

ENGLISH LEARNING STRATEGIES OF USING APPLICATION IN ONLINE CLASS: AN EMERGENCY REMOTE TEACHING DURING COVID-19 PANDEMIC

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Abstract

This article investigates students' perspective towards online English learning using application during Emergency Remote Teaching (Covid-19 pandemic). The researchers used qualitative and quantitative method by giving online questionnaire. The results are obtained from students of random high schools where each of the students of the class also use different application on their online class. The research questions consist of 3 categories, namely: (1) students' perception of their used application, i.e. application, data network, and equipment; (2) students' perception of online class consisting of online learning, online learning process, and students' plea of online class; and (3) students' obstacles of online class. The results revealed that students' response and perception are diverse and significant to teaching and learning strategies. As a result, the online learning strategies were discovered.

Keywords: *learning strategies, application, online class, emergency remote teaching, covid-19*

INTRODUCTION

During Covid-19 pandemic, people switch into online activities like Work from Home and Learn from Home (Amin & Sundari, 2020). The world goes through the worst situation, all outside activities befall a distraction, Include educational interaction. All levels of educational institutions is determined to put Emergency Remote Teaching into practice (Bozkurt & Sharma, 2020). ERT is a temporary shift of instructional delivery to an alternate delivery mode due to crisis and online learning carries a stigma of being lower quality than face-to-face learning (Hodges, Moore, Locke, Trust, & Bond, 2020). Although this way will not be as effective as face-to-face learning in the classroom, Indonesian government fervently imposes

an online learning as an easy way out, thereby education can keep going on as well as can intensely prevent Covid-19 disease spreads devoid of hindering study to all students in Indonesia.

Some educational experts state *remote* and *distance* having different definition in an educational context.

Distance education is an interdisciplinary field that has evolved over time and that has served well in responding to learning needs and in guiding open educational practices. Distance education is characterized by the distance in time and/or space between learners and learning

resources. Distance education further places emphasis on interactions between different parties and through different channels to let learners be more engaged in the learning process, while remote education refers to spatial distance, distance education considers distance within the perspective of different angles and strives to explain it through transactional distance (Bozkurt, 2019a; 2019b; Zawacki-Richter, 2020; Moore, 1989; Riggs, 2020).

The meaning of word influences nuances of its implementation. Though the experts have different perception or concept on definition of word, they remain having the same goals to pursue education amid students during Covid-19 crisis. One of the resort can be conducted is making research to know and discover the ways from several sides.

The following quote by Hodges, Moore, Locke, Trust, and Bond (2020):

Online education, including online teaching and learning, has been studied for decades. Numerous research studies, theories, models, standards, and evaluation which focus on quality online learning, online teaching, and online course design. There are also many examples of other countries responding to school and university closures in a time of crisis by implementing models such as mobile learning, radio, blended learning, or other solutions that are contextually more feasible.

In this case, most of Indonesian English teachers use a mobile learning and the applications on it as a main, easy, and adequate tool for students and teachers. In previous research, the experts have conducted research and stated many theories of online class process, method, learning and teaching.

Bozkurt and Sharma (2020) suggested:

Emergency remote teaching or re-engineered distance education should collaborate with different shareholders (e.g., psychologists, sociologists, therapists, etc.) to offer better and timely solutions. Producing solutions on broader grounds is vital, because during times of crises, delivering content is not the only issue of concern, caring and supporting learners at such times is also important. As a matter of fact, what we teach in these times can have secondary importance. We have to keep in mind that students will remember not the educational content delivered, but how they felt during these hard times. With an empathetic approach, the story will not center on how to successfully deliver educational content, but it will be on how learners narrate these times.

There are many different theoretical perspectives on learning although it has been acknowledged that many of the theories that have emerged during the 1990s share many assumptions and common foundations (Jonassen & Land, 2000). In this situation, we only need to adopt and implement best theory according to respective condition and place.

Regarding the strategies, Sary (2012) states that there are at least 2 qualifications are needed from the teacher: (1) qualification in English (2) a teaching qualification, which is in this study both are really assessed by students. This study is an effort and addressing to collect data between a teaching for teachers and learning standard for students during Covid-19 crisis and also as suggestions for impending educational improvement in any situation.

The quality of language teaching and learning process does not only involve some of elements, but also all of teaching and learning elements including teacher. From this, teacher apparently has a big role to determine the quality of language teaching and learning process itself (Nugroho & Mayda, 2015). Teaching and learning strategies have linkages and influences each other.

