REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC

The COVID-19 pandemic has forced educators to provide instruction in an online environment. Indeed, online learning is not a new concept in the field of education. Yet, the quick shift of moving traditional education to a virtual setting is a daunting task in a short amount of time.

Schools and teachers’ preparedness for using digital devices effectively, students’ lack of access to technology and the internet, alternate modes for academic activities, and limited opportunities for more in-depth explanations from teachers are the difficulties identified during online teaching and learning. In short, transitioning to a virtual setting has been in challenge to teachers and students.

Apart from unexpected learning outcomes, pandemics also teach educators positive values. Educators and students are taught to be more adaptive to the e-learning-based learning environment. Teachers should use e-learning effective tools to encourage students to incorporate multiple means of instruction, engage students in virtual learning strategies, invite collaboration with fellow educators, and maintain communication with students and parents. School administrators ensure that educators are prepared for teaching during the pandemic while focusing their efforts on providing technology resources and training to deliver special education services for students.

This Anthology Book is a collection of popular scientific writings from Indonesian English Lecturers Association members. This is reflective writing depicting their struggles, commitment, and dedication to education during the pandemic. The authors have shared the same vision. May this book serve as a source of inspiration for those who are tireless and concerned with the progress and education quality of the nation.
REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC


Editors
Hiqma Nur Agustina
Tri Bagus Irawan
Yani Sri Mulyani
Hafni Hafsa
Daniel Ginting
REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC

Penulis:

Editors:
Hiqma Nur Agustina
Tri Bagus Irawan
Yani Sri Mulyani
Hafni Hafsaah
Daniel Ginting


Design Cover :
Retnani Nur Briliant

Layout :
Hasnah Aulia

Penerbit CV. Pena Persada Redaksi :
Jl. Gerilya No. 292 Purwokerto Selatan, Kab. Banyumas
Jawa Tengah
Email : penerbit.penapersada@gmail.com
Website : penapersada.com Phone : (0281) 7771388
Anggota IKAPI
All right reserved
Cetakan pertama : 2021

Hak Cipta dilindungi oleh undang-undang. Dilarang memperbanyak karya tulis ini dalam bentuk apapun tanpa izin penerbit
ACKNOWLEDGMENT

Praise be to Allah SWT who has given us the strength to complete the writing of the anthology book entitled REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC. My deepest appreciation and pride, I give to the authors of this anthology, in particular Mr. Daniel Ginting, Ph.D. as Chair of the IELA (Indonesian English Lecturers Association) who has overseen and led this association, held an online seminar about teaching experiences during this pandemic.

This is a great effort to summarize bright ideas about educational theory and practice, especially English language education and teaching, during the COVID-19 pandemic. This anthology book will be very useful for teachers, lecturers, students, and education practitioners, especially language education, to gain experience that can be directly practiced in online, face-to-face classes, or a combination of online and face-to-face.

Hopefully, this small effort that has great benefits can be continued by IELA (Indonesian English Lecturer Association) in particular and seminar organizers in general to produce important writings containing theoretical and practical ideas that are useful for the advancement of education, especially language education in Indonesia. By sharing this knowledge and experience, we can transfer these smart ideas to fellow teachers and lecturers, researchers, and practitioners to be able to solve some teaching problems with this solution.
Finally, may Allah the Almighty always bless and launch our academic tasks now and in the future. Hopefully, this COVID-19 pandemic will disappear soon and we can carry out education and teaching in schools well and smoothly as usual. Thus, I hope that my remarks are useful to simply motivate myself in particular and to all readers in general. Thank you for your attention and cooperation. Keep the spirit to write. Be an active and productive writer to enlighten and educate the nation's life.

Semarang, July 2021

Prof. Dr. Rudi Hartono, S.S., M.Pd.
TABLE OF CONTENTS

ACKNOWLEDGMENT .................................................................................. iii

TABLE OF CONTENTS ............................................................................... v

Ahmad Madkur: Long-distance Supervision amidst Pandemic: A Self-reflection of a PhD Student’s Experience ........... 1

Abdullah Farih: E-Learning by Using Quizizz is an Alternative Media in the Pandemic COVID-19 ........................... 10

Ahmad Ridho Rojabi: Facilitating Synchronous Online Learning through Zoom for Undergraduate Learners during COVID-19 ........................................................................................................ 20

Andini Linarsih: Toward the Future Direction in Learning: Reflecting on Pedagogical Issues during the Covid-19 Pandemic ........................................................................................................... 30

Beny Hamdani: Exploring the Intercultural Content into ELT Classroom across EFL Learners .................................. 39

Daniel Ginting: Lessons Learned from Emergency Remote Teaching during the Pandemic: What is missing? .................. 47

Fahmi: The Optimization of WhatsApp as a Platform to Improve Students’ Speaking Performance ......................... 57

Hiqma Nur Agustina: Learning Solution at COVID-19 Pandemic with CIUP (Creative, Innovative, Understanding, Practice) .......................................................... 68

Husnul Khatimah: Encouraging Teachers to Promote Learners’ Autonomy in Aceh ..................................................... 80

Gusti Ayu Made Rai Suarniti: Pedagogic Reflection Amidst the Pandemic ................................................................. 90

Mezia Kemala Sari: The Dramatic Changes in the World of Education during Pandemic .............................................. 107

Muhamad Hasbi: Using Instagram for ELT Purposes ................. 115

Nelvia Ibrahim: E-Learning is one of Solution of Learning Process in pandemic Situation ........................................ 125
Novri Pahrizal: English Language Test Instrument: Applying Item Response Theory ............................................................... 139

Sylvia Mustanuri Jannah: Instagram Application to Improve Learners' Speaking Performance in the COVID-19 Outbreak 158

Yani Sri Mulyani: Be Smart Teacher in Learning during the Pandemic .................................................................................. 166

Yusawinur Barella: Teaching From Home: Storiesful Virtual Interaction ..................................................................................... 175
Long-distance Supervision amidst Pandemic: A Self-reflection of a PhD Student’s Experience

Ahmad Madkur
Institut Agama Islam Negeri Metro
ahmadmadkur@metrouniv.ac.id

Introduction

Research supervision is unquestionably one of the most important parts of pedagogies in higher education since it links to the accomplishment of good research and it is even “about the development of a person and not just the successful production of a thesis” (Cherry, 2012, p.9). In general, supervision had been generally conducted on campus through traditional face-to-face meetings. However, in recent years, online supervision has become more popular due to the significant rise in the number of students undertaking their studies online and now it has become mandatory because of the current situation where all educational institutions are closed as an effort to mitigate the spread of COVID-19 virus.

This is a self-reflection of my online supervisory experience as a PhD student, shifting from blended (online and offline) to online supervision due to the lockdown of campuses. I am now in the second year of my study at a university in Australia. Here, I present the strategies my supervisors and I do during this long-distance supervision and the challenges we face. Addressing what Helfer & Drew (2019) note about the significance of understanding how students think, their preferences, and their perceptions of roles in a supervision process, I hope this article could provide useful insights for me
as the candidate in particular and for supervisors and students in higher education, in general, to enhance the quality of supervision amidst this outbreak.

The matching of expectations and roles

To set expectations and roles early and clearly in online supervision is of great importance. The fact that all supervisory processes in my university changes to online mode forces my supervisors and me to re-manage expectations just like at the start of my PhD study. Therefore, supervisors and I openly discussed and outlined each party's expectations and roles and then agreed. We expect each other to make sure that we will always stay connected to do virtual meetings on a regular basis. This includes the availability of time and technological devices needed for the supervisory meetings.

James & Baldwin (1999) argue that one of the best practices of effective supervision is when supervisors involve students to establish reasonable and agreed expectations. The clarification of each party’s expectation could avoid the mismatch that might arise due to different assumptions my supervisors and I have (Gray & Crosta, 2019). As the candidate, I am supposed to keep doing the process of research well and send the draft regularly usually one week before our meetings so that my supervisors could perform their role to read and provide high-quality feedback on my writing. As the candidate, I have the responsibility as the main researcher, while my supervisors help me make an informed decision about how I shape my research project and ensure I sustain continuous progress to finish my study within the intended time (Hothi, 2020).
Intense and regular communication

Supervisor-supervisee communication could be very challenging but is essential as its effectiveness might result in good-quality research and reduce the possibility of thesis completion delay (Almeatani et al., 2019). As a consequence, to build effective communication in online supervision, some strategies should be set, agreed and applied. In my case, supervisors and I maintain our communication through three ways, virtual face-to-face meeting, email, and phone when necessary. For regular online meetings, we choose to use Zoom (you can use some other apps such as Skype and Google meet) as the platform for it has audio-visual features that can reduce the feeling of having the ‘distance’ because we can talk, see, and listen each other just like in traditional face-to-face meetings.

The other communication tool we have is email exchanges. This email is highly beneficial since it allows me to ask more questions and discuss more issues which I cannot do in regular meetings due to time constraints. In addition, it provides me with a more written record to which I go back when I forget some parts of information I need. The last tool we use is a mobile phone, but I do not recommend this as the main means since supervisors are busier than us students; they are supervising other students, having many classes, or being involved in a research project. In my experience, phone talk or SMS is not used unless there is an emergency that needs a fast response from both supervisors and students.

Relationship building: “Go Ahmad team, go!”

Supervision is a social interaction between two people who might have differing views but the same objectives (Zaheer & Munir, 2020). Effective supervision depends a lot on
the quality of the supervisor-student relationship in the research where they engage (Cotterall, 2011). But, online students, like me, are often committed to the feeling of being isolated. Fortunately, my supervisors initiated a healthy relationship between us. Instead of treating me as merely a student, they consider our relationship as a team. My supervisors assure me that we are a team in this project, with me as the main researcher. I do remember when they emailed me and said, “Go Ahmad team, go! :-D” when they encouraged me to finish my research ethics application. This is very motivating and encouraging and I had not undergone it in my bachelor's and master's studies. The relationship as a team is also clearly shown in preparing my confirmation examination (in Indonesia we usually call it a seminar proposal). My supervisors advised me what confirmation looks like and accompanied me online to do three-time rehearsals for my presentation about the project. On the day of the confirmation, they listened and helped me clarify some of my answers to the questions from the panel team when necessary.

Furthermore, communicative strategies play a key role in maintaining relationships and trust between supervisors and candidates. My supervisors always start by asking about my condition. Even though we are supposed to talk about the research project, they never miss to ask me "how are you?", "is your family OK?", "How is the current situation there?". To me, these simple questions could increase the feeling of closeness and comfort during supervision. Then in the main discussion, my supervisors always remind me about the main argument of my research. They often ask me questions to empower me and to increase my understanding. In line with Agricola et al., (2020), I find this strategy highly helpful as stimuli to think independently and critically for my research.
Challenges in online supervision

To keep online supervision run well, it is a good idea to understand the challenges so that the potential problems could be anticipated. The following are some challenges or obstacles I, and possibly other supervisors and candidates, face during online supervisory activities.

The first challenge is access to technology and connection. As I live in an area where internet connection is not always stable, it is kind of challenging to make sure everything is okay to support the communication in online supervision. This is because the access to technology and internet connection for both supervisors and students is a key aspect to avoid some trouble during the meetings. When there is a problem with the connection, I always talk to my supervisors to see what other options are possible. For example, if there is a problem with bandwidth availability, it might not be possible to hold a quality video conference and an audio conference would be more conducive to avoid technical problems during the meeting.

The other challenging part of my supervision is writing production. For the supervision to continue, I have to send a draft of my research progress every 2-3 weeks as discussion material in the online meeting. But, as a non-native English speaker, I find writing one of the most tedious and boring tasks in my PhD journey. I need to write regularly and frequently to help me develop ideas and organize thoughts, express the emerging arguments and conclusions, and communicate these to my supervisors in proper academic English. This is indeed undergone by those studying on-campus, but in online settings, I could say it becomes more difficult as I have to work without face-to-face support from supervisors and get more distracted by other activities and family conditions.
Last but not least is to stay motivated. In online PhD studies, supervision is the main, and probably the only means to track the progress of the study. However, I face certain problems related to learning motivation. Often, it is hard for me to work independently and self-monitor my work. The lack of social interactions can engender a feeling of isolation that in turn impacts my driving force and confidence to work on my research over a long period. In addition, family issues often distract my concentration and time for studying. As a father of a one-year-old baby, I have to help my wife do all the housework such as cooking, cleaning up, taking care of the baby, and so on. Thus, I am trying to always connect with supervisors and colleagues to maintain or recharge my learning motivation.

Conclusion

In this cutting-edge technology era, online long-distance supervision has been highly feasible and so far, I find my online supervision run well and helpful for my study. However, it is pivotal to be aware of some challenges and obstacles such as access to technology and connection, writing production, and motivation issues. These challenges are, by no means, unsolvable, and some studies have confirmed that online supervision can give satisfying and meaningful experiences for both students and supervisors (e.g., Jacobs et al., 2015; Doyle et al., 2016; Kumar & Johnson, 2019). This depends, of course, on how well supervisors and students perform their roles.
References


James, R., & Baldwin, G. (1999). *Eleven practices of effective postgraduate supervision*. Centre for the Study of Higher Education and the School of Graduate Studies, the University of Melbourne.


About the author

Ahmad Madkur is a lecturer at Faculty of Tarbiya and Teachers Training, Institut Agama Islam Negeri Metro Lampung, Indonesia. He was born on December 6, 1987, in Kalidadi, Central Lampung. He received a bachelor’s degree in English Language Teaching from the university in 2012 and a master's degree in the same field from Universitas Islam Negeri Syarif Hidayatullah Jakarta in 2015. The alumnus of the 2011 IELSP short-course program at Colorado State University is currently pursuing his PhD at the School of Education, Deakin University Australia. His research interests include but are not limited to learner agency, teachers’ pedagogical beliefs, and value integration in foreign language teaching.
E-Learning by Using Quizizz is an Alternative Media in the Pandemic COVID-19

Abdullah Farih
English Education Department, Universitas Islam Lamongan
abdullahfarih@unisla.ac.id

Introduction

Nowadays, the Education system is charged to follow technological developments based on digital media. So, education must have a strategy to be able to follow technological developments in the globalization era. Moreover, education must also be able to master the international language is English, because English is the language of communication and technological transformation. So students must be able to master English language skills to compete in the world of international education. (Munir & Java, 2016)

English learners must be able to master four main skills of English, such as listening, reading, writing, and speaking. Before mastering some of these language skills, students have to learn grammar, spelling, and mastering the vocabulary. But the most basic thing to learn is vocabulary because it is one of the most important elements in language understanding and production. It has been stated by Wilkins in (Fatah, 2019) that vocabulary is the basis of language and must be mastered before learning a language, and students must have mastery of 2,000 vocabularies so that they will have a good English skill to communicate fluently in English.

Vocabulary mastery is always the most important part of English; this can be stated by Lewis in (Setiawan, 2010) saying that mastery of vocabulary is important for students,
because this is more than grammar for communication purposes, especially in the initial stages when students are motivated to learn basic words. Without having proportionate mastery of English vocabulary, students will have some difficulty in using English.

According to Cameron in Eka (2017) explains that learning vocabulary is learning new words by using pronunciation, spelling, and pronunciation of parts of meaning, and also the words spoken. Besides, learning vocabulary is also meant as an initial learning process to meet new words repeatedly, then this can expand knowledge about the meaning of words by learning in a foreign language.

In Indonesia, the Ministry of Education and Culture has made various efforts to make students accustomed to English, by giving policies in junior high schools English is taught officially, especially in seventh grade, students are asking to understand English texts both in written and oral form and have mastery of vocabulary in order to be able to communicate actively (Fatah, 2019). But in learning English some students experience some problems that they lack vocabulary. Based on observations in school, it can be explained that some of the reasons that affect the lack of student vocabulary are students consider learning vocabulary is difficult, even though they have spent a lot of time learning vocabulary new words, and demanded to memorize they feel bored and complain because they are not easy to remember. This makes it difficult for students to not understand the lesson less and is not interested in practicing English. So students will not be able to speak, read, write, and even listen in English.

There are also problems that are currently experienced by various countries in the world. In the world the emergence of a very alarming disaster is the spread of the COVID-19 virus.
which is the first and most important health crisis in the world. Many countries have experienced an outbreak so that all aspects of life starting from February have experienced this impact; The government has decided to lock in and provide policies to implement healthy and physical distancing. So, this also has an impact on teaching and learning activities, the government has also decided to close schools, colleges, and universities (Prasasti, Liputan6.com).

From these problems, then changing the perspective of educators to create innovation and creativity in teaching English by using the use of computer media, iPad and smartphone media development with the use of ICT-based developed to encourage e-learning as a tool that has replaced in facilitating student learning as media for teaching English according to students' needs. This will make the teacher and the learning process better beforehand because all educators can control, and the audience can carry out the learning process without limitation of place and time. (Istiqomah, 2019).

**Media in Teaching and Learning Process**

According to Sadiman in Wulandari (2017) Media is everything that is used to send messages from the sender to the recipient, so that it can arouse the thoughts, feelings, and interests of students to equip the students being studied.

