classroom menu. It was same with the students' problem. The students' sometime skip the speaking task that was given by the English teacher as they found difficulty to download the task. The last problem is students' bad fairness of their assignments. Some of the students just copied of their friends' work or searched oh google machine.

## DISCUSSION

The use of Google Classroom is widely used by the educational community, but very few studies have studied teacher's lived-experience of using google classroom, especially without any good preparation such as in technology-use skill and sufficient experience. Also, most of the previous studies were restricted to examining the attitudes of students and teachers toward Google Classroom. The examples of the study are conducted by

Apriyanti, Syarif, Ramadhan, Zaim, and Agustina (2019); Heggart and Yoo (2018); Ventayen, Estira, De Guzman, Cabaluna, and Espinosa (2018); Al-Emran and Malik (2016); Al-Marooof and Al-Emran (2018); Wijaya (2016) Shaharanee, Jamil, and Rodzi (2016b), and Iftakhar (2016), Dewi, Zahrowi, and Setyawati (2020)

The first Study found in Albashtawi (2020) who examined the effect of Google Classroom on reading and writing performance of EFL students in Jordan. It also attempted to investigate the attitudes of the students toward using Google Classroom in terms of its ease of use, usefulness, and accessibility. The results of the first and the second research questions showed that Google Classroom positively affected the reading and writing performance of EFL students. The reading and writing test revealed that the difference between the mean pretest and posttest scores of the reading and writing test was significant, with a posttest effect size of about 53.60% and 56.77% for reading and writing, respectively.

Apriyanti et al. (2019) revealed similar results and they affirmed that use of Google Classroom is effective in facilitating the process of teaching the English Business Writing class in a paper-less program. This finding was supported by Iftakhar (2016) and Janzen (2014). Finally, there was a positive attitude among students in using Google Classroom in terms of its ease of use, usefulness, and accessibility.

The similar study about the effectiveness of Google Classroom was reported by Heggart and Yoo (2018). Their results revealed that Google Classroom increased students questioning and improved students' engagement in the classroom. The results of the third research question showed that students' attitudes toward Google Classroom in terms of its usefulness, ease of use, and accessibility were positive. According to the results, the usefulness of Google Classroom was ranked first, ease of use was ranked second, and accessibility was ranked as third by the students. These results came in tandem with Al-Emran and Malik (2016), Al-Marooof and AlEmran (2018), Heggart and Yoo (2018), Hemrungrote, Jakkaew, and Assawaboonmee (2017), Iftakhar (2016), Shaharanee et al. (2016a), Ventayen et al. (2018), and Wijaya, (2016), who affirmed the overall positive attitudes of students toward Google Classroom. Thus, the features of Google Classroom have encouraged students to accept it.

Ventayen et al. (2018) investigated the practicality of Google Classroom in adopting and employing it among students in the Philippines. Based on their results, the respondents asserted that Google Classroom was useful. Accordingly, the study posited that the e-learning platform for Pangasinan State University, Lingayen Campus was fruitful. Al-Emran and Malik (2016) conducted a similar survey in the Omani EFL context and collected data regarding the usage of Google Classroom. According to their results, Google Applications were positively perceived by both administrative and academic personnel. In



addition, Google Applications were significantly welcomed by the institutions of higher education. Al-Marroof and Al-Emran (2018) studied the acceptance of Google Classroom by students of Al Buraimi University College, Oman. Their results demonstrated a positive effect of both perceived ease of use and usefulness among the students.

Furthermore, Shaharane, Jamil, and Rodzi (2016) studied the effectiveness of active learning activities for data mining subjects by applying Google Classroom application. Their results affirmed that most of the students were satisfied with the tools of Google Classroom. In summary, the features of Google Classroom, the clear and good implementation of the program, and the positive attitudes of students and instructors toward Google Classroom assisted in the improvement of the students' reading and writing performance. Thus, it is essential to understand the objectives of employing technology in the classroom. Furthermore, understanding the method of using technology in an appropriate way would help in improving the teaching and learning process.

On the contrary study is from Dewi, Zahrowi, and Setyawati (2020), the result of the using google classroom in ELT had some obstacles. It encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Therefore, using technology has to consider the devices and sophisticated equipment to support a better system in the learning process.

## CONCLUSION

Google is a learning tool system that can be applied to help the teaching and learning process during distance learning. Indeed, Google Classroom proposed a brand-new way of transferring English material to students from which they felt joy and facilitated to learn English. However, the quality of internet connection, time allotment, lack of immediate feedback, lack of communication and interaction, Not effective for some materials especially speaking skill, Students' bad fairness of their assignment in the process. The applicability of Google Classroom in Pandemic era is helping to facilitate between the teacher and the students to continue the learning process. Lastly, the stakeholders of distance learning that is really needed by the existence of the application during distance learning.

