

Teaching English through Online Learning System during Covid-19 Pandemic

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Abstract: In the global Covid-19 pandemic, the Ministry of Education in Indonesia also issued a policy of closing schools and replacing the teaching and learning process by using an online learning system. This study aimed at investigating the online learning system in teaching English, which included the institution's support related to the online learning system and the lecturers' opinion in using the online learning system. This research method used descriptive qualitative. The subjects of this research were 81 English lecturers of some colleges or universities in Indonesia. The result showed that the institution's support in the online learning system could be described in three categories: (1) there were 66 respondents or 83.5 % said yes, (2) there were 8 respondents or 10.1 % said no, and (3) there were 5 respondents or 6.5 % answer with other responses. Meanwhile, the English lecturers' opinion toward implementing an online learning system showed two responses between positive and negative responses. The 77 respondents or 97.5 %, said yes, then 2 respondents or 2.5 % said no to using the online learning system. In the teaching-learning process, the English lectures mostly used one online learning system, and some lectures used two or more online learning system. The 31 respondents or 40.3 % used Google Classroom, 6 respondents or 7.8 % used Zoom, 5 respondents or 6.5 % used Schoology, 5 respondents or 6.5 % used Edmodo, 4 respondents or 5.3 % used Moodle, as 2 respondents or 2.6 % used Google Meet, 2 respondents or 2.6 % used WhatsApp group. The other responses showed that they used self-platform, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot. These results suggest that the online learning system has the potential to help the lecturers and students in the teaching and learning process.

Keywords: *Covid-19 Pandemic, online learning system, online teaching, teaching English.*

INTRODUCTION

Recently, the spread of the novel coronavirus (Covid-19) pandemic is the world's most significant threat to global health security (Maggioncalda, 2020). As it spreads,

coronavirus is viewed as one of the most significant disruptions of human history recently (Crabtree, 2020). The effect of the Covid-19 pandemic is now starting to spread to the educational world (Abidah et al., 2020). This

statement is also supported by Zubaşcu (2020), he states that according to UNESCO, the Covid-19 pandemic has arisen, 1.37 billion students from 138 countries around the world which impact schools and universities. The classroom is not home to nearly 60.2 million school teachers and university lecturers.

Therefore, there are many colleges or universities worldwide that are quick to move into the online class (Tomkins, 2020). In Indonesia itself, the traditional class is still seen as "real" education. People still view online classes as one-sided and do not think online classes can help in children's education. Although, nowadays there have been many start-ups engaged in education, especially online teaching.

Based on Wikipedia (2020), "The coronavirus was confirmed to have spread to Indonesia in March 2020. As of April 2020, this pandemic has spread to all provinces in Indonesia, except East Nusa Tenggara and Gorontalo province. All provinces had reported suspected cases. As the coronavirus spread continues in many areas, Mr. Joko Widodo as the Indonesian president putting affected areas into lockdowns and closing down the institution and certain places. Based on (Wikipedia, 2020c), lockdown is an emergency instruction that prevents people from leaving a certain area. The restrictions in any field, such as the education fields, are instructed by the Indonesian government agencies in daily routines. During the lockout time of Covid-19, the entire educational system from elementary to tertiary level collapsed (Mishra et al., 2020).

Therefore, the Indonesian government orders all institutions of education to close for at least two weeks s face-to-face classrooms and provide opportunities for reducing or omitting the weaknesses in traditional teaching (Shirley et al., 2006). Lyons (2008, p. 2) states that some students perhaps to work and study alone in their place that attends a traditional face-to-face classroom. The implementation of online

learning was carried out to reach out to students from different regions in Indonesia (Alchamdani et al., 2020). Perhaps, in the most online class, the students have the responsibilities, such as they do not have the time to sit in a classroom at a particular time (Hoffman, 2010). There are many advantages to teaching English online. It can be sustainable, saving on transport, travel costs and it reduces the printed materials. It also allows flexibility in teaching students/learners when the teachers away from school and the classroom (Pope, 2020).