Based on its characteristics, the media in the teaching and learning process can be classified into 3 types, namely: (1) Audio media, is media that can only be heard, or media that only have sound elements, such as recording sound and radio. (2) Visual media is media that can only see, and does not contain sound. Like: pictures, photos and slides. (3) Audiovisual media is a type of media that consists of sound
and images so that we can hear them. Such as: videos, movies, games, etc.

Quizizz Application

E-learning is a solution to become a very active educational tool between students, teachers, and parents to teach and study indoors and outdoors indefinitely, with several implementations of various learning platforms that are very interesting and challenging as digital games that can be used in teaching English in the modern era today. In addition, games are usually characterized by curiosity, hope, control, and interactive features, which can enlarge students' interest in learning and intrinsic motivation. Some of the most widely used platforms in education are YouTube, Edmodo, Schoology, podcasts, Kahoot, and Quizizz. (BAL, 2018)

Several applications have been applied to the teaching and learning process above. One of the applications is Quizizz; because it will be the focus of this study as the most believed to be the best platform. According (Aini, 2019) defines Quizizz as a game-based educational application that presents multi-activity in the classroom and has interactive and fun exercises. By using Quizizz, application students can exercise on their electronic devices. It has different characteristics from other electronic games, has avatars, themes, memes, and music to entertain students in the learning process. It also allows students to compete which can motivate them to learn because they can see their ranking when they take the quiz at the same time and topic. Teachers can still control their practice by watching their process and downloading reports after the quiz is finished. Learning to use this game-based application also helps students to stimulate their interests and improve their concentration.
Quizizz users reach millions around the world; this proves that Quizizz is well known in the world community. There are many materials that can be accessed from science, physics, mathematics, chemistry, biology, geography, English and social studies to computer systems, creative arts, health, career and technical education, and world languages. Of course, variations in material make students more interested in learning English because the language of the game uses English. Moreover, material about English also varies. Such as social expressions, adverb clauses, occupations, text structures, use of modals, simple online learning rules versus present perfect, online learning, and finding adjectives.

This variation in English material will encourage students' vocabulary and motivate them to learn without forcing them to learn English, especially vocabulary learning. Game-based application performance completely changes the teaching medium and has prepared more accessible places for learning, especially in vocabulary learning. (Asyiah, 2017)

The Benefits of the Quizizz Application

According to Medvedovska in (Nanda, 2018) that Quizizz application is intended to be a very interesting and challenging game learning tool. Here are some benefits of using there:

1. The benefit for the teacher in providing learning is that a quiz application is very easy. The teacher can make the Quiz as a homework assignment or ask students to complete it in class.

2. Quiz making is very efficient in that the teacher can make a quiz by adopting other people's quiz in the Quizizz application by editing and making it more interesting so that it can save a lot of time.
3. Teachers can easily export results to Excel worksheets and save program data by entering only the teacher's (google) email address.

4. The teacher can try interesting things by changing the appearance with funny picture memes to eliminate the boredom and tension of students.

5. Quizizz application uses fun music and funny pictures that can be downloaded from the internet and students can change the characters according to their choice.

6. The teacher will have access to data and analyse reports and see readings that are easily known by students' skills. This can help the teacher to see overall class performance on special quizzes or complete each student.

7. Quiz also has integration with Google Classroom.

**The Weakness of the Quizizz Application**

There are some weaknesses of the quizizz application, they are:

1. Students can be downgraded because of problems quickly and the length of time to work on the problems.

2. Students can open new tabs.

3. Difficult to get out automatically when the internet network is weak and the value has appeared automatically.

4. Can't set the assessment because it's hard to format based on the speed of work.
Conclusions

Based on the explanation above, online learning by using Quizizz application is very appropriate in teaching English in pandemic COVID-19 especially students’ vocabulary mastery. The quizizz application can be applied in digital classrooms to help the teaching and learning process. It may help the students very interesting to study vocabulary and can be done inside or outside the classroom without time limits, Quizizz application can be a solution for distance learning without time constraints and challenging activities such as games of necessity in the modern era.
References


Setiawan, B. (2010). Improving the students’ vocabulary mastery through direct instruction (A classroom action research on the fourth grade of SD negeri Pringanom 3, Masaran, Sragen in

About the author

Abdullah Farih is a lecturer of English Language Education, Faculty of Teacher Training and Education, Islamic University of Lamongan. He graduated from Islamic University of Lamongan (UNISLA) for Graduate program on English Language Education (2007), he graduated from Economic Higher Education Mahardhika Surabaya for Master Degree on Economic (2009) and Islamic University of Malang (UNISMA) for Master Degree on English Language Education (2013), he is ongoing students of post-doctoral at State University of Malang (UM) His major interests cover Language and Technology, Teaching English as Foreign Language, English Language Teaching, and Language Assessment. Email: abdullahfarih@unisla.ac.id
Facilitating Synchronous Online Learning through Zoom for Undergraduate Learners during COVID-19

Ahmad Ridho Rojabi
Universitas Islam Negeri KHAS Jember, Indonesia
ahmadridhorojabi@gmail.com

Introduction

Due to COVID-19, several schools and universities are facing problems to continue emergency distance learning and they are still adhering to health protocols to maintain the safety and health of faculty, staff, and students from the spread of the coronavirus which is distressing the community. Many schools or universities have added or replaced face-to-face lectures with online learning or blended learning. The concept of online learning offers opportunities for a more flexible way to access information, do collaboration and connection, present attractive images or visualization.

Emergency remote teaching has been interpreted as an unexpected, temporary alteration from conventional or face-to-face teaching to online learning, this is due to disaster striking, and this contrasts with online courses that were originally planned and designed to be delivered virtually (Hodges et al., 2020). Emergency remote teaching exploits several available remote teaching devices to deliver the course material, which is commonly delivered through face-to-face. Once the disaster is resolved, online instruction delivery will revert to its original version (Mohmmed et al., 2020). During the previous crisis, various countries implemented several learning models in response to the closure of schools and universities, such as the use of radio, television, and mobile learning. As an example,
Afghanistan uses radio and DVDs to expand access to education where it is interrupted by conflict and violence (Davies & Bentrovato, 2011).

This form of distance education has been applied for a long time and the emergence of the Internet and the World Wide Web (WWW) has resulted in an adjustment in teaching and learning at the university level. Several universities have added or changed course methods from conventional learning to online learning environments or blended learning. Online learning not only requires the design and delivery of different instructions, but also a design involving the biography of the writer from students with course material, students with other students, and students with instructors. This online learning environment requires both active participation and interactive learning (Davidson-Shivers & Rasmussen, 1999; Davidson-Shivers et al., 2001). This online learning environment can be implemented via synchronous mode, which occurs at the same time but from different locations, or via asynchronous mode, where learners and instructors interact and communicate with each other at different times.

Online learning can be applied in various types of learning media, and the selection of learning media must be selected properly so that it has a positive impact following the learning objectives. Therefore, educators must understand the principles and factors that can influence the teaching and learning process using these learning media (Putrawangsa & Hasanah, 2018). One of the technology-based learning media that I implemented in my class is video conferencing. Virtual lectures via video applications connected to the internet network can replace ordinary face-to-face lectures. These virtual lectures help the teachers as well the learners to engage, interact, and communicate directly even though they are not in the same place. Video conferencing is very effective, interactive,
and supports distance learning which is easier for students to understand the course materials as the delivery of material is conducted in real-time (Ismawati & Prasetyo, 2020; Rojabi, 2020; Sandiwarno, 2016).

One application with virtual face-to-face interaction and communication in real-time using a laptop, tablet or smartphone is Zoom (Archibald et al., 2019). This application is easily exploited by users to schedule videos, websites, free webinars with a capacity of 100 participants with a deadline of 40 minutes and no time limit with a paid Zoom account. The Zoom application is very easy to use and it has various interesting features which are easily used by lecturers and students in a virtual class or meeting.

The steps of the use of the Zoom application

The following are the steps for using the Zoom application during online lectures: (1) the lecturer instructed students to use their laptop or smartphone and download the Zoom application; (2) to participate in the meeting, students were given a meeting ID or a personal link name; (3) students could join by clicking join after receiving a meeting ID or personal link name; (4) students could then take online lectures by using Zoom application.
Based on my classroom experiences, I recommend the following synchronous learning methods; (1) practice, students can directly explore their opinion and discuss a predetermined topic alternately or voluntarily, (2) discussion, students can discuss with each other to share opinions either in the same group or in a different group, (3) reflection, students assess learning processes and outcomes collectively, and (4) feedback, students provide feedback on assignments or projects of other students or other groups.

The Benefits of Zoom application in online learning

Some of the advantages of the synchronous classroom experience that I have implemented are interactive learning activities, the teacher can carry out interactive communication with students, the enthusiasm for learning can be seen from the interaction of students to actively participate in discussions, and feedback that can be given directly by both teachers and
students so that learning outcomes can be felt by all participants in online learning.

Learners can attend online lectures by exploiting Zoom applications from the comfort of their own homes, without attending the face-to-face classroom at the campus, the learners can participate in online lectures by connecting to the internet and opening the Zoom application.

Since lecturers frequently wait for students who are late to attend online classes, the use of the Zoom application helps the lecturers to keep track of students' attendance.

The Zoom app is efficient in terms of services and facilities. For paid subscribers, the Zoom application provides a video conferencing feature that can accommodate up to 1000 people without a conference time limit. However, there is a free option of the Zoom application that allows up to 100 people to participate in a conference for up to 40 minutes. Moreover, it provides a feature of a share screen, hence all the materials can be seen by all participants.

Zoom enables faculty and learners to share browser screens in real-time. As a result, the instructors can blend student response systems like Mentimeter to take advantage of the interactive environment and promote active learning. Faculty can also share and play videos and audio files to provide receptive listening practice. Besides, Zoom enables teachers to create breakout rooms for facilitating small group discussions and to incorporate polls and surveys that can be used to engage students and collect the students' responses, ideas as well as perceptions.
The Challenges of Zoom application in online learning

The Internet network becomes one of the obstacles during an online class. Because of an unstable network, conducting online lectures via Zoom application is sometimes disrupted, and access is disconnected on its own. This is because every provider has a different range of locations from which users can access the Zoom application. When using the Zoom application, the network quality is also affected by the weather. Students may have difficulty accessing the Zoom application if it rains heavily. This is the most important factor to consider. After all, if lectures are still forced through the Zoom application, not all students will benefit from the material presented since some will be hindered by poor network conditions.

Furthermore, synchronous learning, especially in English classrooms, causes anxiety for some students in expressing their ideas or opinions and the teacher frequently asks the students to turn the camera on while they are answering a question or expressing their opinion related to the topic. The teacher must be able to create a synchronous learning environment according to the needs and character of students, manage voice, facial expression, and body language properly, design learning activities clearly and pleasantly, and provide equal opportunities for all students. Thus, students will be more confident and challenged to be involved and actively participate in the teaching and learning process.

Conclusions

Teachers need to take advantage of one of the online learning platforms due to distance problems and health emergencies. One of the effective online learning platforms is Zoom, this application has great potential to assist students in
mastering a second language, provides simple and attractive features, facilitates small group interactions, and involves them in direct communication. Indeed, students need time to familiarize themselves with all the available features, especially in utilizing the sharing screen feature, raise hand feature, and chat-box feature. However, if they are familiar with it, online learning will be interactive and fun. Users can choose the free or paid zoom version. The free version allows 40-minute meetings and has limited features, while the paid feature provides unlimited meeting duration, facilitates a greater number of participants, and provides large cloud storage and additional hosts. However, internet connection issues have been the biggest challenge during an online class, and some learners prefer to turn their camera off while joining a virtual class on Zoom due to anxiety. By doing so, the teachers need to create effective and enjoyable interaction, a learning environment, and student engagement in online courses.
References


About the author

Ahmad Ridho Rojabi is a lecturer of the English Education Department at UIN KHAS Jember, East Java, Indonesia. His major interests cover literacy in ELT, teaching method, blended learning, and technology-enhanced learning (TEL). He was awarded as the best presenter at the 3rd Academic Circle: Intercultural Communication at State Polytechnic of Malang Indonesia in 2019. He presented his paper entitled “Exploring Thai Students’ Experiences of Online Learning during COVID-19” at the 4th UICELL UHAMKA Conference organized by University of Muhammadiyah Prof. Dr. Hamka Jakarta in 2020 and presented his paper entitled “EFL Students’ Perceptions and Attitudes of Blended Learning via Schoology in Reading Class at 17th Annual CamTesol, Cambodia in 2021. His recent publications are: “Blended Learning via Schoology: Benefits and Challenges” in 2019, “Exploring EFL Students’ Perception of Online Learning via Microsoft Teams: University Level in Indonesia” in 2020, and “EFL Learners’ Perceptions on Schoology Use in the Reading Class” in 2021.
Introduction

As the number of COVID-19 cases in Indonesia has been intensified, the government of Indonesia imposed large-scale social restrictions, resulting in the immediate closure of universities. Consequently, the education system in tertiary education was disrupted. Teachers immediately transformed their teaching and learning from face-to-face lectures into emergency remote learning. This abrupt shift results in unprecedented challenges for teachers as all the learning materials at their disposal must be online in a matter of days or weeks. With such little preparation time, teachers must be online teaching experts over the night. They must redesign learning to meet students' varying needs, limited supporting infrastructure, and infrastructure experience. Students started to return to their homes in compliance with government orders, where there was little or no Internet access in certain regions. There are still 252 villages with "blank spots" and 928 villages with a slow internet connection (Antara, 2021). Many students reported unstable internet connections in their area, resulting in sudden disappearance in our virtual class. When the internet freezes, we lose out on chunks of conversation that may impede the quality of learning input. Some students need to go uphill to get some internet signal. Others should study at the coffee shop to get free Wi-Fi. These situations would influence the students' concentration to study. Amidst the hustle caused by the
pandemic, I create some teaching ideas learned from the pedagogical hurdles during the implementation of emergency remote learning.

**Productive classroom**

In the early months of remote learning implementation, I still focused on conducting a productive class in this new online environment of emergency remote learning. I should carefully choose which synchronous online platform to teach, whether via G-Meet, Zoom, or university LMS, while considering students' access to the media. At first, I utilized G-Meet and my university LMS. Still, I stumbled into many challenges, mainly dealing with students' limited Internet coverage, budget, and digital literacy. I often received many messages from my students via class WhatsApp group wrote about:

'**Good afternoon mom, I am sorry, I cannot join your class because my electricity in my place was shut down**'

"**Good evening mom, I am sorry mam because of the internet connection in my place so that I cannot attend your class. Is there any way to replace my attendance today?**"

'I am sorry, mam; I cannot join the class because it is raining heavily here and the internet connection is poor.'

At first, I decided to choose LMS provided by my university as our learning platform, but many students were not familiar with working with LMS. They keep asking me from remote areas and find some difficulty working with LMS.
I received hundreds of WhatsApp messages regardless of time and day that made me tired of answering them. These are the most common questions from the students for me.

*Good evening mam, I sent your task in E-learning (showing the picture).*

*Is it already sent, mam?*

*What should I do to enter, mam? I could not join the class, mam.*

I then move to asynchronous learning via instant messaging platforms such as WhatsApp or Telegram as alternatives to accommodate students' limited Internet coverage, budget, and infrastructure experience.

**Social interaction**

Another issue is to promote social interaction during online remote learning. During my synchronous online learning sessions, students mostly had complete attendance. However, I still noted an apparent weakness for interactive activities with students as compared to face-to-face meetings. They are significantly less likely to ask questions during online courses. During the discussion, students hardly give immediate responses. I group them in the zoom break room to handle this issue, hoping that they would initiate conversation in a small group. Unfortunately, this strategy did not work well. Students would not start a conversation until I joined the group. No one in the group initiated the conversation until I called their name. It happens in almost every group in every class. Thus, I have to join all groups to make sure every discussion runs smoothly. I
could understand why they may behave that way. Having never met face-to-face, the students who are freshmen feel like strangers to each other, and awkwardness happens in the virtual classroom. To overcome the silence, I decided to make them know each other and collaborate outside the class. I asked them to make more video recordings of their group discussion.

Engagement

Engagement is a significant issue when talking about teaching English as a foreign language as active learning classrooms that promote student engagement within the instructional process led to a positive change in student behavior (Reeve, 2012). Teaching especially with students with average English competence being eighty percent categorized as slow learners are challenging. Not to mention the number of students taking English classes in non-English classes is quite extensive, with 40-70 students. How can I control and give a more significant opportunity to my students to engage if we have never met each other? How to narrow the gap between teachers and students while keeping scaffolding their English competence? For the first weeks of practicing this remote learning, I faced silence for more than 30 minutes waiting for my student's responses. I often asked myself:

*Did they understand my questions?*

*Can they listen to my question?*

*Did I give them too tricky questions to answer?*

*Am I becoming an unfriendly teacher?*
Then I decided to use different instructional methods to bridge my interaction with them. I asked them to send a voice note for around 1-3 minutes talking about their personal lives, such as exciting movies, books, vlogs, or their latest activities. The students should send the voice note one day before the class schedule. It is a weekly task that the student must fulfill as their entry ticket to the class. My job is to comment on the voice notes individually to show my appreciation for their work and part of my assessment. It is time-consuming and dreadful; however, listening to their stories heals my willingness to meet them personally. I felt like I had met them only by listening to their voice notes. I feel like I have connected with them by listening to their stories. For the other students, it is also compulsory for them to comment or ask questions at two audios recorded in the group to promote more peer interaction. To avoid boredom with my teaching materials, I use a combination of synchronous and asynchronous communication in text, audio, and video communications. I combine my teaching materials with some materials such as YouTube channels, Ted talks, and quizizz.