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## Cultural Elements in English Learning: English Teachers' Perspectives

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### ABSTRACT

This study investigated Indonesian English teachers' perspectives on cultural elements in English learning. 12 English teachers who had various teaching experiences were engaged as the participants of this study. They were selected to be the participants using purposive sampling technique. The data revealed that Indonesian English teachers rested upon a modernist paradigm that was anchored in the native-speakerism ideology. Philosophically and practically, they had not yet integrated the aspects of multiculturalism and interculturalism that are intrinsically the integral parts of English teaching and learning. The present study recommends that English teaching and learning in Indonesia be conceptualized on the basis of intercultural language teaching and learning which sets a goal leading student to manage to communicate using English with all people in the world with their diverse cultures. Further studies are expected to develop an intercultural English learning model that aligns with the anthropological nature of Indonesian students.

**Keywords:** Culture; English; English learning in Indonesia

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## INTRODUCTION

The 21st century marked the vast technological development which has spread throughout the globe, including Indonesia. Consequently, the people of Indonesia are demanded to possess the ability to be fluent in English, therefore making it easier for them to communicate with other people from different cultural backgrounds (Hua, 2013; Rauschert & Byram, 2017). Using only internet access, communication between people with various cultural differences across the world can be accomplished (Byram and Wenger, 2018). The circumstances demand the researchers studying English as a foreign language to create a concept of more effective, precise learning process, thus allowing the learners to be able to master the competence of intercultural communication (Byram and Parmenter, 2012).

Aside from the rapid technological development, the circumstances surrounding the English learners in Indonesia also revealed that the competence of intercultural communication is needed. Indonesia is a multicultural state (Sukyadi, 2015). Even when



communicating in Indonesian, the people are surrounded by contexts of intercultural communication, even more in communicating in English (Morganna, Sumardi, and Tarjana, 2018, 2020). Multiculturality among Indonesian people needs the competence of intercultural communication. Thereby, in English learning context it is ideal if the learners are taught to master the competence of intercultural communication so that they will be able to fluently communicate in English with native speakers as well as other non-native English speakers. The learners are also expected to be able to understand and accept the cultural differences among their peers, in order to be capable of handling various cultural stereotypes that exist in international communication environment.

In the context of English language learning, the cultural paradigm changes shifts if it is examined from trends before the 21st century with continuing trends. Based on the perspective of the literature summarized by Kramsch (2013), culture is seen from a modernist and postmodernist point of view. The modernist paradigm categorizes culture from a humanistic and pragmatic point of view. In a humanistic point of view, culture is associated with art and literature, whereas in a pragmatic point of view, culture is associated with the lifestyle of native speakers (for example, Americans and Britons). So, before the 21st century, culture in English, literature and Western lifestyle.

Upon entering the 21st to this day, the postmodernist paradigm has become popular and covered cultural elements in English learning. The paradigm views culture as a discourse and identity (C. Kramsch, 2009). As a discourse, culture is defined as social semiotic that is constantly developed by two people while communicating. The culture is not associated with western's culture and lifestyle, but as a discourse that accommodates a communication process that is taking place at the moment. Furthermore, as an identity, culture is associated with identity held by every individual who communicates in English, in which although they understand and are aware of their interlocutor's culture when communicating with each other, they still uphold themselves and their culture. The postmodernist paradigm is very suitable to be maintained in English learning in Indonesia.

Based on the above review, technological developments, the multicultural conditions of the Indonesian population, and the cultural paradigm shift in learning English as a foreign language demanded that English teachers in Indonesia implement intercultural English learning. Learning like this can be applied ideally if English teachers already understand and hold wise perspectives related to cultural elements in learning English so that the learning path of English does not position students as actors who replicate western culture, but rather as international language speakers who uphold identity nation and be ready and able to communicate with all the world's population who come from different cultures. The teacher's perspective on the elements of culture in this case is very important. Thus, this study was conducted to investigate the perspectives of English language teachers in Indonesia regarding cultural elements in learning English.

## **LITERATURE REVIEW**

### **1. Definition of Culture**

Culture is a patterned behavior that describes the way of life of a community group (Chastain, 1988; Peck, 1998). Culture is also associated with a person's social behavior that is embedded and develops from the family environment to the wider community environment (Trivonovitch, 1980). Culture always develops in line with the development of interaction between one individual and another (Kramsch, 1993, 2009). Beyond the behavioral aspects, the element of culture is also very thick in the context of communication where culture includes interactive abilities and social knowledge that embody a communication process (McCarthy & Carter, 1994). The role of culture in communication is as strong as the role of language, so the use of language will never be separated from culture. If language has a pattern or often known as grammar, culture also has patterns such as social and political structures and the structure of one's social behavior (Holliday, 2013). Furthermore, a broader definition of culture is described by Liddicoat and Scarino (2013) that culture is a lifestyle, communication framework, and interaction framework within which there are several elements such as attitudes, values, beliefs, behavior, lifestyle, habits, history and social knowledge.