From learners' perspective of the learning process, the factors influencing language learning can be outlined as learning style and strategies, motivation and classroom interaction. The quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but it is also influenced by complex motivational and affective factors. It means that the quality of language teaching and learning process does not only involve some of elements, but also all of teaching and learning elements including teacher. Teacher has a big role to determine the quality of language teaching and learning process itself (Karahana, 2007; Kubanyiova, 2006).

Many research and theories, however, this research focuses on its students' perception; what they expect on their online class so that creating standard learning strategy by remaining refer to curriculum and being able to invent new and nice development and improvement from itself learners' perspective in online class. Students' learning style is believed to indicate the best direction for teachers to pursue in the implementation of instructional strategies (Kazu, 2009; Vondracek, 2009). A theory of online learning as online participation is suggested and the implication of the theory is straightforward, students are encouraged to

FINDINGS

Students' perceptions of their used application

criticize and pass their own opinion to enhance and refine educational system (Hrastinski, 2009).

METHOD

This study attempted to understand the meaning, for participants in the study, of the events, situations, and action they were involved with (Sary, 2012). The researchers used qualitative and quantitative methods. This research contained students' assumptions, opinions, experiences and descriptive. Because of lockdown, researchers only collected the data from students by online questionnaire. The students were coming from different schools and using distinct applications, nevertheless they were given the same questions to achieve and attain the certain purposes or aspects of online English learning class from its students. The research questions guiding this study were:

1. What are students' perceptions about using the application in their online class?
2. What do the students want to have in online class?
3. What are students' obstacles when using the application in online class?

Each of students' answers contain their own opinions, expectations and experiences where can be hoped raising, adding or increasing elements of the curriculum. Thus: contents, objectives, method and evaluation. Even though those are only students' opinion, but it's valuable to be a reference as consideration. It can't only take students' improvement as appointment to increase educational system and ignore students' plea, requiring combination.

Table 1. *Students' used application on online learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Whatsapp	16	14.5	15.1	15.1
	GC	19	17.3	17.9	33.0
	Zoom	5	4.5	4.7	37.7
	Others	66	60.0	62.3	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

In 60% others, the students used Learning Management System (LMS) which the school has their own application to do online class. 14.5% used Whatsapp, 17.3% used Google Classroom (GC), and 4.5% used Zoom Meeting.

Table 2. *Students' used data network in online learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exhausted	45	40.9	42.5	42.5
	Durable	61	55.5	57.5	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

Students' opinion on their used application in data network, 40.9% stated exhausted and 55.5% stated durable.

Table 3. *Students' used equipment in online learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer/Laptop	2	1.8	1.9	1.9
	Smartphone	101	91.8	95.3	97.2
	Phone & Laptop	3	2.7	2.8	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

91.8% students used smartphone as a tool to run their application, 1.8% used computer/laptop, and 2.7% used both smartphone and computer. From this,

teachers must measure and take into consideration how the courses can be followed by all students without giving adversity in equipment.

Students' perception of online class

Table 4. *Students' perception of online learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Understand	10	9.1	9.4	9.4
	Quite Understood	56	50.9	52.8	62.3
	Difficult	40	36.4	37.7	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

In subject matter, 9.1% understood and 50.9% quite understood. Students are supposed to understand, even though online learning process is quite different with learning in the classroom. 40% students got

difficulty what teachers presented, this is a crucial trial to teachers. Those had better enhance their concern in course, situation and retract feedback.

Table 5. *Students' perception of online learning process*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Compelling	16	14.5	15.2	15.2
	Boring	37	33.6	35.2	50.5
	Normal	52	47.3	49.5	100.0
	Total	105	95.5	100.0	
Missing	System	5	4.5		
Total		110	100.0		

Students' normal experience 47% in online class is perceived as a neutral response of online technical teaching and learning contexts. 33% stated online learning was boring, in the other hand, there

were still students accept online learning process was interesting, nevertheless teachers must remain to develop teaching system and online standard learning.

Table 6. *Students' plea of online learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Games/Compelling Content	50	45.5	47.2	47.2
	Other Applications	18	16.4	17.0	64.2
	Others	38	34.5	35.8	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

Most of students' perceptions 45.5% were concluded that an online learning needed to be developed and augmented on technical context of teaching and a creation of compelling contents in online class such as games and also using other application 16.4%. As for other comments, they revealed there were a lot of assignments from teacher and some of them wanted to do luring learning as before. After collecting and considering many things, students needed various learning ways on each meeting in online class.