Teaching online system is related to the use of technologies in constructing the system's infrastructure with adequate performances (Lee, 2009). According to Coombs (2010), the growth of online teaching also the effect of the recent development in information technology. As technology has changed and grown, the students/learners can be educated at a distance, or we can say online teaching (Scheg, 2014, p. 25). Technology brings information in our lives to us about the world (Lehman & Conceição, 2010). In teaching online, technology is essential. It is not only as a background but also as a context for instruction in teaching because it can be the place where the teaching and learning process occurs (Major, 2015, pp. 9–10). In teaching online, classes need technology and the internet as an enhancement of what is happened in the face-to-face classroom.

Cooperman (2017, p. 8) states that it is important to online teachers to know about technology or the ability of technical background to use new technology which can be delivered in teaching online both effectively and efficiently. Each skill in using technology which the teachers have learned, surely related to the improvement of their teaching, both online or face-to-face classrooms (Morris, 2002, p. 38). Technology is an important thing in the processes of English language learning and teaching (Williams, 2016). The students/learners can certainly learn English by using technology, where there are many

different types of technology, both new and old, which support English language teaching.

There are several roles in technology, such as a carrier of content, practical tool, communication devices, and learning management devices (England, 2012). He also adds that as a communication device, the internet enables the students/learners to learn/study many things in the world in connecting and communicating with their teachers or other students (England, 2012). Therefore, the internet becomes commeced to get information and become a paradigm in the teaching and learning process as interactive tools (Forsyth, 2001, p. 1). With the advent of the internet, followed by the introduction of information technology to Indonesia in the late 70s and early 80s, e-learning began in Indonesia in the mid-nineties (Sulistyo, 2007).

The internet has facilitated E-learning. Typically, online e-learning or electronic learning, training, learning, or education through a computer or some other digital device, such as smartphones, tablets, and even cell phones, are linked to the Internet (Lawless, 2018). We also can see that online education refers to E-learning (Electronic Learning). It is usually formed distance education, which does not involve the traditional classroom setting where the teacher and the students are trained at the same time and location. E-learning systems are easy to implement in many fields of education, such as private lessons and classes, tutoring at colleges, online English teaching, lifelong learning, etc. Most fields of education, such as private lessons and classes, university tutoring, online English instruction, lifelong learning, etc., will easily follow e-learning platforms (Svilarova, 2018).

E-learning is the answer to improving education and providing greater access to information opportunities in many countries with a large population, limited resources, and remote geographical areas, such as Indonesia (Kuntoro & Al-Hawamdeh, 2003).

One of the delivery techniques in learning is e-learning (Priyanto, 2009). E-learning systems and applications are also commonly known as Learning Management Systems (LMS). LMS is a software system or software that virtualizes conventional teaching and learning processes. There are many examples of E-learning or online system learning form based on LMS, and they are Google Classroom, Moodle, Edmodo, Schoology, Ed Link, or video conference online such as Zoom, Skype, Google Hangouts Meet, and Self Platform, etc. An English teacher must be able to teach English and be able to optimize the teaching-learning process (Fitria, 2019a).

Based on the explanation above, the research investigates online systems teaching English entitled *Teaching English through Online Learning System to University Students in Indonesia*. The purposes of this study are also to know the English lecturers' opinion in using online learning system, to find the types and the most dominant online learning system used by English lecturers, and to know the type of task or quiz in online learning system used by English lecturers in Indonesian colleges/universities.

METHOD

This research method is descriptive qualitative research. According to (Merriam & Grenier, 2019, p. 6), "qualitative research is designed to understand the phenomenon from the participants' perspectives". The product of qualitative research is descriptive rather than numbers, words, or pictures are used in conveying what the researcher chose about the topic of the research. It is emphasized in descriptive data produced by using a qualitative approach (Fitria, 2019b). The research subject is an individual that participates in research.

The subjects of this research are English lecturers. In collecting the subject of this research, the research uses a questionnaire that

has been shared in several groups of English lecturers from social media such as Whatsapp, Telegram, and Facebook. In the questionnaire, the respondents must fill the question, for example, a complete name with their degree and their institution/universities. Finally, from the result of the questionnaire, the researcher gets 81 responses which have fulfilled by English lecturers in different colleges or universities in Indonesia from several provinces in Indonesia, such as Central Java, East Java, West Java, Yogyakarta, West Sumatera, North Sumatera, South Sumatera, East Sumatera, Riau, Central Sulawesi, South Sulawesi, South Kalimantan, West Kalimantan, East Kalimantan, Gorontalo, Lampung, North Maluku, West Nusa Tenggara, East Nusa Tenggara, East Nusa Tenggara, and Jambi.