### **2. The relationship between culture and language**

In order to more easily understand the relationship between culture and language, it helps us examine the definition of language first. The most comprehensive definition of language explains that language is a social semiotic that functions as a mode to express, construct, and interpret meaning (Halliday, 1978, 2009; Liddicoat, Papademetre, Scarino, and Kohler, 2003; Liddicoat and Scarino, 2013). In communication, the process of expressing, constructing, and interpreting definite meaning runs under the umbrella of culture with all elements of culture such as perspectives, lifestyles, social knowledge, habits, and other cultural elements (Wardhaugh, 2006). The premise just now implicitly explains that culture influences the interaction process mediated by medium in the form of language (Assemi, Saleh, Asayeshh, and Janfaza, 2012; Elmes, 2013). Simply stated, culture is a communication framework.

### **3. Culture in English learning**

Culture has been inseparable aspect in English learning ever since the emergence of communicative language teaching method. However, culture in the concept of this communicative method is oriented to western lifestyles, so the culture taught to students is western culture and students are required to absorb totally the lifestyles of western people in interacting (Kramsch, 2013). The communication competencies that are embedded in this communicative English learning method are western communication competencies (Hymes, 1972). Unfortunately, Western communication competencies are not suitable for application in learning English especially for students who are speakers of English as a foreign language. Fully absorbing western culture will negatively impact a

student's native culture. For example, Indonesian students, they will sacrifice the culture perspective of the Indonesian people when communicating in English by adopting western competencies because they have to portray themselves like westerners communicate.

Byram, in his research and books published in 1986, 1997, and 2002 proposed that English learning in context of English as a second language and foreign language conducted by training students to practice intercultural communication. Thus, the practice of English communication synchronize communication between two people who have different cultures. According to Crozet and Liddicoat (1997, 1999); FitzGerald (1999); and Kramsch (1993), for the most minimal level, at least the culture taught is the culture that students have and the culture that is behind English itself. Next Allen (2004) recommends that students be taught communication strategies that help them in the process of mutually investigating the culture of interlocutors in communication practices. Combining various cultures in learning English is very beneficial because both teachers and students can gain mutual learning experience in dealing with cultural differences in communication.

#### **4. Ideal Time to Teach Culture in learning English**

Considering that culture has always been a communication framework, culture is ideally taught from the outset of students learning English. The old perspective asserts that culture should be taught if students already have linguistic competencies such as mastery of vocabulary, grammar, and pronunciation, but Liddicoat et al. (2003) precisely stressed that culture was ideally taught from the beginning because even small elements of the culture contained culture. Many premises are scientifically supportive for culture to be taught from the very beginning of students learning English. These premises have several strong reasons that communication using foreign languages will always be in a circle of interculturality (Kramsch, 1993). Each internal and external component of language represents culture so English learning must be followed by culture learning from the start (Liddicoat and Scarino, 2013). Based on the developed paradigm that the target of learning English as a foreign language is emphasizing mastery of intercultural competencies, then culture must be taught from the start (Byram et al. 2002, 2012, 2014, 2018). Various premises or theories above support that culture is taught early on to students of English as a foreign language.

#### **5. The way to teach culture in learning English**

The teaching of culture language in learning English must be in line with the function of the English language. English is the world's lingua franca language which is used by all the world's population who come from various different cultures (Fang, 2017; Kusumaningputri and Widodo, 2018; Mauranen, 2018). The ideal image of communication brought into the English class is a portrait of communication that takes place between people who have different cultural backgrounds (Dervin, Gajardo, and Lavanchy, 2011). This condition is called interculturality.

The essence of interculturality is then developed in a learning situation where students are not only bribed with a variety of knowledge related to cultural differences, but also trained to master intercultural communication competencies so that they can carry out a process of investigating cultural differences during the communication process. Thus, students will be trained to deal with perspective conflicts whose appearance cannot be avoided in terms of intercultural communication. Related to the competence of intercultural communication, Byram et al. (2002) recommend that students be taught five things, namely attitudes to face cultural differences, knowledge related to the culture of the interlocutor, the ability to compare, interpret, and relate cultural differences, the ability to investigate the culture of the interlocutor during communication, and critical awareness of the culture that students have. The role of the English teacher is automatically shifted from the old perspective that associates the teacher as a source of knowledge into a teacher as a facilitator where the teacher is a cultural learner who also facilitates intercultural learning and is also involved as an intercultural learner in the English class. In implementing classroom learning, Liddicoat and Scarino (2013) recommend that teachers apply five principles, namely active construction, making connections, interaction, reflection, and responsibility. Detailed explanation can be seen in the book Liddicoat and Scarino with the title intercultural language teaching and learning, published in 2013.