**Assessment**

Changes in teaching and learning affect how assessments are conducted. Some evaluation forms suggested for ongoing courses included open-book and online quizzes (Mohamad Nasri et al., 2020). For formative assessment, I use gamification activities through Kahoot, and quizizz to assess the students' works in real-time. In addition, I can evaluate the engagement of each student and see what works and what does not. For students, online assessment tools can increase their motivation to participate in the learning as they will receive immediate feedback on how well they performed on the test (Orhan
Göksün & Gürsoy, 2019). Leading to a more competitive environment, Kahoot can increase students' interest in the course and encourage them to be more ambitious for achievement (Bicen & Kocakoyun, 2018).

For the summative assessment, I consider some technical difficulties that may occur during an online video meeting—for example, not being able to connect the microphone or camera, not hearing other participants, suddenly losing a connection (Forrester, 2020). The technical issues of implementing online assessment would not hinder tertiary education's goal from preparing graduates who can contribute effectively to the labor market (Suleman, 2018) through creatively fostering practices. To meet the need, I ask the students to make their podcasts. Students are already familiar with the podcast as they usually listen to it during our extensive listening activities. It is peer work in which they are obliged to talk about reading topics they have read in their extensive reading activity. They have to upload it to podcast platforms such as Spotify or anchor. The podcast that can gather more listeners or likes from the audience will get a better score. As they should publish their product, some students reported very seriously about doing the project. They wrote in their project log that they do not want to humiliate themselves by making a lousy podcast, as many will listen to it. Some said that it was a challenging activity that they have never done before. In this assessment, they will learn how to gather information, engage in effective communication and cooperation with their friends. Moreover, it will enhance student's critical thinking skills, problem-solving, and creativity while improving their speaking ability.
Conclusions

By and large, this abrupt migration to emergency remote learning practices requires creative problem-solving. The challenges faced have coincidentally allowed teachers to experience accelerated growth beyond traditional teaching and learning. The hardships have provided us with an authentic experimental ground to apply and adapt the knowledge rigorously to real-world contexts.
References


About the author

Andini Linarsih was born in Pontianak, West Kalimantan and teaches at Tanjungpura University, Pontianak, West Kalimantan. She was Australian Development Scholarships (ADS) Awardee in 2010 completing her master’s degree in Flinders University, Australia, majoring in TESOL. She is also the author of *Metode Pengembangan Bahasa Anak Usia Dini*. Besides teaching English, she is now actively engaged in research on extensive reading and listening. She received *Hibah Penelitian Dosen Muda Dikti* in 2006 on *Model Pembelajaran Kelas Bi-lingual pada Sekolah Menengah Pertama di Kota Pontianak*. 
Exploring the Intercultural Content into ELT Classroom across EFL Learners

Beny Hamdani
University of Islam Zainul Hasan Genggong Probolinggo
benyhamdani.ielts9.consultation@gmail.com

Introduction

As the deep implementation of globalization and internationalization, English has played an integral role for communication and interaction between people from different countries and cultures. In English language teaching (ELT) context, the importance of cultural teaching has been paid more and more attention by scholars (Byram, 1997; Hinkel, 1999;) stating that language teaching can seldom occur without overtly teaching of culture. With its significant role in ELT classrooms, cultural teaching has proved to be successful through many materials, among which textbooks play a vital role. As a source of input, Hinkel (1999) believed that textbooks can be regarded as “a teacher, map, resource, trainer and an authority and ideology” for cultural teaching in ELT classrooms.

Students learning a language are considered to be successful if they can communicate effectively in their second or foreign language. Implementing the cultural content is a kind of bridge for learners between the classroom and the world outside. In order to build the bridge, in the cultural context, the lecturers must give them practice opportunities for purposeful communication in a meaningful situation. It means
learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus, the teacher must give the learners practice to actualize their English acquisition. By implementing the cultural content, they can carry out conversation with others, give ideas and change the information with interlocutors.

**Intercultural Teaching and Learning in ELT**

Language is inextricably connected to culture and the importance of culture teaching and learning in ELT field has received many scholars’ attention in the last four decades (Bragaw, 1991; Moore, 1992; Byram & Morgan, 1994; Baker, 2011;). Furthermore, emergent, situated and hybrid cultural references and practices are of great necessity in cultural learning (Baker, 2011). However, as the definition proposed, researchers began to raise doubts about whose culture should be taught (McKay, 2004) in today’s ELT classrooms. With English as an international language or lingua franca, the wide application of English spreads from Inner Circle, Outer Circle to Expanding Circle (Kachru, 1985). Correspondingly, the culture learning in ELT cannot be limited to culture-specific or target culture, such as Anglo-American culture in Inner Circle. Concerning this, many scholars (Byram, 1997; Baker, 2011;) highlight the importance of intercultural teaching and learning.

Bennet et al. (2003) shed light on the significance of teaching intercultural competence (IC) in language classrooms. According to them, IC refers to “the general ability to transcend ethnocentrism, appreciate other cultures, and generate appropriate behavior in one or more different cultures”, the visible and tangible cultural creations like artifacts, institutions, geographical monuments or art
products. While subjective culture refers to “invisible and less tangible aspects of culture” (Bennet et al., 2003); and it emphasizes on cultural value, worldview or social belief. Apart from the two cultures described as critical elements for exploring intercultural content, Bennet et al. (2003) held that culture-specific and culture-general approaches are inseparable parts in developing IC. They believed the goal of developing IC demands a hybrid of two approaches, which requires learners not only to apprehend a particular or target culture but also to overcome ethnocentrism and cultivate cultural empathy towards diverse cultures. Furthermore, these two approaches are of great help to improve learners’ general cultural adaptation strategies (Bennet et al., 2003).

Similar to Bennet et al.’s (2003) emphasis on intercultural teaching, Byram (1997) proposed a model of intercultural communicative competence (ICC) stressing on both intercultural teaching and learning. According to Byram (1997), ICC includes five prominent factors: “attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness”. ICC model requires learners to have positive attitudes and similar knowledge towards both their own and other cultures with curiosity and willingness. With the ability to “decenter”, it is the initial steps for learners to have skills of interpreting, relating and analyzing culture based on their own knowledge and to discover new information independently for further social interaction. In a word, positive attitudes and mutual knowledge of bilateral cultures added with two skills for interpreting and relating contribute to learners’ improvement of ICC.

To prepare students with IC and ICC, it is of great necessity to raise their intercultural awareness (ICA) as English is used as a lingua franca (ELF). Baker (2011) stated ELF communication is “emergent and situated” which demands
learners’ ability to take advantage of linguistic and communicative materials in the multicultural contexts. From this point of view, traditional cultural awareness that informs students to either local culture or target culture in the inner circle has proved to be limited since more communication and interaction take place in the expanding circle (Baker, 2011). Teachers in ELF contexts ought to cultivate students’ ICA and expose them to the realization of cultural influences as “fluid, fragmented, hybrid and emergent " in the global settings. What’s more, Baker (2011) proposed six strands for teachers to apply ICA in ELT classrooms to make use of all teaching materials available such as textbooks.

Conclusions

The need for an intercultural English language teaching approach that enables EFL learners and English lecturers to advance toward the construction of intercultural communication to build on language education in Indonesia. Besides, it also calls for a definition of the role of the intercultural English language teacher who is seen as a major actor in the process of interculturalising ELT and who should develop an intercultural English language teaching at the classroom. Findings offer insights into how English language teachers in Indonesia approach the concept of intercultural communication and language teaching, and how their views impact their efforts towards a more intercultural English language teaching-based approach. The outcomes also call for transformative action to implement intercultural English language teaching in the classroom.

Firstly, it has provided empirical evidence on EFL learners’ perceptions, beliefs, and assumption on culture and intercultural English language teaching across university students of the university of Zainul Hasan Genggong
Probolinggo. Secondly it has contributed to the production of contextual, empirically-based knowledge that can be used to enrich research on the topic in Indonesia. Thirdly, it has developed an exploratory model to help English lecturers advance towards the development of intercultural communication from incipient to more mature stances, and where the language lecturer is privileged as a reflective practitioner who is able to build on intercultural communication to teach English. Finally, this study has promoted placing intercultural English language teaching at the core of the English language teaching process and has demonstrated how English language teaching and learning are better from intercultural teaching perspectives.
References


processing strategies and types of learning in reading selections and post-reading adjunct questions (Unpublished doctoral dissertation). University of Minnesota, Minneapolis, Minnesota.
About the author

Beny Hamdani, M.Pd was born in a beautiful village called Kedungcaluk, located in Probolinggo East Java on May 4, 1988. He got his undergraduate program degree in linguistics from English Department of faculty of cultural studies of the University of Jember in 2011. And he got master degree in English Language Teaching at the University of Islam Malang. Right now, he is the head of English education study program of the scientific studies of the university of Islam Zainul Hasan Genggong Probolinggo, East Java. His research interests are TEFL, Teaching English for young learners, English for specific purpose, Applied Linguistics, Literature, Translation and identity issues related to English learning and teaching. His earlier writings on this major field were published in professional journals and conference i.e., International English lecturers and teachers’ conferences (INELTAl), TEFLIN International Conference, Conference on Applied Linguistics (CONAPLIN). Besides, some private English teaching is done as well as in several occasions with his English course and training center GO ENGLISH. He is camp soar 1 scholar, RELO US EMBASSY and IMOOC 2017 Training Tel: +6285746177711
Lessons Learned from Emergency Remote Teaching during the Pandemic: What is missing?

Daniel Ginting
Universitas Ma Chung, Malang
daniel.ginting@machung.ac.id

Introduction

Running full online classes includes two inevitable sides. People often view that online classes result in problems such as buying internet quotas, teaching uncooperative learners, having low level of students’ participation, encountering difficulties with technology, facing limited educational resources, experiencing the shortage of ICT knowledge, and relying on poor network infrastructure (Noor, Isa, & Mazhar, 2020). Sepulveda-Escobar and Morrison (2020) mention the lack of direct interaction with learners and the sudden change of setting are among those problems that have interfered with the learners’ learning process.

However, we have to admit that the positives of the online classes are quite obvious. For example, online learning has encouraged the teachers to adapt to new knowledge and skills. They become accustomed to experiencing an e-learning environment. Moreover, they also become more and more creative than before. Shortly speaking, the pandemic seems to be successfully making them become digitally and technologically literate (Marshall & Ward, 2020; Rasmitadila, et al., 2020).
Teaching online classes is not always easy. When the government called for the implementation of online classes at the beginning of the global pandemic COVID-19, I designed full online classes. The instructional materials in these classes were full of asynchronous activities (70%) more than the synchronous ones (30%). As a result, every week I assigned my students to access the materials, joined the discussions and completed the assignments on MS Team. The following week, I scheduled a teleconference meeting with the students. At the end of the semester, I read through the evaluation of my teaching performance in the email, and it was not satisfactory. Most of the students complained about my online teaching. Some said that I had given them too many assignments. Some others mentioned I had given little feedback. From this evaluation, I learned that I had to make improvements. What I used to believe about effective online classes is now being questioned.

I believe that improvement should start from commitment: the students need to be engaged in learning. As they are involved in such interactive activities, we succeed in making them practice new knowledge and make it part of their own. Heckart, et al. (2020) has said students’ active participation through meaningful interaction can be established by a number of ways. For example, teaching the students though teleconference is likely to create interactions with the students. They enjoy seeing and interacting with the teacher and friends. Interactions through synchronous activities, when managed properly, are able to generate meaningful learning. The students are able to listen to the teacher’ explanation and ask questions.
Drawing Attention

Learning something new requires attention from the students. They have to read the material and even listen to the explanation from the teacher. Susman (2021) defines attention as the ability to process detailed information. People's ability to process and store this information is very limited in terms of capacity and duration. Cognitive Load Theory (CLT) has extensively discussed the phenomenon of limited working memory capacity of humans in processing information through the triarchic theory of cognitive process: dual channel, limited working memory capacity and active processing (Sweller, 2004). Therefore, it is important for teachers to optimize the attention of students in a limited time by providing the essence of the lesson while carefully eliminating other irrelevant elements such as background music, animation, flowery speeches (Sweller, Chandler, Tierney, & Cooper, 1990).

Interleaving

The way I teach online classes is relatively straightforward. I only present important points in my teaching material. During the teleconference, I avoid giving too much new information at once such as long lists of words or a large number of PowerPoint slides. I believe it is likely to result in information overload and a failure to encode much of the information to memory. Instead, learners must at least devote attention to the task at hand in order to process new meaningful concepts at all.

Extending the duration of topics is better than teaching all of them in an intensive block. Conducting review and extension after a time delay is better than doing it immediately. Cepeda et al. (2008) have said that information is better
remembered if there is a larger rather than smaller interval between the first time it is studied and the second. Therefore, having two study sessions spaced apart is far more effective than a single session - in fact, the larger the gap, the better, within certain limits. In short, a time delay before restudy changes the context, boosts attention, and gives the learner more time to consolidate the first learning event via sleep. It also allows more time for forgetting, which (counterintuitively) might actually be helpful, because it makes the second study session more effortful, leading to it having a bigger impact (Pyc & Rawson, 2009).

Using a Personalized Approach

Using more personalized language is one of the most effective strategies to attract students' attention. Personalized means a way to make the classroom more real or closer to our daily lives that students can relate to or feel directly. With a personalized approach, I use examples in everyday life. In addition, using informal language or mentioning the names of our students are other examples of the personalized approach. This personalized way can have an impact on the emotional aspects of students. Emotion also plays a key role in prompting attention. Pupils tend to pay more attention to things that attract them on an emotional level - from amusement to curiosity, and even disgust. Things that are funny, surprising or rude tend to be better remembered than things that are bland or repetitive. This does not mean that we need to shock our learners every day or that everything has to be funny, but we should be wary of making the presentation of content overly standardized. In short, personalising topics by presenting them via real-life stories can also help to boost attention and engagement. It certainly helps to make things relevant to individual learners, activating their schemas and finding analogies that they can relate to.
Start the Lesson with the Questions

Giving questions that challenge their critical thinking. Catching learners’ attention involves stimulating curiosity via simple strategies. One example is to avoid starting lessons with a set of facts, but instead to begin with the questions or problems. This is a kind of hook that arouses their curiosity and trains their critical thinking power. For example, in TEFL class, I ask my students, "What makes students cheat on the test?" Most of them never expected this question to be asked at the beginning of the lesson. However, asking questions at the beginning of the lesson proved to be effective in creating interactions between me and my students.

In online classes, I try not to assign too many assignments to students. It's not that I underestimate the quality of assignments. However, giving assignments that they lacked was not a wise choice. Teachers should avoid giving too many assignments. This is likely to result in students’ shortage of sleeping hours. On the other hand, homework should be designed to be as brief as possible, to avoid learners having to stay up late working on it. Teachers cannot have much control over student sleep or lesson timing. Instead, we should encourage good and regular sleep habits.

Retrieval Practice

I always give quizzes or small tests to students after teaching online via teleconference. Of course, I gave them enough time to ask me questions or give them the opportunity to review the current course material. They need sufficient time to consolidate the new knowledge they receive. After that, I gave them a little test using Socrative or Google Form.
I have certain reasons to explain why I gave the test to my students. This is retrieval technique (Smith & Firth, 2018). In general, the term retrieval can be interpreted as the term used to mean accessing our memories and recalling the facts and skills, and could include many types of event: performing a piece of music, making a link between new information and something previously studied, or answering a multiple-choice question are all examples of retrieval. Related to my online class, giving a retrieval exercise in the form of this small test is as a study strategy - people learn better when they are tested than when revising more passively. As a learning strategy, this is commonly known as retrieval practice, and is considered one of the most effective educational interventions (Dunlosky et al., 2013), along with spacing. It should be noted that the use of retrieval practice is not the same as formative assessment - a method of using performance to identify weaknesses and priorities (although the two can complement each other). Retrieval practice helps because the active use of learned information appears to consolidate that memory and make it less likely to be forgotten (Karpicke et al., 2014).