According to Brace (2008, p. 7), the questionnaire is to gather the information necessary to enable the respondents to respond to the purpose of the survey. The questionnaire here is not only to collect data but also to analyze the accurate way. In this research, the research uses both closed-ended and open-ended questions.

Babbie (2007, p. 272), the respondents are asked to select an option/answer from some of the lists provided by the researcher in the closing questions. While, in an open-ended question, the respondents are asked to provide their answers to the question. The researcher here uses Google Form to create the questionnaire or survey to the respondents. Google Forms a quick way to create an online survey where the answers are collected in an online spreadsheet (Wolber, 2012). They are invited to answer questions from nearly any web browser, both mobile and web browsers, via Email in a single row of a table, and with each question which is indicated in a column, the researcher may view each answer from the respondents.

Techniques of analyzing data in this research are making the questions for the

questionnaires in Google form, sharing the link the questionnaires of Google form to the English lecturers in different colleges or universities, analyzing the questionnaire in each question, describing the result of the questionnaire, and making a conclusion in this research.

RESULT AND DISCUSSION

The purposes of this study are to know the English lecturers' opinion in using online learning system, to find the kind and the most dominant kind of online learning system used, and to know the type of task or quiz in online learning system used by English lecturers in Indonesian colleges/universities.

Before, supporting online learning system, first, the researcher gives an open-ended question about "Does your institution/university support Online Learning System?". The description as stated below:

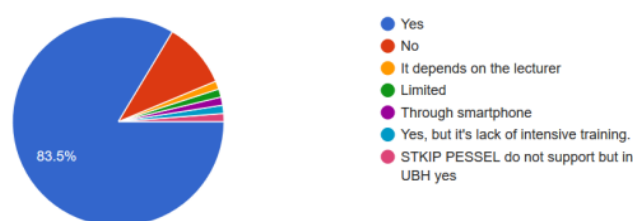


Figure 1. The support of the Institution in Online Learning System

From 81 respondents, there are 79 responses, or 2 respondents do not answer the questionnaire. 66 respondents or 83.5 % said yes, 8 respondents or 10.1 % said no, 1 respondent or 1.13 % said that the online learning system depends on the lecturer, 1 respondent or 1.13 % said that the support is limited, 1 respondent or 1.13 % said yes, but it is lack of training, 1 respondent or 1.13 % said that campus A does not support, but campus B supports.

In the next question about the English lectures' opinions, the researcher gives open-ended questions. The second question is "What

is your opinion about teaching English using Online Learning System?. From the 75 respondents, there are 74 responses, or 1 respondent does not answer in the questionnaire. From their opinions, there is a positive and negative side of the online learning system. This is one of the teaching approaches which has limitations and strengths. Here, the description of the opinions' English lecturer.

"Well, for teaching English, I usually use face to face methods 60-70 percent and online learning methods 30-40 percent. In my opinion, the online learning system is just for a teaching supplement for millennial students. But, it shifts to be 100% online due to the up increasing coronavirus in Jakarta. So, I have to adapt quickly." (English lecturer A)

"Instead of an obligation amides, the COVID 19, online learning system is a must to be carried out to facilitate students learning. The era of digital tech is coming and goes inevitable. However, using an online learning system doesn't mean using every single learning online. A digital tool as a product of technology is only a tool. F2F (face to face) meetings cannot be left behind. In learning, human interaction is much more meaningful than the tool itself. On the positive side, most of them said that the online learning system is good" (English lecturer B)

Teaching English online can save more time, safe from a contagious virus such as Corona and efficient because we do not have to meet the students directly but we can share more materials to be learned by the students stimulate everyone to use gadgets for the more useful thing (English lecturer B)