This research was conducted using qualitative methods in order to provide detailed data that illustrates the perspectives of English language teachers in Indonesia on the elements of culture in learning English. 20 teachers from different schools with sufficient teaching experience were involved as participants. Purposive techniques are used to select participants who meet the criteria and are willing to be involved in research. Some teachers teach English in public schools on the island of Java, and some teach in public schools on the island of Sumatra.

Data collection techniques using interviews conducted using WhatsApp video calls and open questionnaires as a strategy to verify the credibility of the data. Interview data and questionnaires were then analyzed using an interactive analysis model recommended by Miles, Huberman, and Saldana (2014). This model has four interrelated components, namely data collection, data compaction, data presentation, and drawing conclusions. As reviewed, data collection was carried out using interview techniques and the distribution of open questionnaires. Compaction of data is done by theming data obtained from interviews and questionnaires, and linking each data to achieve credibility and data consistency. Presentation of the data is done by presenting interview transcript footage selected in accordance with the theme to represent the other raw data. The interview transcript is then interpreted and discussed scientifically. The data and discussion are then concluded.

## **FINDING AND DISCUSSION**

Data obtained from interviews and open questionnaires indicate that the perspectives of all participants regarding the elements of culture in learning English are

based on the modernist paradigm. They view that ideally the cultural element that is integrated and taught is Western culture and the teaching of culture itself is not always the top priority because linguistic competence is a more important aspect. However, some participants agreed that western culture was taught from the beginning. The data presentation below illustrates the condition of the results of the interviews and open questionnaires which are then followed by researchers' interpretation and scientific discussion. To be effective, the presentation of interview data and open questionnaires was deliberately chosen to represent other similar data.

All participants gave a portrait that learning English should ideally be carried out using communicative language teaching methods that lead students to absorb fully Western communication competencies and Western culture. For example, based on interview data, participant 3 said:

When teaching, I expect my students to imitate American or British linguistic competencies. They must master the pronunciation like Westerners when speaking English (Participant 3).

Targeting students to master western competencies is a concept theorized by Hymes (1972). This concept is known as communicative competence. However, Byram et al. (2002) have criticized this concept because according to him there has never been scientific evidence that shows that western competencies can be totally mastered by speakers of English as a second language or as a foreign language. This concept is also incompatible with the fact that English speakers themselves are not only Americans, British or Australians, but the entire world population. They use English as an international language along with the social functions prevailing in their respective countries. The social function can be in the form of English as the first, second, and foreign language (Crystal, 2008; Kachru, 1990).

The concept of western communication competence is also embedded in the perspective of the English teacher in terms of learning evaluation. For example, based on open questionnaire data, participant 5 said:

When evaluating students' English abilities, I use several aspects of native speaker competencies which include linguistic, sociolinguistic competencies, discourse, and communication strategies. The competence of native speakers covering these four components is, in my opinion, the standard (Participant 5).

The above data statement clearly shows that the culture of native speakers is the main umbrella that covers English communication that students must master. Student's innate culture does not have the space to become a communication framework. Thus, if a student uses the mother tongue dialect in English, then the student is considered wrong. Meanwhile, dialect is a natural cultural element that is difficult to change. For Indonesians, with a very multicultural condition of the population, when speaking Indonesian, they use their own regional dialect, especially when they speak English (Morganna et al., 2020).

Furthermore, most participants agreed that Americans, British or Australians were the most ideal models in learning English. For example, based on interview data, participant 8 said:

Students must imitate style and even native dialects. For example, British, American, or maybe Australian. The type of model is an authentic model (Participant 8).

The alignment of one class of models, which are believed to be authentic, such as this will increasingly prove that the assumptions and perspectives that teachers hold are native-speakerism assumptions that fully absorb western culture. In his criticism, Byram et al. (2002) jokingly said that English teachers are not actually ambassadors of culture and ambassadors of foreign languages, but rather teachers who facilitate students to be able to communicate on an international level with anyone from different cultures.