Students' obstacles of online class

The data showed *data network* and *signal* were dominant problem to students the most. *Signal/data network, internet quota, and equipment* in online learning can actually be serious obstacles than others. Not only one problem but students can also get all of the obstacles, double or triple problems on their phone/situation at once. This is not only the matters for teachers, but also the government must increase standard technological learning and infrastructure.

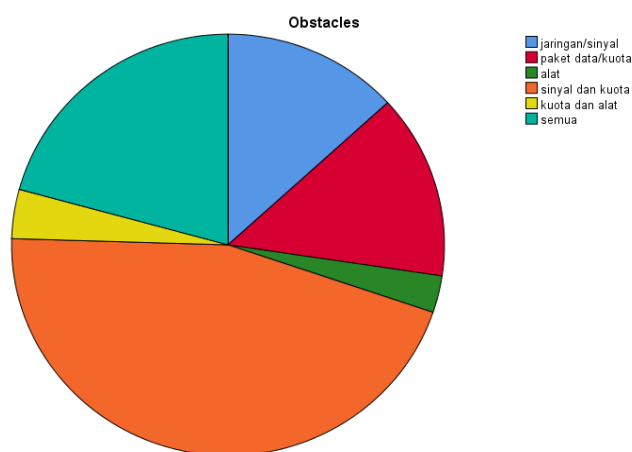


Figure 1. *Students' obstacles of online class*

DISCUSSION

There are 3 points in this study (1) Students' perception of their used application, consist of 3 points (a) application, (b) data network (c) equipment. (2) Students' perception of online class

consist of 3 points (a) online learning (b) online learning process (c) students' plea of online class. (3) Students' obstacles, which have been elaborated above that every point or all of the aspects can influence each other on students' learning. The teachers or educational experts and government need to

research all of layers of online learning problem.

In first point, there are used application, data network, and equipment. Those are real students' answer how they conducted online class during Covid-19 crisis. Teachers can consider their learning class from this data. Application, what kind of application that can be understood and used by student the most, otherwise teacher can create hand book how to use the application (giving students instruction/training to learn the application first) and which can be also considered some applications that support their English class like for speaking, listening, reading, and writing. In addition, internet quota and equipment are also considered.

Nowadays Indonesian people have been developing and implementing their achievement in technology and software. We can see it from learning website that they made. University and high school have used their own learning website. Nevertheless, they lack of promotion about their software. Teachers and programmer can do cooperation for improving a learning. One thing can't be solved by teacher in this first point that is about equipment, this stuff depends on their parents and government to solve, really out of teachers' ability/control.

In second point of online learning process, teaching strategy between online class and classroom is the same, such as planning, implementing teaching/learning process and assessing students' achievement. Although this educational system may be temporary instruction, but teachers are suggested to always have other plans, numerous skills and knowledge to do class in any way and get used to adopt themselves on difficult situation like Covid-19 pandemic learning system that encourage teachers to be familiar with technology. Teacher must create interesting learning process, nice interaction, best methods, and understandable materials. Refer to students' response, they all almost

have the same atmosphere. Students' plea is a crucial response to this research. Most of student stated they wanted something exciting, like there were a lot of games/contents, also using other applications as learning improvement, and for other response data, students told to not give many assignments.

In third point, the students' obstacle of online class is true. We can't deny and ignore the 3 commonplace problems, data network/quota, equipment, and network/signal. The students can even get all of the obstacles at once. From this thing, teachers had better have leniency or solutions of this case. Most of student state network/signal and quota/data network are a big problem to their online class. As for data network/quota, the government has provided free internet quota to all students in Indonesia.

CONCLUSION

The data show that many things should be considered and developed in online class. Students require compelling contents when the courses occur, thus the students feel enthusiastic and excited to attend an online English class. Teacher can also use other interesting applications on every meeting as students' learning for specific course like reading, listening, speaking, and writing. Teachers can also create role playing by using game applications, website, video, and others. Teachers only need to be creative. The session of online learning must possibly be valuable to students.

From this case, the teachers intensely acquire preparing and planning the teaching framework as strategies of teaching as well as doing an approach to the students how the application going on whether or not the application has good impacts on their comprehension and improvement of given subject matters in their online class. Teachers are also supposed to be flexible and willing to adopt different methods to improve students'

learning outcomes as well as giving concern and desperately not making students under pressure on pandemic learning system.

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