Moreover, the process of learning is more effective and efficient. It is one of the teaching media which relates to 4.0, and as the lecturers, we should follow the regularity of this era. It is good. We can't avoid the future; we should embrace it. Sooner or later, online learning will be the primary choice (English lecturer C)

The good news for me as a mom and a teacher, I can do it at my home while

babysitting my kids, although it is exhausting to do multitask. Positively, we can teach English everywhere we want (English lecturer D)

Teaching English using the Online Learning System is very helpful in the corona situation. It's good to enhance lecturers' and students' mastery of technology in education. It is good since teaching English is mostly about improving language skills, the teacher/lecturer only needs to encourage and facilitate the students to do some activities, but unfortunately, it is more tiring to give feedback via online (English lecturer E)

Besides, the researcher describes the other opinions of English lecturer, 1) Online learning system is an excellent system to help the learners learn English. 2) Online learning system is an exciting program. 3) Online learning system is fascinating, and students' motivation is increasing. 4) Online learning system is helpful, especially when an online learning system is impossible for the class to be held in a face-to-face meeting. 5) Online learning system is right for students and lecturers. 6) Online learning system guides us as the lecturers to handle subjects efficiently and effectively from a distance. 7) Based on its application of online learning, students are more motivated to ask a lot of questions than when learning in the classroom. 8) Online learning system will be beneficial in this condition. 9) Online learning system is useful to help the students understand the materials more effectively. 10) Online learning system is good, simple, and cheap. 11) Online learning system would be an interesting English teaching medium for the student and will engage them to learn English more. 12) Online learning system is beneficial for distance learning in this condition. It helps me to give materials during pandemics. 13) Online learning system is very easy to learning and enjoys learning. It is an excellent way of teaching. 14) Online learning system is beneficial to be able to continue

teaching even without face to face. It becomes practical and interactive. 15) Online learning system is good and should be implemented in all higher education. It should be empowered in line with the increasingly digital era. 16) Online learning system is flexible, enjoyable, and practical. 17) Online learning is essential. It has good communication to teaching and learning about the situation now. It can be done simply and make it easy without we are going out. It is a great idea to facilitate learning beyond the classroom. It is applicable and enjoyable. 18) It helps lecturers in the teaching and learning process. It's useful, fun, and challenging moreover, this is a sudden action. It can be used as an alternative. Its system is exciting and adding a lot of knowledge and information. 19) Online learning system is useful for the reason of giving materials, assignments, or tests. It is exciting, flexible, and useful. 20) Online learning system is a good system of learning where the classroom became a virtual classroom no needs more facilities than the physical one. The time for the meeting can be bargained, and meetings will not be so difficult and effective. 21) Online learning system is very efficient since no need fee for transportation. The task for the students is also significant because they prefer to have the technology to help them to learn as motivation. 22) Teaching English using E-learning or online makes me more creative and innovative. It also supports our materials more detailed and understandable. It is good as long as it provides internet connections, and the learning outcome is clear, so it will ease the teachers' job.

On the negative side, 1) some students lack support in their smartphone or laptop or internet charge. 2) there are a lot of obstacles using e-learning because of the limited quota, signal, and time. However, it is not entirely supporting the process of learning since indirect interaction limits the communication between the lecturer and students in understanding the course. 3) The learning is sometimes also not

effective due to limited access in some cases. Teaching English using the Online Learning System is complicated and ineffective. 4) The internet connection and gadget availability would be a big issue. It is sometimes useful, but sometimes it is not. It should be accommodated. 5) Online learning system depends on the subject taught to the students. 6) Not all subjects can be taught online. It needs an extra process because lectures should be prepare everything. For example, the lectures should prepare material and internet access. 7) There is a limitation in especially giving/presenting material/ lessons. 8) online teaching maybe remains another problem. For teachers/lecturers who are teaching at the front of a classroom or face-to-face, then move into the virtual classroom (online class) maybe presents new and exciting challenges (Carter, 2019).