The investigation continued on the issue of how the teaching of English was carried out in relation to the elements of culture. Some teachers point out that teaching culture is done when time conditions allow. For example, based on interview data, participant 12 said:

When teaching, I focus on teaching basic abilities, namely listening, speaking, and writing. If there is still time, then I continue to introduce the essence of the culture of native speakers related to the material (Participant 12).

The transcript above visualizes that culture is not the first priority and will be taught if there is a time gap that allows it. Furthermore, consistent with the modernist paradigm, the culture taught is western culture. There is no gap for the teaching of indigenous culture that students have. Several other participants also described that culture was taught from the beginning. This point is seen from one of the following sample questionnaire answers given by participant 11.

In my opinion, when I teach I have integrated culture. For example, when I teach the topic of buying and selling in English conversation, I will always introduce the names of objects that are bought and sold in the United States or in the United Kingdom, and introduce the currencies that applied there (Participant 11).

The questionnaire data above visualizes that culture was taught from the beginning, and the culture taught was western culture as identified from the names of objects that were sold and bought in America or in the United Kingdom and from the currencies that were introduced.

If it is examined more thoroughly, it is actually very unfortunate that all participants in this study uphold the modernist understanding. The modernist paradigm is a monocultural paradigm or in Indonesian it can be defined as a paradigm that upholds a culture in a system of interactions (Kramsch, 1993, 1995). Byram et al. (2002) call this paradigm as essentialist paradigm. This paradigm visualizes the form of communication between two people who are in the same culture community and come from the same culture community. For example, people who were born and come from the city of Solo who communicate with other Solo people, then the culture system that covers their communication is a modernist system.



However, if the communication context is clashed in using English communication the social function at the national level in Indonesia is as a foreign language (Lauder, 2008), and the social function at the international level is as the world lingua franca language (Fang, 2017; Jenkins, 2000, 2006; Kirkpatrick, 2018; Liu and Fang, 2017; Liu, 2019; Mauranen, 2018; Seidlhofer, 2001; and Sung, 2017a, 2017b), then the cultural status that covers the communication is no longer mono-cultural. A small example, when Indonesians communicate with Japanese people, the cultural framework that covers their communication is an encounter between Indonesian culture and Japanese culture. In more detail, a culture which includes perspective, manner of behavior, and way of thinking that represents Indonesians and Japanese will meet. Kramsch (2009) simplifies cultures encounter in this context of international communication as the third culture.

Considering the highly multicultural anthropological conditions of Indonesians (Hamied, 2012; Morganna et al., 2018, 2020; Sukyadi, 2015), the modernist paradigm is also not suitable for application. Thus, it can be synthesized that the status of English as a world lingua franca, the status of English as a foreign language, and the status of multicultural Indonesian students will not be suitable if English is taught with the modernist paradigm. Researchers recommend that English education in Indonesia start shifting old concepts to new concepts, namely teaching students to have intercultural communication competencies. With the aim of learning like this, the learning process will integrate various cultural differences among the international population including integrating the culture of the Indonesian population as a representation of national identity. Intercultural English learning can be applied with several learning principles as recommended by Liddicoat and Scarino (2013), namely active construction, making connection, interaction, reflection, and responsibility. It is time for English education in Indonesia to raise national identity and respect cultural differences. The essence of education like this can be felt when learning English has implemented intercultural learning.

## CONCLUSION

This study revealed information that all participants held a modernist perspective that views culture element based on the culture of native speakers, namely westerners. In teaching practice, some of them teach western culture when time conditions allow, and some teach it from the beginning of learning. The modernist paradigm held by the participants is based on the opposite of the status of English as the world's lingua franca language and as a foreign language in the Indonesian context. The modernist paradigm also contradicts with the anthropological conditions of Indonesia, which population is multicultural. This study recommends that English education in Indonesia be carried out based on the principles of intercultural language learning so that students will be able to develop awareness of cultural differences and be able to communicate using English with all the world's population who are actually derived from different cultures.

This research is only limited by issues related to cultural elements in learning English. Future studies are expected to try to develop intercultural English learning models that are appropriate to the anthropological context of Indonesian students.

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## **Video-Based Learning (VBL): An Implementation on Advanced Learners of English Class**

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### **ABSTRACT**

As commonly known, the use of video in English Foreign Language (EFL) classrooms can facilitate the students to get more interested in learning and also enhance their communicative competences. This study aims to find out the effect of using video as teaching media in English class towards students' achievement and obstacles in using it. It is designed in experimental study. The result of pre-test and post-test did not show significant differences although students' scores increased. However, the result of observation showed students' improvement in attitudes. They are motivated in learning through videos. They show positive attitudes although they undergo some obstacles in accessing the video outside the classroom namely internet-related problem such as sudden disconnected internet, running out internet data, as well as scheduled time for using handphone at school day. Besides, discussing the lesson from video in group chat of whatsapp is ineffective since they cannot follow the flow the information, since too many chats sent at the same time into group. However, the implementation of using video in this study can be implemented, since the learning activities were very enjoyable by using some techniques presented in this study.