Conclusions

Learning from remote teaching during the pandemic, the pandemic has led education to a virtual learning environment. The E-learning environment is one of the teaching instructional deliveries most teachers do during the pandemic. Teachers are demanded to always be adaptive to any new situations. In spite of different teaching approaches, teachers should never neglect the importance of promoting interactions with the students. Through these interactions, teachers help their students learn new knowledge and build favourable emotional bonds. Like in any traditional classes, online teachers should monitor students’ learning progress, maintain quality discussion through question-and-answer sessions, provide
regular feedback, help low achievers with some extra attention, etc.
References


About the author

Daniel Ginting received his doctorate in English Language Teaching from State University in Malang (2015). He is a member of the IMOOC (Indonesian Massive Open Online Course) module development team, a program initiated by the Regional Language Official (RELO) of the American Embassy, 2016-2017. In 2018, he was the specialist responsible for facilitating IMOOC instructors. In 2020, he and a team of lecturers from State Surabaya Technology Institute University of ITS Sepuluh November developed the Massive Open Online Course for Non-academic staff. Daniel is currently the editor in chief of Klausa journal, and a reviewer for Humaniora journal, Sage Open, World Journal of English Language, Mextesol, and Lenguas En Contexto Mexico.
The Optimization of WhatsApp as a Platform to Improve Students’ Speaking Performance

Fahmi
Universitas Ahmad Dahlan, Yogyakarta
fahmi1300004240@webmail.uad.ac.id

Introduction

In this digital era, technology plays an important role in any part of life, especially toward education. The existence of technology encourages people’s work performance and skills which make them work easier and faster. These benefits also occur in education in which technology can boost teaching and learning process to be more interesting and enjoyable. In other words, technology gives a positive impact toward education, especially in English teaching and learning (Aminatun, 2019). Furthermore, the roles of technology bring the fast development of teaching through some technology’s features. The development of teaching can be seen in teaching strategies, teaching skills, and teaching knowledge. Technology surely can enhance these matters to be more innovative and creative. Therefore, the role of technology can support the development of education faster and measurably since it can portray data for evaluation.

However, most technology platforms are not explored or applied well in teaching and learning. This problem is caused by the lack of knowledge of the teachers or educators on how a technology platform works, especially Indonesian teachers or lecturers. The Indonesian teachers get their difficulties in operating the learning platform and integrating the platform in
their classroom. As a consequence, most of Indonesian educators do not really master the technology that influences the educators’ performance in optimizing the use of technology. As a result, they cannot fully integrate technology in creating enjoyable learning for their students.

Technology should bring more creative teaching strategies from conventional (technology illiteracy) to modern (technology literacy) for the educators (Aminatun (2019). Therefore, the solution that can be applied to overcome the problems in technology illiteracy is to optimize the existing technology platform in teaching and learning process. The optimization here means that the focus should be on fully exploring all features of a particular platform including its function and the procedure to operate it in the teaching and learning process. In other words, all features should be introduced and described along with the procedure of integration into practical teaching and learning. Riyanto (2013) believed that WhatsApp enabled students or friends to study and socialize and even acquire another language. Therefore, the optimization of any technology platform is very important to ensure its benefit fully affects the quality of integration into the classroom. Moreover, it can portray how professional an educator is in applying technology into teaching practices.

**Various Technology Platforms**

Technology is important since it enables teachers and students to develop collaborative manner in teaching and learning process, but optimization is needed and important to achieve this goal (Casanova et al., 2019). Besides understanding how important the optimization of technology platforms is in teaching, the next step is to determine the platform that suits the teaching or learning of a particular classroom. Many technology platforms that can be applied as media to enhance
students’ ability especially in this case is English language learning. The platform for learning media can be a learning website, game application, blog, and social media such as Facebook, Telegram, Youtube, Instagram, twitter, Messenger, WhatsApp, etc. All these media can be used as platforms for teaching and learning which depend on the necessities. These media also have different and unique features in which its features have different functions and benefits. Therefore, it is important to explore the features of each platform to determine the exact and proper media as the platform in teaching English language. One of the popular media used by the students to get and share the information is WhatsApp (Aminatun, 2019). So, the topic that will be the main discussion in this book chapter is about the optimization of WhatsApp for English teaching and learning.

**WhatsApp as Learning Technology**

WhatsApp is a social media application (Nihayati & Indriani, 2021) that allows people to share information in the form of text, picture, audio, and video. This technology has been developed to ease the communication among people by sending their message, recording their voice, or recording their video through its features. WhatsApp also provides group services in which anyone can make a group to gather and have a discussion for a particular purpose. All these features make WhatsApp not only as a social media, but also as a learning technology because of its feasibility, productivity, and flexibility (Singh et al., 2020). The usage of WhatsApp learning technology is very possible since this platform has a lot of features that can support online classes for teaching and learning. This possibility surely can be achieved more if the optimization on all its features is carried out such as
understanding the characteristic of the features, function of the features, the operation of the features, and the steps to integrate the features into teaching and learning practices. Therefore, based on those reasons, WhatsApp platform can be used as a teaching and learning technology which helps educators and students to have a virtual meeting anytime and anywhere. Moreover, most students use WhatsApp for their communication (Pineda et al., 2017).

Improving Students’ Speaking Performance through the Optimization of WhatsApp Features.

Looking at many features on WhatsApp makes me feel encouraged to dig more about the potential of WhatsApp as a teaching and learning platform. I search the implementation of WhatsApp in some research papers, and I find that only a few features have been used as a platform in teaching and learning. For that reason, I intend to optimize all potential WhatsApp features in teaching and learning, especially in English Language Teaching. It was very challenging when I encouraged myself to reveal the functions and advantages of all WhatsApp features as a learning technology. The optimization on WhatsApp features surely give new insight on innovative, creative, and interesting strategies to teach English to students that create an opportunity for communication and learning (Handayani & Aminatun 2020). Therefore, I do the optimization on WhatsApp as an English Language Teaching platform to acquire the optimal result, especially on students’ speaking performance. The brief and clear description about the optimization on WhatsApp to improve students’ speaking performance can be seen as following self-reflective descriptions.
There are some features on WhatsApp that can be applied as a platform to improve students’ speaking performance. Improving student’s speaking performance can be done through Voice note, Audio Call, Video Call, Recorded video, and Video link. The complete description of improving student’s speaking performance through WhatsApp features are:

1. Improving speaking through Voice note

Voice note on WhatsApp provides a fast recorded audio message that allows the user to record their voice and send it to other users. This feature is very useful and fruitful to be applied as a platform to improve speaking performance. I encourage the students to say anything that is related to a given topic. They record their voice and speak aloud in English. This feature enables the students to listen to their recorded voice and analyse the errors in terms of pronunciation and fluency in their speech. Besides, students also can delete their voice notes if their records are not optimal. Then, they can record their speaking performance again through voice notes. These features surely allow the students to correct their speaking performance by themselves and improve it again and again. Therefore, this feature not only improves students’ speaking performance, but also raises their comfort in producing their oral communication in English.

2. Improving speaking through Audio Call

Audio call is a feature that allows the user to communicate in the form of interactive audio. This feature can be used for interactive discussion among
students of a particular group since the feature allows more than four members to speak in one interactive call. This feature can be used anytime and anywhere by the students with fast connection. The students can listen to their classmates’ pronunciation and respond to it. The interactive communication of this feature makes students’ English-speaking practices more alive and attractive. I also can monitor the improvement of my students’ speaking performance during practices. Then, I can give my feedback about the errors that have been made by my students. The students can fix the error and have many opportunities to improve it more and more. The students can feel their development through their immediate correction of the errors. Thus, this feature provides an opportunity for the students to have an attractive practice and improve their own speaking performance.

3. Improving speaking through Video Call

   Video call is a WhatsApp feature that enables the users to communicate with each other through audio and video. In other words, this feature allows the user to listen to other users’ voices and face. In improving students' speaking performance, video call is the best recommendation to be applied as a teaching and learning platform. This feature also provides eight members to have an interactive video call that can be used by the students for practicing speaking as a group. This feature is very impactful to improve students’ speaking performance since it provides video that can make speaking practices more real. The students can speak and see other student's faces and reactions to the conversation. Personally, video call is the best feature on WhatsApp to improve students’ speaking performance because it provides engaging communication through
both audio and video. Therefore, I use this feature dominantly to teach my students.

4. Improving speaking through Recorded Video and Video link

Besides video call, another feature that can support students’ practice in English speaking is Recorded video and video link. In other words, I can record my speech and upload it on WhatsApp, I also can share it to my students personally at once. My students can learn about speaking material through my speech. Besides, I also upload other videos that demonstrate speaking practices by the natives and influencers. This way will be more engaging and attractive since my students can learn many things about improving English speaking through one platform. To make speaking practices more creative, I share YouTube video links that can be played and watched directly on the WhatsApp platform without visiting the link or YouTube channel. So, all videos can be shared and watched by the students for learning on one platform (WhatsApp). Therefore, this feature is also fruitful and impactful to optimize the use of WhatsApp in improving students’ speaking performance.

Conclusions

The role of technology is very important English language teaching. Technology creates new innovation on strategies and atmosphere of learning language. However, technology will be ineffective when the educators cannot optimize the features of the technology itself. The nearest example is the use of WhatsApp as a teaching and learning platform. This platform has various features and functions that can be integrated in teaching English. However, the fact shows
only some features that had been used as a teaching platform. Even, its implementations are not optimum since the lack of exploration on the WhatsApp features and its functions. Therefore, I share my knowledge about all features of WhatsApp, and I share my experiences about how to optimize the features’ functions in improving students’ English performance, especially speaking skill. I hope my experiences can give some references about how to optimize Whatsapp as a teaching and learning platform in improving students’ speaking performance.
References


About the author

Fahmi was born on February 13, 1994 in the city of Sambas, West Kalimantan province. He completed his school studies in his birthplace, namely Sambas. He continued his undergraduate study in English Education at Ahmad Dahlan University (Yogyakarta) and graduated in 2017. Then, he continued his Master in English Education in 2018 and graduated with honors (Cum Laude) at the same institution (Universitas Ahmad Dahlan, Yogyakarta). He has experience in English teaching from kindergarten to tertiary levels. In addition, he has also been an English instructor for employees of PT. CAI Yogyakarta and at several educational institutions such as SMARTGAMA, ENGLISH CAFFE, and ARVARD INSTITUTE. He had won an English debate competitions as Best Speaker in 2014 and as Best Paper Award Winner in international conferences, namely The First International Conference on English Language Teaching, Literature, & Linguistics (ICoELTICs-ICOSI) in 2019. Currently, he is also listed as a researcher and reviewer in several reputable national and international journals (indexed by Scopus and WoS). Email: fahmi1300004240@webmail.uad.ac.id
Learning Solution at COVID-19 Pandemic with CIUP (Creative, Innovative, Understanding, Practice)

Hiqma Nur Agustina
English Department, State Polytechnic of Malang
hiqma@polinema.ac.id

Introduction

The COVID-19 pandemic has destroyed the rhythm of life of every human being around the world. What is certain is that everyone must make quick adaptations regarding the changing patterns that must be addressed wisely. Not a few businesses have experienced a drastic decline. Even having to lay off employees, even not less than large companies forced to go out of business due to the COVID-19 pandemic. This pandemic, which has been ongoing for a long time in the last few months, has had a broad impact on human life, including the industrial aspect. Various industries, ranging from tourism, property, banking, and many others, have suffered quite a blow. In addition to the decline in income, the threat of bankruptcy awaits us. Six airlines have laid off employees due to this pandemic, namely Garuda Indonesia, Singapore Airlines, American Airlines, Cathay Pacific, Emirates, and Qantas (Azanella, 2020).

The President Director of Garuda Indonesia, Irfaniaputra, said that he would terminate the contracts for their 700 workers due to the decline in company revenues during this pandemic. Singaporean airline Singapore Airlines plans to terminate employment relations with 4,300 employees or 20 percent of
their total human resources. On October 1, 2020, American Airlines laid off 19,000 employees due to a decrease in demand for air travel due to the outbreak of COVID-19. At least 12,500 employees have volunteered to leave the largest airline in the world. Like this one, Hong Kong-based airline, Cathay Pacific, was forced to cut thousands of its employees in Hong Kong and mainland China. Unmitigated, the number reached 5,900 workers. Quoting Kompas.com (21/10/2020), this number reaches 24 percent of the total employees (Azanella, 2020).

The airline from the United Arab Emirates, Emirates has confirmed it will cut 9,000 employees since last July. It was stated in Kompas.com (11/7/2020) that the total number of Emirates employees was originally 60,000 people. Due to the pandemic, they have cut one-tenth of them. Still feeling heavy, Emirates again terminated its employment relationship, this time for its 9,000 employees. The layoffs primarily imposed on Airbus pilots and cabin crew, not Boeing. Australian airline Qantas has cut its 6,000 employees from working due to the impact of the pandemic on the company. The number of employees who were dismissed was equivalent to 20 percent of the total number of employees before the crisis caused by the pandemic. Previously, in mid-March 2020, Qantas temporarily laid off 80 percent of its employees to minimize expenses from significantly reduced income (Azanella, 2020).

Travel data analysis company, Cirium, noted that as many as 43 commercial airlines had gone bankrupt throughout 2020 due to the impact of the Coronavirus (COVID-19) pandemic. The bankrupt airline has completely shut down operations. The International Air Transport Association (IATA) predicts that the aviation industry will suffer losses of up to $77 billion or around Rp. One thousand one hundred twenty-eight trillion (exchange rate of Rp. 14,661) during the second quarter of 2020. Official data will be released later this week. In
addition, IATA predicts losses will continue to be printed at $ 6 billion or around Rp.87.9 trillion per month in 2021 if recovery from Corona is still slow (Lydiana, 2020).

The massive layoffs carried out by several well-known airlines in the world above illustrate how the COVID-19 pandemic has caused side effects. They felt not only in companies but also in employees who are forced to accept this decision. Departing from the massive negative effect, now she turns to the world of education affected by the COVID-19 pandemic. It is primarily regarding the practical and practice-based methods that the writer applies to her classes in the D4 English of Business and Professional Communication at State Polytechnic of Malang.

There are several essential things that she would like to highlight in this writing. First, she sees many big airlines that are forced to reduce the number of employees in large numbers. It teaches that everyone must have the skills to survive in any situation. Second, one of those defensive skills can be obtained by a student when studying at a university. Third, as a teacher, we must teach these skills to help them survive even in the worst conditions. Fourth, learning that puts forward fun situations will encourage student productivity and creativity to continue to be enthusiastic in learning and express their ideas, ideas, and opinions. As a result, teachers and students alike get positive output from teaching and learning activities.

Changes in Learning during the Pandemic

The offline or face-to-face learning method remains the primary choice for teachers and students. The face-to-face method feels to produce positive outcomes for students. The learning atmosphere is a more lively, direct question and answer session, feedback that students can know directly.
Apart from that, presentations, group discussions, and pairs can also be carried out in an orderly, directed manner and produce clear output. The presence of students can also be monitored every meeting session by the lecturer. Thus, learning activities can also occur regularly. Besides, the student's character formation to have a disciplined nature, be open-minded, dare to argue, and have good presentation skills can continue to produce.

In her research, Efriana (2021) examines problems and solutions in e-learning. Some of the problems raised by teachers are related to subject materials, teacher's ability to use technology in online learning, and the limitations in online learning. Meanwhile, the problem of students is that some students do not have gadgets or computers as online learning media. Moreover, some students are less enthusiastic about participating in online learning even though they have the devices. The last several students live in areas that do not have internet access.

Male et al. (2021) examined the attitude of undergraduate students toward online learning. Some of the students are not accustomed to learning online. The result shows that the students tend to be bored learning from home. A number of the students prefer to have conventional teaching and learning activities. Moreover, it suggests that the teachers should vary the techniques when performing the online class.

Hermawan (2021) stated that e-learning during the COVID-19 pandemic for private universities was a challenge and an opportunity. They are in terms of perception, attitude, and infrastructure. In terms of perception, students accept e-learning as a solution offered during the COVID-19 pandemic. This method enriched students' opinion that e-learning allows them to learn new tools they have never used. For the attitude,
the students feel comfortable using e-learning because they can use various digital platforms or attend classes anywhere without being physically taught independently. The last is infrastructure. Students feel that the infrastructure to access the internet in Indonesia based on each residence is good enough.

Research conducted by Yulia (2020) states that online learning is an effective learning solution for students in schools, considering the massive spread of COVID-19. The use of e-learning for teachers and students who live in urban areas is not a problem. It becomes a problem if teachers and students live in areas where internet access is minimal or non-existent. Ro’fah, Hanjarwati, and Supentanginingrum (2020) show that most disabled students as research respondents prefer conventional face-to-face learning to online learning. The high cost of internet access and difficulties in accessing the e-learning system are considered to be their main problems.

Wargadinata, Maimumah, Dewi, and Rofiq (2020), in their research, stated that the use of WhatsApp Group was the most effective communication tool during the COVID-19 pandemic. WhatsApp is easy, simple, and does not require a large data quota package. Teachers and students did this because they could communicate and share PowerPoint, Microsoft Word, JPGs, Voice Notes, Videos, and other learning resource links.