In the second question, the researcher gives closed-ended questions. The second question is: Do you use the Online Learning System in teaching English now in your institution?. The description, as stated below:

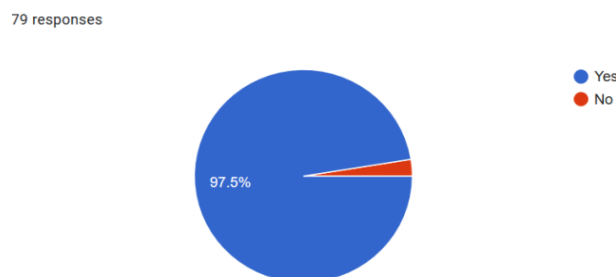


Figure 2. The Use of Online Learning System in teaching English

Figure 1 above shows that from 81 respondents, there are 76 responses, or 2 respondents do not answer in the questionnaire. As 77 respondents or 97.5 said yes. It shows that they use the Online Learning System in teaching English at their institution, while 2 respondents or 2.5 % said no. It shows that they do not use the online learning system in teaching English at their institution.

In the third question is, the researcher gives open-ended questions. Here, the

researcher wants to know more about E-learning System used by English lecturer in teaching. The third question is: What kind of your Online

Learning System in teaching English?. The description as stated below:

77 responses

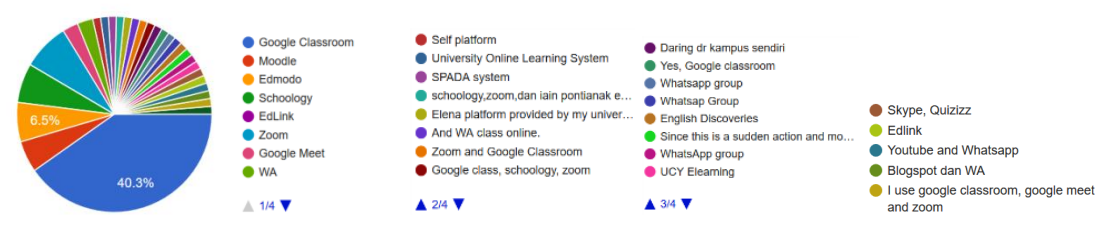


Figure 3. Kind of Online Learning System in Teaching English

From figure 3 above shows that from 81 respondents, there are 77 responses, or 4 respondents do not answer in the questionnaire. As 31 respondents or 40.3 % use Google Classroom, as 6 respondents or 7.8 % use Zoom, as 5 respondents or 6.5 % use Schoology, as 5 respondents or 6.5 % use Edmodo, as 4 respondents or 5.3 % use Moodle, as 2 respondents or 2.6 % use Google Hangout Meet, as 2 respondents or 2.6 % use WhatsApp group, as 1 respondent or 1.3 % use self-platform, as 1 respondent or 1.3 % use University online learning system, as 1 respondent or 1.3 % use SPADA System, as 1 respondent or 1.3 % use both Schoology and Zoom, as 1 respondent or 1.3% use Elena Platform, as 1 respondent or 1.3 % use WhatsApp group, as 1 respondent or 1.3 % use both Google Classroom and Zoom, as 1 respondent or 1.3 % use Google Classroom, Schoology and Zoom, as 1 respondent or 1.3 % use Self-platform, as 1 respondent or 1.3 % use Google Classroom, as 1 respondent or 1.3 % use WhatsApp group and Email, as 1 respondent or 1.3 % use English Discoveries, as 1 respondent or 1.3 % use UCY Learning, Skype and Quizizz, as 1 respondent or 1.3 % use EdLink, as 1 respondent or 1.3 % use YouTube and WhatsApp group, as 1 respondent or 1.3 % use BlogSpot and WhatsApp group, as 1 respondent or 1.3 % use Google Classroom, Google Meet and Zoom, as 1 respondent or 1.4 % uses

Edmodo and Google Classroom. The description above also shows that the respondents (English lecturers) do not only use one online learning system, but also there are some lecturers use two or more online learning system. From the description above shows that the most dominant online learning system are as follows:

First, is Google Classroom online learning system. From 77 respondents (English lecturers) as 31 respondents or 40.3 % use Google Classroom. Google Classroom is a Learning Management System (LMS) offered by Google to the teachers which provide the place to communicate with the students/learners, give materials, questions, and assignments (Zhang, 2016). Even Google Classroom is used to organize and manage the paperless assignment for collaboration between teachers and their students (Scholl, 2019).