**Keywords:** VBL; Implementation; Achievement; Obstacles

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## **INTRODUCTION**

The widespread of English learning videos nowadays reveal that technology has been integrated in English language realm. The use of video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively. Harmer (2006) states that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning.

The use of video in teaching and learning process is widely known as Video-Based Learning (VBL). VBL is now recognized as Technology-Enhance Learning (TEL) as a



powerful learning resource in online teaching activities. VBL has unique features that make it an effective learning method that can enhance and partly replace traditional classroom-based and teacher-led learning approaches. VBL can change the way we learn as well as how we teach. Videos can help students by visualizing how something works and show information and details difficult to explain by text or static photos. In addition, videos can attract students' attention, thus motivating them and engaging them to increase their collaboration. Using videos thus can lead to better learning outcomes. Moreover, video can support different learning styles, specifically students who are 'visual learners' (Yousef, et. Al., 2014).

A number of studies in teaching through VBL has been conducted. The results show that teaching by VBL has positive effect towards students' achievement. As stated by McConville and Lane (2006) that The selection of appropriate video clips and methodology for their display within the teaching materials represents an important issue for curriculum design, leading to positive learning outcomes. Furthermore, Using appropriate teaching media and methods to organize and present only relevant information may also increase the efficiency of the self-learning process (Ruiji, 2012). Moreover, it is found that when video is used in teaching, it enhances learners' positive attitude towards the course. Also, it affects their performances positively (J. A. Akerele, et al, 2012).

Besides, video can also become one of starting point of discussion. This phenomenon also happens in medical practice of nursing students by Harrison (2003) that Videotape recorders can be used in a number of different ways to enhance teaching and learning in both large groups and small groups. It is also being observed that using video presentations explains and demonstrates ideas and concept regarding our topics easier, hence beneficial on our part. Furthermore, Greenberg (2012) states that Video itself is a tool for learning that obtains extensive benefits when it is properly applied. It is also a medium for collaboration and a language unto itself that is of universal appeal.

Learning through video is also expected to be effective in boosting students' attitude in learning. Some studies will be presented such as from Hsin and Cigas (2013) used short videos to enhance student satisfaction and motivation for an online introductory course in computer science/mathematics. They achieved a significantly higher percentage of involved students and their average grades increased. Another method to engage and to motivate students is showing entertainment videos (Steffes & Duverger, 2012). As Steffes and Duverger reported, showing supplementary videos within an entertainment context at the beginning of the class can be used to increase the positive mood of the students. Both previous studies, Bravo et al. (2011) and Steffes and Duverger (2012), emphasize the importance of the proper design of supplementary video content and the methodology of displaying video to students.

On the other hand, some studies indicated that there were no statistically significant differences between teaching with video and other methods, and that both are equivalent (Donkor, 2010; Comeaux, 2005; Lindgren, 2007). Moreover, Chuang and Rosenbusch (2005) pointed out that using only video technology without pedagogy approach doesn't make sense. The authors stressed that video technology should go side by side with pedagogy and provided a constructivist framework to engage learners to learn with videos. Therefore, researcher is of the opinion that video-based learning shows effectiveness in the parts of attracting students' attention. Both video-based learning and Face-to-face learning can be implemented together in a learning process to support each other. A 2009 metastudy about e-learning tentatively concluded that the use of both e-learning and contact education, which is known as blended learning, produces better results than lessons given without technology (Barbara, et.al., 2009). It shows that both this teaching method will result more effective teaching outcomes both students achievement and attitudes.

In this advanced technology era, however, the teachers have to face some challenges in utilizing the video in the classrooms. One of the challenge is the teachers have to develop themselves as creator, producing video to fulfill their students' needs in learning activities. Through intensive use of videos, the students will demand something that more interesting than the one that just created by someone else. The teachers have to be able to facilitate the students' needs and create effective videos that can support the students' learning activities successfully. If the teachers just deploy some videos that they gathered from internet or bought in stores, the videos are probably not fresh from the oven anymore for the students. They might have watched the video, so it could not be really effective for the students. The teachers are needed to develop their creativity in creating more applicable videos for the students.

According to Wang (2015), there are three goals of teaching English with video materials: The first is to facilitate the development of EFL learners' language skill. It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence. The second is to cultivate students' competence of intercultural communication. When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. In this case, the video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. Therefore, the students can get a lot of benefits from the video.