CIUP: Creative, Innovative, Understanding, Practice

At the beginning of the COVID-19 pandemic situation that began to spread in the country, the writer began to think about what methods would be the most effective to be applied in classrooms. She was able to remember that learning activities were longer carry out face-to-face. All teachers must think creatively and innovatively to create a pleasant, practical,
creative classroom atmosphere and express opinions and arguments. She dreams of many things so that the target and learning output can be achieved adequately.

Furthermore, she sets some specifics of the methods that students can do and practice through CIUP. CIUP stands for Creative, Innovative, Understanding, and Practice. Creative means that students are obliged to hone their spirit of creativity in learning. This creativity has a high value during the learning period and when it is already working. Only creative people can survive and continue to have good opportunities at work. Innovative means that students who have innovative traits are included in extraordinary people because not everyone can be capable of being human beings who can innovate. Understanding means that students must also understand all material and practice to apply the knowledge and skills gained in work.

Moreover, the last one is practice. This means that students are continuously practicing to hone skills and skills needed in the world of work. People can learn theory by reading, but not by practice. Practices that carry out continuously will be beneficial skills in the world of work.

**Practice the CIUP Method in the English for Business Communication Class**

Learning in vocational colleges puts forward practices to hone student skills. The number of practices that are more than the theory feel to increase students' readiness after graduation and compete in work. It is vital to do the D4 English of Business and Professional Communication to provide practice-based education and teaching standards for the State Polytechnic of Malang. This standard produces the best graduates and works based on skill and educational background.
One of the courses she teaches in the 2020-2021 academic year is English for Business Communication. A brief description of this course is to teach the students to learn about recognizing, understanding, and using words, terms, phrases, clauses, and sentences related to communicating based on more complex themes related to business and the world of work (business communication). In addition, students also teach to understand readings related to business and the world of work and business ethics and cultural differences that need to be considered in communicating with superiors, coworkers, and coworkers. The eight learning materials are English for meetings, English for socializing, English for negotiating, Market, Customer, Company, Management, and Business and Society.

EBC's learning goals are that students recognize, understand, and use words, terms, phrases, clauses, and sentences often related to communicating. This subject-based on more complex themes related to business and the world of work (business communication) English. For meetings, English for socializing, English for negotiating, Market, Customer, Company, Management, Business and Society, and reading text related to the theme.

In connection with these themes, she applied several learning methods such as lectures, group discussions, presentations, and case study studies. She then set some specifics of the methods that students can do and practice through CIUP. In the creative strategy, she requires every student to carry out creative negotiation techniques to target clients. These creative ways are carried out in a video so that many audiences can watch it. It was proven that these students' creativity in conducting these negotiations resulted in accurate strategies useful for business people. In the innovative strategy, students produce papers on the topic of English for meetings.
English is an international language that is a bridge for businesspeople to expand globally. The innovation produced by students is using a café or restaurant, which millennial business people often use. Business meetings can be held in semi-formal and even informal spaces, not only in rigid corporate meeting rooms. Thus, talks and meetings can take place to get a win-win solution.

Furthermore, in the understanding strategy, she initially made it a habit to do Q and A sessions. In the middle until the end of the session. She needs to know the students' understanding of the lecture topics discussed in each meeting, summarized into a meeting in one semester. By ensuring that every student understands the material and masters the material well, she can move on to the next topic with a sense of relief. Finally, the practice strategy is closing the whole series of strategies that she applies in class. By practicing continuously, each student will get used to it and then understand and have confidence in their skills. They are ready to step into the world of work.

Conclusions

In the end, a teacher prioritizes learning principles that prioritize comfort, flexibility, effectiveness but still produce learning outputs that can be understood, mastered by students in real terms. This natural consequence has prompted her to put forward the CIUP teaching method amid the COVID-19 pandemic. The COVID-19 pandemic is not the end of everything but a starting point that has made many people aware that they must always accept all the risks and the worst in life.

We see much success from people who can survive and then create all the new opportunities and opportunities. We
learn that humans are only asked not to stop trying every test and difficulty that God creates. It proved that great humans are born capable of becoming heroes in various fields behind every calamity and difficulty. Through the CIUP learning strategy, she sees her students in the process of becoming creative, innovative, understanding, and putting forward practice.

She believes the CIUP strategy can increase and hone the willingness and enthusiasm of students to continue learning in the era of the COVID-19 pandemic. Online lecture sessions that consider it impossible to create dynamic and talented students have also created a strong generation ready to compete globally. Obstacles and difficulties are not to be feared and avoided but must be faced with enthusiasm and conviction to overcome them.
References


About the author

Dr. Hiqma Nur Agustina, S.S., M. Si, M. Hum is a lecturer and researcher at the Department of Business Administration, D4 English Study Program for Business and Professional Communication State Polytechnic of Malang. She was born in Bangil, August 19, 1975 and completed her education from SDN Kidul Dalem I, SMPN 1 Bangil, and SMAN 1 Pasuruan, East Java. She obtained her undergraduate education (S-1) from the Faculty of Letters, Sanata Dharma University (1994). She also obtained two master's degrees (S-2) from the University of Indonesia, which are Master of Communication Science (2002) and Master of Humanities (2007). She obtained a doctorate (S-3) from the Faculty of Humanities, University of Indonesia (2019). She has done much research in literature, language, cultural studies, and communication sciences. Several of her research work have been published in proceedings, journals, and books. A collection of short stories entitled Antologi Cerpen Nina and several reference books complete her collection of writings. The writer is also known as a speaker in several scientific activities at the national and international levels.
Encouraging Teachers to Promote Learners’ Autonomy in Aceh

Husnul Khatimah
English Education Department of IAIN Langsa
husnul@dainlangsa.ac.id

Introduction

After COVID-19 pandemic, the human life aspect will never be the same as previous, it is proven by the proposed new normal lifestyle. This also happens to the education sector in Indonesia, where policy makers in the education institution have to take the emergency decision to shift the learning environment from face-to-face learning in the classroom to fully online learning. This sudden change had left confusion to everyone involved in the sector, especially the learners and the teachers. This confusion started by the adaptation of paper-based learning to digital learning, which was not the habit before the pandemic. Both teachers and learners in Indonesia, especially in Aceh, are not familiar with the use of hi-tech in their learning. Besides the lack of facilities and training, the demand is not as vital as after the pandemic hit. However, technology mastery is not a long-term process, as teachers and learners are provided with sufficient facilities and guidance, they will master hi-tech no more than 1 semester. The learning style transformation is long term process adoption, even though the pandemic had been almost two years, the teachers and the learners in Aceh are still seeking the proper ways of online learning.
What makes online learning become harder than offline in class learning is the shift of learning pattern, from teachers-centre to students-centre, where both teachers and learners in Aceh are not well experienced. Undeniably, the learning before the pandemic in Aceh was mostly teacher-cantered, when teachers had the role as the knowledge provider, with the only authority controlling the learning process. The learners were passive receivers. In the classroom setting, the teachers were able to transfer the knowledge to the class even he/she had a big class that consisted of 40 learners. The teachers can monitor the learning process because all of the learners were in the same class and learning at the same time. However, in online learning patterns, however well the teachers prepared the learning materials, he/she still can not guarantee their learners understand what had been taught. The success of the online learning process lies in the learners’ hands, if they want to learn, they will succeed, but if they deny the learning process, they can pretend learning is as easy as muting their zoom’s microphone and video camera. Therefore, online learning during a pandemic requires the steady development of learners’ autonomy, where learners are aware and able to control their learning process and the teachers become the facilitators.

The Definition of Learning Autonomy

Learners’ autonomy first developed by Holec 1979 in Association with the council of Europe’s Language Education policy. According to Smith (2008), this pedagogical proposal has at least a thirty-year publication history, until it becomes a buzzword today (Magaldi, 2010). The concept of learning autonomy proposed by Holec is as “the learners’ ability to take charge of their own learning.” It means learners have the bigger responsibility to manage their own learning.
Before the pandemic, in Indonesia, the trend of learning autonomy development was not a popular issue among educators and academicians. It is because it was not practical in a bigger classroom setting in Indonesia. Moreover, the teachers’ willingness to allow the students to take control of their own learning is difficult to negotiate, meanwhile according to Barfield et al (2001), learners autonomy depends on teachers who create the environment where autonomy is accepted. Autonomous learning will be developed in the circumstances that allow the students to build their autonomy. Before the pandemic, the process of promoting learning autonomy was mostly done through online learning which happens very rarely, for some reason the class is set specifically for this purpose. Razali and Khatimah (2013) had utilized Facebook Group media as the online class setting to promote students' autonomy in learning writing, but they focus on senior high school students. For university students, Zulfadli and Husnul (2016) conducted the same research which resulted in the same outcome: Facebook group facilitated the learning autonomy. In addition, Lengkawati (2017) proposed some barriers that block the process of learning autonomy implementation in the Indonesian classroom; limited time allotted for curriculum implementation, too focus on national examination, learners’ lack of experience in learning autonomously, and insufficient English proficiency of learners and teachers.

Nevertheless, after pandemic hits, many researchers are discussing learning autonomy in Indonesia (Melvina and Suherdi, 2018; Atmojo and Nugroho, 2020). Melvina and Suherdi (2018) the teachers’ belief about learning autonomy and they found some constraints that come from both learners and teacher’s side. The learners are not ready to learn autonomously. They lack motivation and become dependent on teachers. On the side, the teachers’ style is the centre of knowledge and teachers’ belief that learners are not capable of
controlling their learning, and their old teaching method had served as the problem in developing learning autonomy in Indonesia. Furthermore, Atmojo and Nugroho (2020) identified lack of teachers’ planning and preparation as the main problem in managing the online presence during the pandemic. Implicitly and explicitly both of them are encouraging the Indonesian Government to provide significant training to develop teachers’ capacity in understanding and promoting their learners’ autonomy, since we cannot state when the real end of this pandemic is.

**Promoting Learning Autonomy**

Talking about developing learning autonomy, it is a challenge itself for all of the educators in Indonesia, especially in Aceh. Beside the nature of Indonesian bigger classrooms, it is hard to adapt learning autonomy concepts that focus on individual approach for every learner. The nature of learning autonomy as not a product itself also becomes a homework on how to really develop it. Indeed, the ability to take control of their own learning is not as concrete as memorizing the alphabet and numerical counting, but it involves psychological aspects such as the ability to understand about themselves, their needs, their strategy, which cannot be produced in a one-week meeting. It also cannot be measured as the TOEFL score measurement. J.H. Flavell (1976) defines the concepts of learners’ awareness with the words ‘metacognition’ that describes the process of thinking about thinking and refers to one's knowledge concerning one's cognitive process. Therefore, Metacognitive Learning Strategies are the strategies that focus on illuminating the students' awareness about their cognition and all aspects of the learning process. Little (1991) suggests that the development of learners’ metacognition through metacognitive strategies can facilitate the promotion of learning autonomy. Oxford (1990) has presented a clearly pedagogical
proposal for developing Metacognitive Learning Strategies which includes three strategy sets: “Centering your learning, Arranging and planning your learning, and evaluating your learning.” In centering your learning, some suggested activities include such as overviewing and linking prior knowledge, paying attention, and delaying speech production to focus on listening. In arranging your learning, finding out about language learning, organising, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. In evaluating your learning, self-monitoring and self-evaluating should be encouraged.

Furthermore, Reinders and Balcikanli (2011) treat learning autonomy as a path rather than the product, the path where the learners must go through. He suggested 8 stages that work in cycles which cannot be cut and stopped in any stage, in order to be autonomous, the learners must go through the whole stages, then repeat it again and again until they become lifelong learners. The cycle starts from; identifying needs, selecting goals, planning learning, selecting resources, selecting learning strategies, practice, monitoring the progress, and the last was assessment and revision. The first stage, identifying needs, the teachers must help their learners to know and understand what they need to learn and what they do not need, so that they can focus their limited timing in the classroom meeting to learn something they need. Of course, at the first discussion with the students, they will not immediately be able to identify their needs, the teachers’ role to facilitate them with types of needs in learning language so that they can reflect on what they are. The second stage, selecting goals, after understanding and choosing their needs in learning, the learners should be trained about how to set their goals to fulfil their needs.

The next one, planning learning, the teachers must support the students with the knowledge of what is planning, how
planning is important for their learning, and the crucial one is how to plan their learning. The learners should be convinced that the planning of their learning is their responsibility, not their teachers’. The fourth stage, selecting resources, is the first practical stage that results from the learner's learning plan, so if the learners are master’s in planning learning, in this stage they just apply the plan they had made to find the resource of their learning. The teachers must be wholehearted that their role is not as the learning source (as treated in old-fashion classroom) and encourage the learners to find their own learning resources, but the facilitation on how to find the best learning resources must be provided for the learners. The next stage, selecting learning strategies, in this stage many learners will be blind on how to select the learning strategies at first, since some learners do not even really understand what the strategies are. The teachers’ role is to guide them to understand the concept of learning strategies, how many types of it, and how to understand their own character to choose the right strategies that fit their characters. Practice stage is the most practical stage among those eight. This stage is the only stage done by all of the teachers in Indonesia, especially in Aceh, when they ask their learners to be independent learners during the online class. This stage, without other seven stages, makes the learners feel their learning process as the burden rather than the learning. For the last two stages, monitoring the progress and assessment and revision, are the most difficult stages for the learners to do it by themselves without facilitation. Besides, the long-term belief that teachers should monitor and score their learning, the process of monitoring and evaluating which require advanced knowledge also being the barriers for the learners to do it by themselves. The teachers must be very patient and dedicated in guiding their learners in these two stages.
Indeed, before asking the learners to follow and do all of the eight stages, the teachers must build their awareness on how the stages will develop and help them to be successful in their learning. The learner's awareness could be promoted by using the metacognitive learning strategy as suggested by Oxford (1990). Combining Reinders’ stages and Oxford Metacognitive Learning Strategy will develop the learners’ learning autonomy during pandemic online learning.
References


About the author

Husnul Khatimah is a lecturer in English Education Department, Faculty of Education and Teacher Training, State Islamic Institute (IAIN) Langsa. The founder of Toefl Clinic Corner IAIN Langsa (2019). Besides dedicating her time on campus, she also had served her community as the founder of Tanyoe Communal Learning Centre (TPM Tanyoe) in Lambirah, Great Aceh (2011) and the director of this centre for 2011-2014. She is also one of the board members of Indonesian English Lecturer Association (IELA). Her research interests are mostly about Education, culture, English language teaching, and teaching methods. Husnul@iainlangsa.ac.id Faculty of Education and Teacher Training, State Islamic Institute Langsa, Aceh, Indonesia
Pedagogic Reflection Amidst the Pandemic

Gusti Ayu Made Rai Suarniti
Universitas Warmadewa, Denpasar, Bali-Indonesia
raisuarniti78@gmail.com

Introduction

Pandemic has an impact on changing learning patterns for those who dwell in education both lecturers and students in universities as well as teachers and students among kindergarten, elementary, junior high and high school students alike. Learning that was done face-to-face instantly turned into a distance learning system or famously called Online Learning. Online Learning and work from home are a form adaptation that must be done by lecturers and teachers as the vanguard in carrying out the learning process and Tri Dharma Perguruan Tinggi, especially for lecturers which consist of education and teaching, research and development, as well as community service.

COVID-19 Pandemic for Lecturers and Students

The COVID-19 pandemic is a storm for lecturers in carrying out Tri Dharma Perguruan Tinggi especially in the field of education. In the midst of the busy preparation of online lecture materials which are conducted either using Google Scholar, WhatsApp, Zoom Meeting, Google Meet, Skype, MOODLE (E-Learning) or other media applications, lecturers are also expected not to forget their duties and obligations to conduct research or at least make articles that will be useful for filling their BKD (Beban Kinerja Dosen) which is an absolute requirement that must be met by lecturers who have passed the
certification test. Precisely in the current pandemic, lecturers should still be able to produce many scientific works as well as create quality literary works in the field of poetry, prose and drama. WFH or Work From Home is a golden opportunity for lecturers to develop other talents and not otherwise be used as an excuse to neglect duties and obligations as educators.

The COVID-19 pandemic is not an excuse to give up one’s duties and obligations, quite contrary, one should be able to make pandemic as a moment to innovate and build creativity. This has been done by many lecturers by joining in various activities such as, for example, webinars both held locally, nationally and internationally. Research can also be done in cooperation with both domestic universities and universities abroad by using online means that connect lecturers to work further in the future in achieving a better quality in education and competitive in the career and working environment.

The inflexibility of PSBB in various regions in Indonesia, causing both the lecturers and the students to be overwhelmed in attending lectures remotely. They try to follow the course using Google Scholar but this effort shows to produce less than maximum results. Along with the loosening of PSBB, they began to get used to using MOODLE (E-learning) which provides a variety of facilities be it adding files, forums, quiz, assignment, Zoom meeting etc. All facilities available in MOODLE (E-learning) adds to the interest of students in the lecture. Those who feel nostalgic for face-to-face class can satiate their feelings through this means.
Lecture Process during the COVID-19 Pandemic

At the beginning of the pandemic was a very stressful start for all people around the world. Imagine, lectures that initially went smoothly were suddenly disturbed by the news that hundreds of people died from the pandemic that was originally called Corona and developed later into COVID-19. Of course, neither the lecturers nor the students were prepared to face the news. Lecturers suddenly had to prepare lecture materials and try their best searching the internet to create lecture materials that were originally a regular Power Point presentation but later changed with the introduction of Google Classroom and MOODLE E-Learning.