Second, is the Zoom online learning system. From 77 respondents (English lecturers), 6 respondents or 7.8 % use Zoom. Zoom is a cloud-based video conference application that can be used for online video conferencing, audio conferences, webinars, recording meetings, and live chat (Bernazzani, 2020).

Third, is Schoology and Edmodo. From 77 respondents (English lecturers), 5 respondents or 6.5 % use Schoology. Schoology is a social networking service and a virtual

learning environment for higher education schools and institutions that enables users to build, manage, and share academic content (Wikipedia, 2020a). Edmodo is a Learning Management System (LMS) as an educational network to provide teachers with tools to help them interact with and communicate with their students and parents. The teachers can share their students' content, texts, videos, homework, and assignments (Zakime, 2018).

Fourth, are Moodle. From 75 respondents (English lecturers), 4 respondents or 5.3 % use Moodle. Moodle is a Learning Management System (LMS) which the K-12 schools, higher education (colleges and universities), and individuals instructors use to ass web technology in their course/class (Singh, 2014).

Fifth, are Google Meet and WhatsApp group. From 77 respondents (English lecturers), 2 respondents or 2.8 % use Google Meet, and as 2 respondents or 2.6 % use the WhatsApp group. Google Hangouts Meet is Google's paid video conference software which Google Suite provides. It is which is similar to the video chat service (Zapier, 2018). Social networking is a computer-based technology that allows for the exchange of ideas, ideas, and knowledge across virtual networks and communities (Dollarhide, 2019). Examples of social media are Whatsapp, Telegram, Youtube, Twitter, etc.

In the fourth question is, the researcher gives open-ended questions. The question is: Do you give a task or quiz for your students in the Online Learning System?. The description as stated below: From the analysis states that from 81 respondents, there are 75 responses, or 3 respondents do not answer in the questionnaire. Almost all of the respondents (English lecturers) said yes. It shows that they give tasks and quiz to their students. The form of tasks are individual and group task, such as 1) Answering the questions, 2) making a story, 3) Multiple choice, 4) essay, 5) essay with audio, 6) make a video recording, 7) paraphrasing the

international journal 8) analyze a reading text, 9) writing a text, 10) analyzing text, 11) Making paper, 12) Making Powerpoint presentation, 13) making article. They also use some applications, for example, Kahoot, Quizlet, Plickers, and Mimrise.

Many language learning tasks help students deal with social isolation and offer great language development opportunities (Kormos, 2020). Giving task activities for the goal of the mastering aspect (material of course) can engage the learners toward the target language in the study. The important element of a language learning task is the purpose, objective of the task (Meskill & Anthony, 2010).

CONCLUSION

Based on the analysis in this research, it shows that: first, the institution's support in the online learning system in teaching English. Totally in 79 responses, there are 2 respondents do not answer. 66 respondents or 83.5 % said yes, 8 respondents or 10.1 % said no, and 5 respondents or 6.5 % said the other answer with other responses. Second, the opinions' of English lecturers toward online learning system implementation show that there is a positive and negative. Third, the use of the online learning system in teaching English in the institution. 77 respondents or 97.5 % said that they use an online learning system in teaching English at their institution, while 2 respondents or 2.5 % said that they do not use an online learning system in teaching English. Fourth, the kind of online learning system in teaching English. It shows that most, the respondents use one online learning system but some lecturers use two or more online learning systems. 31 respondents or 40.3 % use Google Classroom, 6 respondents or 7.8 % use Zoom, 5 respondents or 6.5 % use Schoology, 5 respondents or 6.5 % use Edmodo, 4 respondents or 5.3 % use Moodle, as 2 respondents or 2.6 % use Google Meet, 2 respondents or 2.6 % use WhatsApp. The other

respondents show they use others such as college/university self-platform, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot. Last, is giving/providing the students with tasks or quiz in the online learning system. Almost all of the respondents said yes. They give tasks/quiz to their students. They also use applications, for example, Kahoot, Quizlet, Plickers, and Mimrise.

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