Then, Harmer (2006) states that deploying video in English language learning provides special points to the students namely seeing language in use, cross-cultural awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

According to Abukhattala (2015), integrating technology in the classroom will successfully depend on the teachers' roles; their beliefs and practices influence how they deploy the technology in the classrooms. It means that the teachers have to be able to anticipate some problems that may appear in running a course, especially in using video. English language teachers also have to be able to choose appropriate video content that refers to the instructional goal, (Bell & Bull, 2010). The teachers have to prepare and carefully choose the video based on the students' needs. It appears as one of the teachers' challenges in advance technology era nowadays because there are many video formats and information that can be found easily in internet. Berk (2009) mentions that there are numerous of video types that can be employed in the classrooms. In other word, the video content that will be presented in the class should match on the teaching and learning objectives. Those criteria need the teachers' extra efforts to filter suitable video for the students.

Wang (2015) added that inefficiency of using video materials in EFL classrooms can still be found, such as monotonous classroom activities and teaching methods. This condition shows the students' activities and teachers' ways in teaching by deploying video also influential factor that can affect the effectiveness of employing the video in the classrooms. In many realms of English language teaching, the teachers just present it in very common activities that can influence the students' interests and achievements. Then, it cannot facilitate the students effectively during the teaching and learning activities in the classrooms.

Based on the information above, the use of video in the EFL classrooms provide benefits for the students in teaching and learning activities. However, it sometimes does not work effectively in the classroom due to some challenges that cannot be figured out well by the teachers as facilitator in the classrooms, such as limited knowledge about

techniques of using video in the classrooms. Therefore, the following information reviews some techniques of using video in EFL classrooms.

Harmer (2006) states that there are some techniques which can be used in video based lesson. The first is Viewing Techniques. One of the main objectives of viewing techniques is to awake the students' curiosity about what they are going to learn by doing prediction. These techniques can be implemented in several ways namely, *Fast Forward*, *Silent Viewing*, *Freeze Framing*, *Partial Viewing*. The second is Listening (and mixed) Techniques which includes Pictureless listening and Picture of Speech.

Çakir (2006) also mentioned some other ways for using video in a classroom; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. Actually, some of the ways have similarity with the previous ways stated by Harmer (2006). However, there are several additional ways added, such as repetition and role play, reproduction activity, dubbing activity and follow up activity.

Furthermore, Mohammed (2013) found another effective ways of using video. He implemented the use of subtitled video to teach grammar had successfully developed students' grammatical accuracy. Enhancing the past perfect form in video subtitles drew the students' attention to learn it better from text and pictures rather than text only. Generally, more positive respond addressed by the students about the use of video grammar instruction. Gromik (2015) also pinpoints that teachers can use Smartphone Video Camera as a tool to create Digital Stories for English Learning Purposes. The results of his study indicated that the students were able to produce digital stories to express their idea about some selected themes in the target language. Then, Smeda, et.all (2014) also mentioned about the effectiveness of digital story telling in the classrooms. In other words, Smartphone-based video story telling is a very good task for language learners to get knowledge and experience in learning the target language.

## METHOD

This study is designed in experimental study in which the data of students' achievement is collected through pre-test and post-test in form of fifty numbers of multiple choices questions.

### Subject of the Study

The sample of this study is 30 students chosen randomly from students of Junior high school 2 Parepare.

### Data Collection

Interview and observation were implemented to collect the data of students' opinion after studying by video as the supportive data to this study. The procedure of

collecting data is firstly, teacher gave a pretest about passive voice through exambro application which they took through android-based test. Then, treatment by using video was given for four meetings in two weeks. During the treatment, teacher observed students' attitudes and obstacles in learning through video. After that, at the end of the meeting, post test was conducted first before interview.

### Data Analysis

The data from test was analyzed statistically, while the data from interview and observation was analyzed qualitatively through reduction, display and conclusion/verification.

## FINDINGS

To answer the first research question namely 'is the implementation of VBL able to improve students' achievement', pre test and post test were conducted before and after the treatment. The findings showed that students' scores increase.

Meanwhile, in answering the second research question namely 'what are students' obstacles in studying through video' the researcher applied interview. Some obstacles are found including internet-related problems, scheduled time as well as, ineffective group chat in whatsapp platforms.

### The Effect of Video-Based Learning Towards Students' Achievement

Studying English through video does not showed significant differences in students' achievement. The mean score of pre test and post test revealed that Video-Based Learning is able to improve students' achievement insignificantly. It can be seen in table 1 as follows

**Table 1. the Result of Pre Test and Post Test**

Test	Mean Score
Pre Test	71,7
Post Test	73,5

### Obstacles Students' Undergo in Video-Based Learning

During the treatment of learning through video, researcher conducted interview by choosing 10 students randomly to find out obstacles they undergo in accessing the video. The result can be seen in the table 2 as follows.