As with lecturers, changing the teaching and learning system from face-to-face to online also has an impact on students. This change requires them to overhaul things that have become habitual during the face-to-face learning process. Students who were previously unfamiliar with learning using media such as Google Classroom and Moodle E-Learning are required to adapt. At Warmadewa University, not a few are still unfamiliar with online learning systems, there are even a handful of them who have never used online learning media such as Google Classroom and Moodle E-Learning. This forces students to find out and learn how to use online learning media. This adaptation process encourages students to develop. Dianna Novita and A. R. Hutasuhut stated that the capabilities of online learning activities will provide better student performance compared to conventional learning activities, because in addition to being able to make students more knowledgeable also make them literate of technology (2020: 9).

Indeed, such an online learning system sounds very complicated for the layman, but it is very practical for those who have mastered it. Online learning can be said to be
practical for several reasons such as eliminating the need for students and lecturers to go to campus, potentially reducing the time and costs required to start teaching and learning activities. It is said to be potential because these savings (especially costs) are not the same for every student and lecturer. On the one hand, for students who use Wi-Fi facilities at home, they can use the full online learning facilities at a relatively affordable cost. On the other hand, students who do not have Wi-Fi facilities in their residence must spend a considerable amount of money to follow the online learning process. This happens because to follow online learning, the internet is indispensable, and the internet costs provided by mobile providers in Indonesia are still quite expensive.

Many students complain that they have to buy many times more 'kuota' or internet bandwidth than during the conventional learning process, and this is not cheap. However, not all online learning services consume a large amount of kuota, services such as Google Classroom tend to require a small amount of kuota to use. Services that require a lot of kuota such as Zoom and Google Meet are the nightmares of students who don't have Wi-Fi facilities at home and have to buy kuota on their mobile provider.

Zoom and Google Meet are video conferencing services that are often used by lecturers as a medium for learning to teach online. There's no denying that media like Zoom and Google Meet are better online learning media than services like Google Classroom, because, unlike Google Classroom, lecturers can meet face-to-face online with students. Why is this called a nightmare for students who do not have Wi-Fi facilities at home? Because media like Zoom and Google Meet take up many times as much 'quota' to operate compared to Google Classroom. Therefore, these students are required to spend more funds than when studying face-to-face on campus.
Thankfully, the Indonesian Ministry of Education and Culture provides free quotas for students. This is certainly very helpful.

There are also students who choose to install Wi-Fi in their residence after the pandemic. Although considerable funds upfront are needed to do this, the student considers this an investment, because the use of Wi-Fi is very cost-effective for the long term and can be used even though the COVID-19 pandemic has ended and they are back studying on campus.

Speaking of the internet, network problems are another challenge that students have to face. Internet networks can become unstable when used in locations with bad internet network coverage. Problems arise when students use video conferencing media such as Zoom and Google Meet. When the network is unstable, Zoom or Google Meet can become stuck, hampering the teaching and learning process for both students and lecturers. Network problems are one of the things that can’t be fixed on their own, and often there are those who don’t understand it.

One Warmadewa University student complained that due to its unstable internet network, their Google Meet lecture sessions often become disjointed. Because of this, the lecturer who taught the lecture blamed the student for their internet connection. This student and his friends in the Google Meet session had tried to explain why this was out of the student’s control, but at the end of the day the lecturer persisted and the student could only accept mistakes that were beyond their control. This case shows the importance of education about the components concerning the internet, not only to the lecturers, but also to the students.

Study time is also a problem for students. The fact that teaching and learning activities do not need to take place face-
to-face in the classroom becomes a double-edged sword for students. It is indeed true, they no longer need to bother coming to campus to get an education, but at the same time, this can be a burden for students. Some students at Warmadewa University complained that their time off was 'taken' by lecturers because the lecturer chose to move the lecture hours from weekdays to holidays. Surely these students think of this as a bad thing for them. What is more, the transfer of tuition hours is done unilaterally, where students are not given space and time to negotiate on this issue.

Another complaint from some students of Warmadewa University is the number of assignments given to students during online lectures compared to those in face-to-face lectures. Online lecture activities that are flexible towards time become an opportunity for lecturers to give more assignments to students. The reduced explanation by the lecturers about the lecture materials was also complained by the students. This method of learning is not bad in and of itself. But there are some students who have difficulty learning on their own, and this method of learning 'hinders' the development of these students.

The above problems often hinder the learning process for students, which results in the appearance of stress. Not only are they trying to adapt to new habits, students are attacked from various directions by other stressful problems. Niken Bayu Argaheni said that the stress experienced by students during the COVID-19 pandemic can arise from various things, ranging from the fear of contracting COVID-19, worries when going outdoors, boredom during social distancing, and difficulty understanding materials during online lectures (2020: 106). Stress certainly adversely affects students' physical and mental health, and will ultimately affect their performance in learning both inside and outside the lecture.
COVID-19 Pandemic: Lecturers and Students are Required to Master the Use of Science and Technology

The beginning of the COVID-19 pandemic is a transition period that is considered hard and difficult for students, especially for students who have weak economic abilities and come from underdeveloped areas. They are not yet familiar with the use of MOODLE (E-learning) as the main reference of learning, in addition students are also required to learn independently by honing the ability to analyze materials on an ongoing basis. Even more so, learning also uses WhatsApp as a means of following lectures, although in the end Online learning is not comparable to face-to-face learning.

Students’ ability to master science and technology is highly tested when studying online during COVID-19. L. D. Herliandry, Nurhasanah, M. E. Suban, and H. Kuswanto said that the readiness of students and lecturers to interact online is very important (2020: 67). Students who lack mastery on the matter will have difficulties in the future. According to the research of D. R. A. U. Khasanah, H. Pramudibyanto, and B. Widuroyekti the obstacles experienced by students in their adaptation from conventional lecture systems to online lecture systems can be divided into 2 factors, namely internal and external factors (2020: 46). Internal factors can include a lack of student knowledge about science and technology as well as fear and confusion of trying new things. While external factors can be in the form of living in non-strategic residential areas, causing poor internet signal that hinders the teaching and learning process.

They only have two options, namely start to learn about things about science and technology or give up under pressure and wait until this pandemic period passes. For those who choose the first option, they’ll start finding out about the
operation of online learning media such as Moodle E-Learning, Google Classroom, Zoom, and Google Meet. The material to learn these skills is not difficult to find: a one-time search on a site like Google or Youtube will pay off. However, what about lecture materials? Before the pandemic, students who were less technologically literate were looking for materials in the library. After COVID-19 hit, the group of students had difficulty finding quality materials to learn.

For other students, the COVID-19 outbreak is even a self-development event, they began to read a lot of literature that they get on the internet. This is a positive impact of the pandemic for students, because their literacy skills are improved compared to conventional lecture methods where some students only listen to explanations from lecturers on campus and they do not read themselves.

In addition to increasing the level of student literacy, many other students also get their self-development in various fields, ranging from behavioral development to acquiring new skills. Zuly Daima Ulfa fan ujen Zenal Mikdar said many students get new capabilities during the pandemic, ranging from video editing to the operation of office software such as word, excel, and power points. This ability they get from viewing and mimicking other people from YouTube videos. In academic fields, they found improvements such as: students read more online journals, articles from sites like Wikipedia, as well as through free apps like Duolingo and question and answer forums like Quora. What's more, some students even get work experience to add some money to their pocket (2020: 128). It can be seen that COVID-19 forces students to learn, adapt, and master science and technology.
In essence the coronavirus or COVID-19 outbreak is something that is no longer in the national sphere, but some countries in the world are also infected with this virus. The impact of the outbreak of this virus will certainly be affected on all sides and dimensions such as, education, economy, tourism and some other sectors that can no longer run as usual. Various efforts have been made by the government in socializing this outbreak and how efforts to prevent it, namely by the application of healthy lifestyles or health protocols, such as the suggestion to wash hands more often and the rules to use masks. It seems that after a few weeks of socialization of this health protocol, various parties have followed it well. But after a few months, people began to become saturated, the loss of livelihoods caused unrest from the side by having a middle-to-lower economy.

One of the dimensions that can be highlighted is on the educational dimension itself. Yes, education. Of course, because how communication between teachers and students that was initially done in the classroom, every morning that usually greet each other, socialize, jokes among students, hospitality, and civility no longer exist, children who usually shake hands and kiss the teacher's hand, now those routines are gone, the teachers when teaching with lectures and held active discussions with students in the classroom, now replaced with online learning. Could Indonesia now start what they call 5.0 because all sectors are already using technology?

After all sectors had been diverted to work from home, religious worshipping at own residence, and home learning, educators chose to teach through online learning sites, such as using video conference Zoom, this certainly taught me as an educator which were teaching using conventional media to now use more and more technology-based media, technology-based media that was once used as an option in teaching but in
the present day this technology media has become an obligation that must be done in the learning process.

Learning using the Google Classroom app, certainly during the first week of learning all students actively take online classes, only a few people cannot take online classes because they do not have a mobile phone and do not have internet *kuota* to access the application. Intense communication is certainly done to continue to motivate students to learn, discussions in the online classroom, so that from the stimulus that is done it seems that some students are very enthusiastic in following the learning. But after running it for three to four weeks, Denpasar Education Office launched a new application for online learning called "Lentera Denpasar" so that all learning that was carried out in Google Classroom switched to the application launched by the Denpasar Education Office. So that teachers in Denpasar use the application. Thus, teachers and students start the habit of using technology media in learning, it is easier but again the problem is the requirements to use an android phone and of course have *kuota* to access the internet.

This problem is certainly a fundamental problem in learning, because students who do not have a mobile phone but have high intentions to follow the learning will be the dilemma of the teacher in providing learning and assessment to his students. However, the Indonesian Minister of Education, in this case Nadim Anwar Makarim, strives to continue to provide learning processes at home, so the alternative is to provide learning through television broadcasts through TVRI stations. This scheduled learning process was held on TVRI channel on the television.

Through this information, the teachers direct their students to follow the learning through TVRI, accompanied by
parents and teachers of subjects that will be aired to accompany
the children to learn. In addition, the explanation in the subjects
that will be aired is equipped with examples and there are
several assignments given to students to work on at home, as
well as always communicating with the teacher of the subject in
question.

The learning service that aired through TVRI station
only includes material on subjects that are general in nature,
while the subjects I teach in schools (Hinduism and Ethics) are
not given in the show, so teachers choose to teach using the
Zoom meeting application and at the same time face-to-face
through online. It will be able to invite the students they teach
to be literate towards technology, because with technology all
activities can be done without limited space, distance and time
and still heed the advice of the government to always be at
home in this pandemic situation.

Some of the activities of the students that are usually
done in school continue to run as usual but in a different
atmosphere, all the learning schedules go well through online.
As well as the final assessment (called Ulangan Umum or
general exam) that is usually done in schools with a circular
system, it is done at home with an online system. All subject
teachers are encouraged to replace the year-end assessment
system with online assessments. All question items that have
been created and will be tested, converted into Google Form, so
that all question items will be tested through it. It is hard to
understand at first, but all can be done easily and quickly
through video tutorials that are widely available on YouTube.
With that from learning to evaluation in learning (through the
way of Google Form) all done well through technology. So, it
crossed the minds of educators that this coronavirus is inviting
Indonesia to be technologically literate and start the 5.0
civilization, if all teachers are able to apply technology in education.

Regardless, many teachers objected because before the corona was to teach and learn. From morning to afternoon, I teach at school, while from afternoon to night I study and do household activities. However, the current situation is the same as it is done to the students. They also learn online, through Zoom, Google Classroom, Google Meet, or WebEx. All of that is done in the learning process on campus. This is certainly a bit different than usual, but in different situations this will give more color and spirit to different learning. Indeed, the application can be muted and the video is turned off, which is as if the lecturer does not know what is going on, whether they really are listening to what is being delivered, or even just join and fall asleep anyway. I am not sure. It is only done by people who want to lose out on studying.

COVID-19 Pandemic: Teachers and Students Suffer!

Time goes by, days change months, months change years. In 2021 we will be tracking for about a quarter of the year. In that unstoppable cycle of time, a new fighting spirit should be launched to determine new steps and new expectations. But due to the COVID-19 pandemic that began to spread in early March 2020, all this life in Indonesia is increasingly tense. Inevitably, many communities, both children, teenagers, and parents, are encouraged to stay at home, even learning and teaching activities are immediately diverted to the online learning system.

In response to this situation, not a few people raised their rupiah to create a busy life at home during the pandemic, while students and teachers focused on online learning routines for days. The prolonged COVID-19 pandemic ultimately led to
endless worries, frustrations, and endless languishing, especially for students and teachers. That is what is now being addressed by those who are involved in the world of education.

Online learning as an alternative education amid the COVID-19 pandemic certainly expects students to continue to learn independently through the provision of stimulus by educators remotely. This stimulus can be in the form of assignments, certain materials, quizzes, discussions via zoom, and so on. However, the reality of online learning is certainly not fully in line with expectations, precisely as complex as various polemics, one of which is in basic education.

As well as Early Childhood Education and Elementary School, it is expected that students and parents are able to collaborate so that children can learn while playing during the pandemic. While as a creature in the development period, developing a healthy attitude with peers is certainly a very important thing for the students themselves. Studying at home makes them unable to get along and socialize with their peers. Moreover, if the learning is not accompanied by adults who understand, students will certainly feel bored and depressed by insecurity.

The above statement can be signalled those parents become the forerunner of student success during online learning. Parents are expected to develop basic skills for reading, writing, and numeracy. Parents are also expected to be able to direct and guide and be responsible for students' learning at home. If students are not accompanied and ignored on the grounds that parents do not understand or cannot be big-hearted (read: patient) or busy parents, of course online learning as an alternative will solve new problems. Such circumstances will cause learning difficulties and dilemmas for
students, teachers, and parents, because it is felt that it does not bring happiness but frustration.

Furthermore, the financing of Education Development Contribution or *Sumbangan Pembinaan Pendidikan* (SPP) is enough to make parents increasingly anxious. Parents hope to obtain policies from the central government and the school concerned to reduce and tolerate financing in any form, because many communities are affected by the corona outbreak.

Looking at the above phenomenon, the truth is also experienced by teachers, this is because in general every teacher holds more than one class. Online learning is very attention-grabbing, teachers should prepare materials as interesting as possible as well as answer student questions, even into the evening. In addition, teachers strive to provide materials and tasks that may not be difficult and interesting for students to learn, teachers must correct and recap the learning every day to be submitted to each institution. Again, teachers must also receive criticism and complaints from students or parents. The fighters in the field of education had to sigh when they found news about parental complaints to KPAI related to online learning that is considered burdensome for students.

It seems that teachers are always placed in a position that goes awry with the changing central provisions. Are these assignments burdensome for students? Of course, not entirely burdensome, considering that millennial students tend to like something instantaneous (pragmatic). Thus, teacher stimulus in the form of materials and tasks is often considered a burden. Students who are used to being pampered by parents and technology become increasingly submerged by comfort zones, making it easy to complain if given the task. Thus, it is not surprising, if online learning is used as an alibi.
The above phenomenon is reinforced by the current use of technology that has not been balanced with wisdom and qualified knowledge. Students are more interested in using technology for euphoria and self-existence, such as playing games, watching videos or movies on YouTube, online on social media, taking selfies and uploading a single one at any time. Even if technology is utilized in the field of education, students tend to like the copy paste system in doing tasks and are reluctant to read literature. Even due to the inability of students to allocate time in the use of technology, the worst possibility is not only in online learning, but can create gaps in the family.
References


About the author

Gusti Ayu Made Rai Suarniti, S.S., M.Hum. was born in Sibanggede, August 01st, 1978. She graduated from English Department, Faculty of Letter, Udayana University in January 2001. She worked at Doremi Eselon School as a Playgroup Teacher for three years. She continued her study at Mahasaraswati University in order to get the license for teaching and graduated in 2004. She has been a Lecturer at Warmadewa University from January 1st, 2005 until now. She continued her master's degree at Udayana University and graduated in 2013. She spent most of her life in school. She has published Balinese Poems in Canang Sari Publisher by Bapak Nyoman Manda. She did not have interest to continue because it was not so relevant to her job. She felt weak coming from Campus and didn’t have time for writing. During this pandemic, she had several times and tried to collect her pieces that she put muzzily in her old laptop into the anthology of poetry entitled Adolescent Love, published in 2021.

She also has published some scientific books: The Author’s Arrangement of Events in Moyes’s Me Before You (2020), Conflicts of The Main Character in Two Novels of Roth’s Divergent and Allegiant (2021), Theoretical Approaches to TEFL (2021).
The Dramatic Changes in the World of Education during Pandemic

Mezia Kemala Sari
Muhammadiah University of West Sumatra
miss.mezia@gmail.com

It is time for us to make peace with the situation when a pandemic storm hit the world and had a great impact, especially in the world of education. Surprisingly, we can still find positive gaps in this condition. High adaptive capacity is the main asset to keep advancing the world of education in Indonesia, in particular.

A year that changes everything

Inevitably, a year has passed with various dilemmas and incredible drama. Almost all aspects and structures of life were forced to change against the previous flow due to the pandemic due to the outbreak of the COVID-19 virus which originated in Wuhan, China. We can easily find news about how the story of this new chapter of world life begins. How almost all countries began to be infected and it is expanding every day to give birth to a new chapter in human life. Change is real.

From many factors or aspects of life that have changed, education is one of the most attention-grabbing. The world of education must continue to make many adjustments so as not to be left behind. Because this is one of the determining factors for the future of a nation. We certainly don't want this Indonesian country to be left behind or not experience any development at all. It all looks dark if we give in to the changing circumstances like today.
However, if we want to change our perspective on this situation, something that we consider this threat can actually turn into a great opportunity to advance the world of education. Of course, it requires a comprehensive process, agreement and support from all parties including the government, educators and students and all parties involved such as family and society.

The change from face-to-face in the classroom to online learning using the internet creates a learning process which at first feels strange, complicated and difficult. Technical issues such as internet network problems, less sophisticated devices and other problems are quite disturbing challenges. However, if it can be overcome, it will create an effective and even more interesting learning process, even though it must be done from different places or houses.

The pandemic has also had a positive impact

For now, let's set aside the negative effects of studying online. It is time for us to change our perspective on the situation that we have already entered. Various parties have started to feel positive impacts related to this education problem in Indonesia. If it is continued with enthusiasm and belief, these positive impacts will certainly develop into a new value in carrying out the online learning process so that it can motivate all parties to continue the nation's ideals, namely, to educate the nation's children.

1. Triggering the Acceleration of Educational Transformation in Indonesia

The existence of a situation where all schools and campuses are completely closed without exception is a government policy that has officially imposed a new system of learning, namely Distance Learning (PJJ) or
what is commonly called online learning. The core of this learning system relies on technology that seems to force all parties to become adept at technology. Not only teachers and students, all parties, from employees, government to parents, are currently required to be technology literate. We can no longer argue that we do not understand or do not know how to use technological tools to support the learning process. This situation is the main factor triggering the acceleration of technological transformation which has many positive impacts due to the large and sustainable development of technology use in Indonesia.

2. Many online learning applications and free and creative study courses have sprung up

Time siring online learning program platforms continue to appear and are increasingly in demand by users. The aim is none other than to make the learning process easier, more enjoyable and more effective. Creative platform builders will create applications that can make students feel the joy of learning. Plus, all platforms seem to be competing to present exciting features that attract users. Its presence also takes many forms. Some are free and some are premium or paid. Many parties think that it is not a problem if you have to pay or subscribe, considering that this has become a necessity. Amazing platforms such as Zoom meeting, Google Meet, Cisco Webex are favourite platforms to be able to gather many people at one time so that activities such as teaching and learning, seminars, counselling, meetings and so on can be done so easily. Another bonus is that many of these platforms have collaborated with the Ministry of Education and Culture so that they can be accessed for free such as Rumah Belajar, Meja Kita, Icando,
IndonesiaX, Google for Education, Smart Class, Microsoft Office 365, Quipper School, Ruangguru, Sekolahmu, Zenius and others. Not only that, several platforms are also present as assessments and quizzes that are very fun like Kahoot and quizziz. This of course triggers the learning of students and teachers, provided that all agree not to make the condition of devices and internet networks a major problem.

3. Amazing and limitless creativity

Our condition, which is during the COVID-19 pandemic, has brought up new and up-to-date ideas, gave birth to scientists, researchers and also opened opportunities for students or students to carry out experiments or experiments which of course have a very positive impact. Creativity can be born because of the triggering situation. We can see the emergence of many business ideas and situations that have the potential to open up employment opportunities and greatly stimulate the creativity of all parties to prevent the situation from worsening.

4. Collaboration between teachers and parents

When learning as usual in the classroom, the possibilities for communication and collaboration between teachers and parents as guardians of students may not be too intense. However, when this pandemic takes place and learning is already in online form, automatically, intense collaboration between parents and teachers is created because students are at home. Innovative collaboration will greatly help students to continue their enthusiasm for learning, reduce complaints that may arise and create a harmonious relationship
between teachers and parents that may not necessarily exist under normal conditions. Even though parents are forced to get involved, the good news is that parents are becoming more active and communicative with teachers and their children. This is certainly good for harmony and encouraging the learning atmosphere.

5. Improving the quality of human resources, especially teachers / lecturers

Teachers and lecturers certainly upgrade their knowledge and abilities and mastery of technology because teachers and lecturers will be the driving force in the teaching and learning process. Teachers and lecturers pave the way for students and students starting from introducing, implementing, monitoring and evaluating how learning goes. Of course, not an easy thing. However, the teaching staff should be adaptive figures who are easy to adapt to something new. Naturally, over time, the quality of human resources for teachers and lecturers will certainly increase and become more honed, especially in the field of technology.

6. Become familiar with internet as the main positive information

It seems that the position of printed books is beginning to be replaced by something that is non-print such as e-books that are easily accessible. The internet will be a means of connecting in finding the latest books or information easily, quickly and in a short time. This makes the internet a primary need today. Learning activities such as accessing digital books, watching learning videos, downloading supporting applications, online attendance, using virtual meeting applications,
sending emails and so on. Even though there are many positives, the use of the internet must always be monitored so that there is no wrong access that can lead to losses.

**Get ready for new challenges.**

After finding out that a pandemic can also have a positive impact on the world of learning, for the future we still must be vigilant and be aware of the situation. Nowadays, everything is about technology and sophistication. So, the only way to survive and not fall behind is super adaptive abilities and open-mindedness. By having these two assets, we can use whatever new creations of modern humans are, of course, after they are sorted according to usage. In the end, there will always be new challenges. However, the state of this pandemic has become a swell forcing extreme change. For the creative, this should not be a problem. It is time to walk the world of education with a new style without being selfish. This is a dramatic change that has changed many situations, methods, processes, and mechanisms in the world of education in almost all over the world. Not always a negative impact, but this change also has a positive impact. It remains how we respond wisely.
References


Google Scholar

About the author

The writer was born in Bukittinggi in 1986 is a linguistics lecturer in the English Language Education study program in Muhammadiyah University of West Sumatra since 2013. She graduated in 2004 from Andalas University finishing her under-graduate program of English Subject. Then, she continued to Gadjah Mada University taking a Linguistic Master’s degree. Since 2009, she has professionally started her career as an online English article writer at Indowriter company in Yogyakarta. She agreed with Oscar Wilde about 'Anybody can make history, only a great man can write it' and of course Einstein's phenomenal sentence 'If you can't explain it simply, you don't understand it well enough'.
Using Instagram for ELT Purposes

Muhamad Hasbi
IAIN Salatiga
muhammadhasbi.official@gmail.com.

Instagram as an alternative distance learning medium

Distance learning is not a new term or practice in the world of education. In fact, many universities in the world have been running degree and non-degree courses distantly since quite a long time ago which have proceeded very smoothly with an increasing number of participating students, year by year. Its success is greatly impacted by a good set of online modulation, having competent e-teacher resources, good administration, and many other factors, which are lacking in the practices of our English language learning amidst the COVID-19 pandemic as most schools, teachers, and students have not been ready with the drastic shift. In reality, finding an effective online media is indeed one of the major concerns of the current e-learning practices, apart from the other facing issues of teacher and student anxiety, internet accessibility and data security, funding and infrastructure support from both schools and government, and several others (Simamora, 2020). For this reason, many Indonesian teachers have experimented with the uses of many online applications for the first time, in which it was reported that among the top 10 most used online tools during the early hit of COVID-19 by Indonesian educators are orderly WhatsApp, Google Classroom, Google Form, Gmail, Zoom, YouTube, Kahoot, Google Meet, Canvas Instructure, Edmodo, and Instagram (Hasbi et al., 2020). This trend points out that teachers have their own preferences of whether using Learning Management Systems (LMSes), social
media, or multi use applications or combining several for teaching their e-classes.

Those various kinds of online tools have their own qualities and shortages, but when it comes to serving a friendlier environment, easier and lighter data accessibility, social media comes at the front. During or despite the pandemic, taking into account the affordances it offers, the use of social media as a means to improve language learning and student achievement is a move that educators, students, and the community should support and value (Sharma, 2019). A good number of studies have proven the effectiveness of social media use in language learning, such as WhatsApp for essay writing development (Songxaba & Sincuba, 2019), Facebook for academic performance improvement (Habes et al., 2018), Instagram for task-based learning integration (Azlan et al., 2019), and social media in general for multiple learning goals (Nagel et al., 2018; AlGhamdi, 2018; Salih & Elsaid, 2018; Salloum et al., 2018; Alghizzawi et al., 2019; Alrasheedi, 2019; Iredale et al., 2019; Sharma, 2019). The author himself has utilized Facebook, WhatsApp, and Instagram for teaching several English courses, and at present is fond of using Instagram above all due to its features and their nature of being able to be modified for most language teaching activities as what we normally have in a face-to-face classroom. Therefore, it is not surprising that Instagram in the language classroom has been hugely utilized to improve language skills especially reading and writing (Azlan, 2019) and students’ motivation to learn English (Pujiati et al., 2019).
Instagram Features and Affordances for ELT

Instagram has many interesting features modifiable for online learning activities. What are they? How to utilize them in order to achieve our teaching goals? What learning activities can we set up for students using each of these features?

1. **Instagram Live: for live teaching**

   The absence of face-to-face meetings is absolute in distance learning, and Instagram facilitates the union of teachers and students in the app through the *Instagram Live* feature with a few limitations. *Live* feature allows only one-person, and two-persons *live*, thus it has not served as an ideal means for all class members virtual meeting as Zoom or Google Meet has. If our online class does not require a lot of live meetings or when teachers need to go *live* only for a few times such as for course introduction or with one student (or in turn, such as for a speaking exam), then that drawback is dismissible. During *live*, the only student involvement other than watching their teacher’s *live* is by leaving comments in the *live* chat box, which is accommodating enough for attendance check and asking for students’ written input.

2. **Instagram TV (IGTV): for video presentation**

   IGTV allows teachers to post up to one class-session duration videos, and this is a great benefit to be employed for sharing video materials especially for topics which need longer explanation. The *Comment* section is available here, so teacher-student or student-student interaction can happen. *Live* videos can also be kept as an IGTV, thus absent students can still watch it too later on.
3. **Instagram Feed: for material discussion**

Instagram Feed can share a maximum of 10 picture or video slides, which is more than enough to deliver quite long presentation materials. However, it is suggested that teachers simplify the texts of the materials and even better put illustrations within the slides because that is the powerful conception of Instagram feed, less of text, more of visual. Therefore, it is one of the challenges for teachers to be able to take out the core of materials to be produced as engaging and understandable class contents. The *Comment* section of the feed is a great space for discussion among students, so teachers need to formulate feeds (either within the slide post or in the feed caption) in a way that attracts students’ participation through commenting on the feed.

4. **Instagram Story: for QnA, class reminder, weekly quizzes, polling**

Unlike WhatsApp and Facebook Stories, Instagram Story can do much more than just sharing short pictures and videos. Among the distinctive and users’ favourite features are Questions, Poll, Quiz, and Countdown which can be used by the teachers to conduct Question and Answer activity (to collect students’ questions on a material or get students’ answers/opinion), class polling (to involve students to decide on things regarding the class), multiple-choice quiz (to check on students’ understanding of a material or students’ prior knowledge on a topic), and a live timer (to countdown a task deadline/other important class events).
5. Instagram Bio: for linked in mid/final term quizzes

Instagram may not have a well-established feature to host exam-level kind of quizzes like Kahoot, Quizziz, Socrative, etc., but its Profile page (Bio) has space for the users to insert a website link which can be used by the teachers to place an external link directed to a Google Form page or whatever online quiz being prepared as the students’ mid or final exam.

Shall English Teachers Go for Implementing Instagram Classes?

In conclusion, Instagram makes it possible for teachers to conduct all forms of pedagogical activities, from virtual meeting with students, presentations and class discussions, quizzes and assessments, and even collecting students’ on-demand ideas. In addition to the application being easy to access and to operate, Instagram-based activities can be done synchronously (class members interact at the same time-space) and/or asynchronously (time-separated interaction) and accessed from various settings (from anywhere at a time), which is a good measure for a promising online learning tool (Simamora, 2020). Let’s also not forget that the nature of Instagram itself is very visual with its intense exposure of picture and video content, which makes it more attractive and motivating to students as audio-visual materials are simply more interesting to them. As there is no question left of the potential of Instagram implementation to present fruitful distance ELT practices, the homework is now left for the teachers who need to make themselves understand the whole features and affordances of the application and master their operation so that they can bring activities that engage students and achieve the goals of learning. As Nagel et al. (2018) said, in integrating social media with the goal of enhanced learner
engagement, this familiarity with students’ social-media usage is vitally important because the educator must accommodate a wide spectrum of students’ usage levels and expertise with particular platforms.
References


About the author

Muhamad Hasbi, M.A. is an English lecturer at IAIN Salatiga and has been teaching courses such as Computer-Assisted Language Learning (CALL), Speaking, Listening, Cross-Cultural Understanding, etc. His involvement as both participant and facilitator in the Indonesian and American Massive Open Online Courses (MOOCs) in 2017-2020 has envisioned his present teaching and research interest in technology-enhanced language learning. He can be reached at the email address: muhamadhasbi.official@gmail.com.
E- Learning is one of Solution of Learning Process in pandemic Situation

Nelvia Ibrahim
English Education Department, UIN Suska Riau
inelviamt@gmail.com

Introduction

2020 is the toughest year for all parties, both for the government agencies, school or parties related to education from the lowest levels, such as early childhood, kindergarten, elementary, junior high, high school, even at the tertiary level or university level until even the smallest parties’ experience the impact of this pandemic who do not know when it will end.

This pandemic is known as COVID-19 or better known as the corona virus. This virus is a disease that is very quickly transmitted through air or breathing, so the government launched 3M (Masker, Mencuci tangan, dan Menjaga jarak) or it refers to (Masks, Hand Washing, Keeping Distance) and every citizen is required to carry out health protocols as proclaimed by the government.

Based on Huang et al., (2020) quoted by Yuliana (2020), it was stated that COVID-19 was first discovered in a remote area in China called Wuhan in 2019 with 66% of patients affected by the virus in one market seafood or live market in Wuhan so that the affected patients were researched who finally showed a coronavirus infection, so that this virus was called the novel Coronavirus (2019-nCov) on February 11, 2020.
Finally, this virus arrived in Indonesia with so many changes and the impact that was so tense for all parties, both from the government and even the smallest people. All efforts have been made to minimize the transmission of the virus (COVID-19) in various ways, from distributing free hand sanitizers, free masks and providing large water tanks equipped with faucets and soap, even though hand sanitizers are placed in public spaces such as markets, malls, supermarket, etc.

This has a direct impact also on students at elementary, junior high, high school and university levels, they are required or in other words, they are forced to learn through networks or better known as online or the popular term is E-learning. This is to reduce the spread of the virus one way through social distancing.

Based on the Circular of the Minister of Education and Culture of the Republic of Indonesia, Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency the Spread of Coronavirus Disease (COVID-19) at point 2 concerning the learning process from home is carried out with the following conditions:

1. Learning from home through online/distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;

2. Learning from home can be focused on life skills education including regarding the COVID-19 pandemic;

3. Learning activities and assignments from home can vary between students, according to their interest and
conditions, including considering the gaps in access/learning activities from home;

4. Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give a qualitative score.

Online learning or E-learning is one of the ways suggested by related parties to continue the learning system in the current period of time, even though without face-to-face learning continues by utilizing technology that has been developed rapidly.

The current learning system really needs a network and even media or tools such as android, laptop or even a notebook and it requires more money in this learning process.

In E-learning, networks are very influential in the learning process. This was felt by some of the students who came from remote areas and accessing the network was very difficult and sometimes they had to go up to the highlands and even had to travel thousands of kilometers on foot to get to the network when learning was taking place. The main point is the network is very influential, especially for students and teachers who live in remote villages and do not have access to the internet network.

In other words, E-learning is one way of learning that must be applied by schools and universities and the skills of teachers must be forced to be more creative when displaying teaching materials and explaining more clearly the learning materials that will be delivered by teachers and lecturers. As well as making students interested in the material to be delivered and students will automatically want to hear explanations from the teacher or lecturer.
The point is that during this pandemic E-learning, especially, requires the creativity of teachers and lectures when the learning process takes place, persuading students to love the learning material that will be delivered by teachers and lecturers in a more creative and innovative way and to explain the material more clearly.

Besides creativity and innovation, a teacher and lecturer must also consider students who live far away in remote villages to get network signals, which is very difficult and they have to struggle to get network signals and consider the economic aspects of their students as well. So there are many things to consider when E-learning takes place.