**Table 2. the Obstacles of Accessing the Video**

Obstacles	Number of Students Undergo
Sudden disconnected Internet	8
Run out of internet data	6
Scheduled time for playing HP	5
Discussing in Group Chat	8

Here are some of the results of an interview between some students:

Researcher: *Do you feel comfortable studying with video?*

Student 3: *yes mam. But sometimes I feel upset when I want to watch video but suddenly my Wifi at home has bad connection.*

Student 2: *I feel comfortable if I am at my grandmother's house mam because there is wifi. If I am at home I use my Internet data, sometimes I am watching video then suddenly stop because I forgot to buy Internet data. I feel upset.*

Researcher: *what is your obstacle in studying through video?*

Student 5: *I only watch video on Sunday mam because my mom forbide me to watch youtube everyday.*

Researcher: *are you active in discussing the lesson from video in whatsapp group?*

Student 1: *I only read my friends comment mam, i feel dizzy to connect information in group*

Student 7: *can we change the platform mam?*

Student 8: *I don't like discuss in whatsapp group, sometimes my friend only share personal problem not about lesson.*

## DISCUSSION

The result of pre-test and post-test did not show significant differences although students' scores increased. However, the result of observation showed students' improvement in attitudes. They are motivated in learning through videos. In the implementation of Video-Based Learning, teacher divided learning into three phases namely pre-activities, main activities and post activities. The duration of every meeting is 90 minutes.

In the pre-activities, before playing a video, teacher usually delivered some questions to activate students' background knowledge in order to help them in understanding what information that they are going to learn. However, the teacher sometimes has to face difficulties to encourage the students to respond to his/her questions because the students prefer to be quiet in the class or having no idea about the teacher's question. Therefore, questioning technique or asking some questions before playing the video was only implemented at the first and second meeting. At the third and fourth meeting, the students were guided to respond the questions. So, in this part, silent viewing/ prediction/ partial viewing were implemented as pre activities in which teacher invited the students to actively participate in teaching and learning activities. It is line with Harmer's statement (2007), silent viewing/prediction/partial viewing can encourage the



students to predict what information that they will learn. The students' interest to involve in the lesson can be easily activated when they can observe something.

In the main activities, teachers invited students to be the active viewers. Firstly, teachers chose video contained passive voice discussion for three meetings and one meeting teachers used her own video. In choosing the video, teacher selected short videos with 7 to 10 minutes length. In the first meeting, teacher showed a video without showing its picture. For the second meeting, teacher provided chance to students to watch the whole video and asked them to share what they have watched in oral practice. At the third meeting, teacher played the video by cutting some parts of the video. And finally at the last meeting, while playing the video, teacher paused the video several times and asked students to fill in the missing information after watching certain part of video. These activities are adopted from Cakir (2006) and Hamer (2007).

In the post activities, for the first and second meeting, teacher provided an opportunity for the students to discuss about what they have watched. In this activity, students will have chance to develop sharing and co-operative skills. For the third and fourth meeting, teacher encouraged students to practice what they have learned from the video. This activity was expected to give students chance for speaking activity.

So far, the result of interview find obstacles students undergo only in accessing video outside the classroom since they often meet internet-related problems such as a sudden disconnected internet and running out of internet data. Besides, some students are given schedule for playing hand-phone only once a week, and it makes them cannot access the video. However, according to them, video-based learning can help them review the material at home when they are not with teacher while they need teachers' explanation about a problem.

Another obstacle is when they want to discuss with their friends when they are not in the classroom. Asking their friends through chat room is also an obstacle since they prefer to discuss face-to-face with their friends. Discussing in chat room in this case the whatsapp group makes them cannot follow the flow of the group member in sending their chat. Therefore, the discussion will be ineffective.

## CONCLUSION

The implementation of using video in teaching process is not something new. However, positive respond is still addressed by students. The finding in this study shows the increasing of students' scores from the result of pre-test and post-test. However, it was not significant. The findings through observation and interview shows that students are more motivated in learning through video. They shows positive attitudes although they undergo some obstacles in accessing the video outside the classroom namely internet-

related problem such as sudden disconnected internet, running out internet data, as well as scheduled time for using handphone at school day. besides, in discussing the lesson from video in group chatroom of whatsapp is ineffective since they cannot follow the flow of too many chats sent at the same time into group. However, the implementation of using video in this study can be implemented since, the learning activities were very enjoyable by using some techniques presented in this study.

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