E-Learning Definition

E-Learning is one of system that use electronic as one of media to help students or teachers in learning process therefore E-Learning itself refers to Electronic device using internet connection. It can be said that Online Learning or Online Education. In spite of “E” in E-Learning refers to “Electronic”. So the original term is “Electronic learning” such as Google Classroom, Google Meet, WhatsApp, Zoom, Skype, OBS and so many things related to E-Learning applications.

Before we know more about the internet, all people use all things by manual and everything needs more time until it was finished. In the 1960s, the first computer was found and called CBT (computer based training) and the program known as PLATO (Programmed Logic for Automated Teaching Operations) was introduced by Isaac Pitman. He was a teacher who taught his students by correspondence and it needed more time for feedback or reply to the message. That’s why he
founded the program and he was one of the pioneers of E-Learning.

In 1970s, E-Learning becomes more interesting and interactive then it was applied in university student till school student. Based on LLC (2014) said that the teacher can deliver the material through mail and the response will be taken sooner.

According to Dublin (2003) said that e-learning is used by learners and it was supported by the organization. The main point is e-learning can develop rapidly if both learners and organization will support each other based on specialization.

Rossi (2009) in Arkorful, V and Abaidoo, N (2015) said that E-learning as a concept covers a range of applications, learning methods and process. It means that e-learning can be one application, learning methods also process what the teacher and learner do to facilitate the learning process.

In addition, Wentling et al (2000) stated that the term e learning refers to achievement of knowledge use and distributed by electronic. It means that e-learning related to computers and networks and it is supported by a variety of channels, for instance wireless and satellite, and supported by technology one of them is cellular phone or android.

Koohang and Harman (2005) said that e-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media. Koohang (2004) in Koohang et al (2009) stated that appropriate instructional design that includes learning theories and principles is critical to the success of e-learning. From these definitions, it can be concluded that E-Learning is one of the appropriate tools in learning online and it can deliver all access
including the education system. One of them is learning online using electronic media.

So based on the expert's explanation above, the writer concludes that e-learning concept is one of strategies or methods that the teacher can apply in the learning process, moreover in COVID-19 situation. The teacher can give the material or do an online presentation by using a network, computer and cellular phone or android to the students. Even though they are at home, learning happens because of support from the institution or the government.

**The Categories of E-Learning**

There are two categories of e-learning that teachers can apply in the learning process. They are synchronous and asynchronous. It was depending on the teacher’s choice and the learner should be agreeing with that.

1. **Synchronous e-learning**

   Synchronous e-learning has been developed in various eras including in education life. In online education or online learning there is no face to face contact in a real situation (physical meeting). It needed media one of them such as computer, phone cellular or android also it was support internet (network).

   Based on Abubakar et al., (2017:218) stated that synchronous e-learning needs real time teaching or process learning online to the students. It means that both students and teacher or tutor has to present material during that time (live streaming). Similarly, Hrastinski, S., (2007) in Hrastinski, S., (2008) stated that synchronous
e-learning, usually supported both of media such as video conferencing and chat in real time situation (live streaming) then it can support e learners in learning process there is interaction or communication between teachers and students by sharing knowledge or ideas in real time.

The benefit of using synchronous e-learning is there is no isolation from the students which makes them more social or they feel joined in the learning process, it was supported by Hrastinski, S., (2008). It can be concluded that synchronous e-learning takes place in real time and using video conference or chat as media as one of interaction or communication between teachers and students also make the students include or join in learning process and there is no isolation between them and make them feel more social than usual.

2. Asynchronous e-learning

Asynchronous e-learning is one of the learning processes that it does not need time to be present on time or in real time (situation) and it can be done in previous time without the presence of teacher or students. In other words this category of e-learning can be done in an offline situation.

According to Almosa and Almubarak (2005) in Algathani (2011) stated that asynchronous e-learning does not need interaction at the same time. It needs another time and it is used as an email or discussion forum as one of the media. Similarly Hrastinski (2007) in Hrastinski (2008) said that it was possible for learners or students to log on during the learning process at any time. They can be downloading the materials
documents) or they can send messages to teachers or their friends.

Based on the explanation above, the researcher sums up that asynchronous e-learning need independent and it was need takes place in any time, then e-mail or discussion forum is one of the media that teacher and students apply in e-learning process also allow teacher and students (learners) do discussion among both of them.

Advantages and Disadvantages of E-Learning

There are some advantages and disadvantages of E-Learning that appear in the e-learning process.

1. Advantages of E-Learning

   Smedley (2010) said that e-learning contributes to the institution as well as their students or learners being more flexible of time and place based on the learning information. It means that the institution supports the e-learning process and helps their students be flexible in time and place.

   Zhang et al (2006) stated that video conferences are one of the media that support e-learning and there is interaction between teacher and students. Also they can watch and listen to the teacher so many times in all activities since e-learning process. Marc (2002) stated that e-learning is one of strategies in the digital era. It can deliver knowledge and it focuses on the individual (learner) need to be one of the important factors rather than the teacher's need.
The conclusion is e-learning should be support by institution, the learner need is more important factor rather than teacher need also video conference is one of media and there’s interaction between teacher and students in e-learning process.

2. Disadvantages of E-Learning

According to Burdman (1998) in Arkorful and Abaidoo (2014), e-learning is the absence of meeting a person in face to face or eye contact directly or vital personal interaction between teacher and students. Similarly, Almosa (2002) said that e-learning is a method applied and managed by the teacher and students in e-learning process.

In addition, Collins et al (1997) said that e-learning uses some websites and it would need more money to spend it. It was an unanticipated costs and time. The main point is e-learning use websites and it was unanticipated costs and time, both of them are disadvantages from e-learning process.

Based on the theories above, the researcher conclude that e-learning is lack of meeting person in face to face contact or eye contact or there is no personal interaction between the teacher and the students, it was need management time arrange by teacher and the students and the last one is need much money and time that have to be spend it because e-learning use some website in all of time.
Conclusions

E-Learning is one of alternative system in learning process especially in pandemic situation now and it’s really strange for some of students or teachers/lecturers heard about it also they are so confused when E-Learning be one of alternative system that government role since pandemic was arrive to our country.

There are some categories of E-Learning such as synchronous and asynchronous. Synchronous is E-Learning system where there is no face to face contact. Both students and teachers do not meet each other in the real one. There is no physical meeting anymore. The learning and teaching process is mediated through the use of computer, android as one of media also it’s need internet access or internet network, such as what we have been doing right now since a pandemic appeared in our country. Moreover, Asynchronous is E-Learning that needs face to face contact, such as the system that we used to do before the pandemic appeared in our country. We need to be on time to school or university. Also, we really need presents at that time. In other words it can be done in an offline situation.

There are some advantages and disadvantages of E-Learning such as the advantages of E-Learning is everything should be support by the institution, the learner need is more important factor rather than teacher need also video conference is one of media and there’s no interaction since learning process. Then, disadvantages are lack of meeting person in face to face contact or there is no personal interaction between teacher and student, it was need management of time arrange by the teacher and the student then the last one need much money and time to spend it because e-learning use some website in all of time.


Nelvia Ibrahim, S.Pd.I., M.Pd is a lecturer and researcher at English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). She was born in Pariaman on November 1st, 1980 and she graduated from SDN 006 Pekanbaru, MTs Diniyah Putri Pekanbaru, and MAN 1 Pekanbaru. She graduated from undergraduate education (S1) from Tarbiyah Faculty of IAIN Susqa Pekanbaru in 2003, then obtained a master’s degree (S2) at State University of Padang in 2017. She had conducted research mainly in the field of language and wrote journals and textbooks as well as joined in writing anthologies of short stories and poetry with other writers throughout Indonesia.
Introduction

Education is an important thing and cannot be separated from life, both in family life and as a nation and state. Various aspects are very supportive of education, one of which is evaluation. Evaluation activities in education cannot be underestimated because the evaluation results are beneficial as a basis for improving the quality of education. However, evaluation activities will not be carried out without the existence of 2 other essential activities, namely assessment, and measurement. Assessment is the activity of labeling a person or group of people. Labeling in education for individuals is done by providing criteria for the value they get. The scores obtained by these individuals are categorized as good, sufficient, or even not good. Assessment activities cannot be carried out before the implementation of the primary activity, namely measurement. Measurements are carried out aimed at giving attributes in the form of numbers to individuals. In the world of education, measurement is carried out using an instrument in the form of a test. The test can be called a measuring tool in the world of education.

There are various types of tests used in education, including diagnostic, placement, summative, and formative tests. These multiple tests have their respective roles and use.
Educators use diagnostic tests to diagnose learners' learning difficulties to help students overcome their learning problems. It will significantly affect the increase in student learning achievement. The next type of test is the placement test. This test is usually done during class promotion and aims to know students' abilities and interests. The information obtained from the implementation of this test is beneficial for the placement of students in science, social, or language. It is essential to do because inaccuracy in the measurement results will significantly affect the students' learning success. After all, they feel that the class they are in is not following their abilities and interests.

The third type of test is a formative test. This test is usually done at the end of a subject, which aims to obtain input on implementing the learning process. This test is significant to carry out to improve teaching strategies. The last type of test is a summative test. Summative tests are usually carried out at the end of a lesson or semester. This test is carried out to determine the learning success of students in certain subjects, and the results can also be used to determine that students can move up to the next grade level or have to stay in class. One example of a summative test is the Semester End Examination. In the implementation of the UAS, if the information obtained from the measurement results shows that students have not met the predetermined competency standards, educators must help students meet competency standards by implementing remedial programs. When the measurement results show that they have met competency standards, students will be declared complete and have the right to advance to the next level.

Based on the description in the paragraph above about the types of tests in the world of education, it can be concluded that tests have a very vital role and are often carried out. It is not uncommon for educators to use the item items available in
Student Worksheets which are widely circulating in the market as test items that educators design. There is no prohibition on using worksheets widely distributed and sold in bookstores, as long as the educator knows the quality of the question items. It is due to the possibility that there are authors or compilers of items on the worksheet who have insufficient competence in making good quality items.

It resulted in the quality of the items they produced could not be known for their quality. Apart from picking from the Student Worksheets, it is not uncommon for educators not to have sufficient preparation in preparing measurement activities so that the items are made spontaneously during the test. The spontaneous making is not good because the quality of the items cannot be justified. Educators should have sufficient time and knowledge in preparing the items so that the resulting questions are of good quality. In addition to this, educators are also expected to choose worksheets suitable for use by students so that the work can be used as an exercise in taking standardized tests in the world of education, such as the National Examination. It would be better if the compilers of the test kits included the amount of the standard error value for the measurement of the test kits so that educators or test users could use this information to find out the actual value obtained by each student whose ability was measured using the test kit.

Along with the development of science and the use of computers, the development of test theory which is the basis for the preparation of items cannot be avoided. This allows measurement experts to take real steps in carrying out measurements precisely and efficiently. Nowadays, the use of computers as a means of implementing measurement activities is growing. The activity of measuring using a computer (Computerized Adaptive Test) requires a Question Bank which contains a lot of good characteristic items. The measuring
expert must prepare these good points. One method commonly used is to write several sets of questions that contain the same grid and indicators.

However, it is deplorable because there is no guarantee that the items compiled for the packages have the same characteristics. It made the test taker's scores incomparable because the 80 scores obtained by a test taker on one of the test sets could not be compared with the 80 received by another test taker who delivered a different set of questions. In addition, there is also no guarantee that the test kit developed from the grid produces items with the same characteristics of varying power and difficulty levels. These various weaknesses will affect the evaluation results so that the conclusions drawn are inaccurate. Experts formulate methods and formulas to deal with these problems. Measurement experts can use horizontal and vertical equiting techniques in compiling various items that have equivalence.

Paradigm of Test

A test is a measuring tool commonly used in the world of education that is very useful to determine the learning success of students in certain subjects. According to Nitko and Brookhart (2007: 5), "a test is defined as an instrument or systematic procedure for observing and describing one or more characteristics of a student using either a numerical scale or a classification scheme". Based on this opinion, it can be interpreted that the test is an instrument or systematic procedure for observing and describing one or more characteristics of a student using either a numeric or classification scale.

The notion of testing is also explained by Popham (2003). An educational test is a formal attempt to determine a student's status concerning specific variables, such as the student's
knowledge, skills, and attitudes. Based on this opinion, testing in education is a formal attempt to determine student status concerning certain variables, such as student knowledge, skills, and attitudes. Miller (2008: 1) stated that tests are formal assessment instruments used to judge students' cognitive ability in an academic discipline and gather quantitative information about students' psychomotor performance (physical skills) and affective characteristics (e.g., attitudes, emotions, interest, and value).

In line with this, Djemari Mardapi (2008) argues that a test is several questions that must be responded to measure a person's level of ability or reveal certain aspects of the person being tested. Based on the understanding of several measurements and evaluation experts, a test is used to determine students' level of knowledge and skills towards certain subjects. Test results are significant because they can provide an overview of a student's achievements or group in a certain level of education.

There are various forms of tests that are commonly used in education. The selection of test forms is adjusted to the objectives of the test implementation, the availability of workforce and time, and the scope of the subject matter being tested. Mardapi (2008) divides the test based on its objectives into four parts, namely the placement test, diagnostic test, formative test, and summative test. The placement test in the educational setting is conducted at the beginning of the school year. The results of measurements using this test kit are used as sources of information related to a student's abilities, talents, and interests. The school does not make mistakes when placing students in fields or majors according to their abilities. This statement follows the opinion expressed by Saifuddin Azwar (2011: 11), which states that the placement test results are used to classify individuals into fields or majors according to their abilities.
The next type of test is a diagnostic test. Diagnostic tests are carried out to detect the weaknesses of students in certain subjects. For example, in the English Subject, student difficulties in taking English tests can be caused by various factors, for example, the vocabulary factor (vocabulary) or on grammar. Diagnostic tests can detect this so that it can be known the cause of students' difficulty in answering English questions. This information is beneficial for educators to take concrete steps to help students overcome their weaknesses immediately. The third type of test is a formative test. The formative test aims to obtain information about the successful implementation of the teaching and learning process and to determine the learning progress that students have received. Educators can use the data generated by this type of test to provide further teaching and learning activities. Educators can improve teaching and learning activities if the results of the formative tests show that teaching and learning activities have not been running optimally, which is indicated by the learning progress obtained by students is still low. The last type of test is a summative test. This test is carried out at the end of a lesson or semester and aims to determine the success or failure of students in learning activities. The information obtained from the implementation of this test will usually be used to determine whether students pass or not at a certain level of education and are very influential in students' continuing education because this test determines whether students can continue with the next level of education or have to repeat.

Apart from being based on the objectives possessed by each test kit, various types of tests can also be seen from the form of the test. Suryabrata (2005) states that in terms of shape, tests can be categorized into short-answer tests, two-choice forms, and multiple-choice tests. Meanwhile, Azwar (2011) states that based on its shape, the test is divided into a multiple-choice, true-false, short answer, pair, and essays, while Mardapi
(2008) suggests that the test used in education categorized into objective tests and non-objective tests. Still, based on the same expert opinion, the difference between the two tests can be seen from the scoring system used. In an objective test, an answer sheet that several people check will produce the same value, while the answer sheet for the results of a non-objective test will make different scores if several people review it. The objective test has one correct answer choice, while the non-objective test is usually in the form of a description that does not have one correct answer because the depth of the test taker's explanation and argumentation is very decisive the scoring system. However, not all tests in the form of descriptions are included in non-objective tests. Tests in the form of reports in exact science subjects have one correct answer so that these essay questions are included in the category of objective tests. Apart from the descriptive test, tests in the form of multiple-choice, true-false, and match were included in the variety of objective tests.

**A Paradigm of Test Theory and its Implementation**

Apart from understanding the types of tests, understanding the test theory is also very important for the item compilers. An understanding of the test theory is essential to be possessed by test compilers to compose tests according to specified rules. Test compilers can use knowledge of test theory to determine the characteristics of the test kits they compile so that test compilers can determine steps that are useful for improving the test kits they have assembled if there are still imperfections in the test kits they have made. Two types of test theory are commonly used in designing and analyzing educational measurement tools (test kits), namely Classical Test Theory and Item Response Theory.
Modern Test Theory developed along with the development of computer use. Demars (2010) states that IRT models show the relationship between the ability or trait (symbolized \( \theta \)) measured by the instrument and item response. Based on this opinion, it can be understood that the Modern Test Theory / Item Response Theory shows the relationship between the level of ability and the amount of chance to answer an item correctly. The mathematical model of this test theory is different from that of the Classical Test Theory. The mathematical model of Item Response Theory states that the probability/likelihood of the subject answering correctly on an item depends on the subject's ability and the characteristics of the question in question (Sumadi Suryabrata, 2005). The chance to answer each test taker with a certain level of ability on a test item with specific characteristics is predicted using the ICC (Item Characteristic Curve). This is according to Crocker and Algina (1986) opinion, who state that one central concept of item response theory is the ICC. An ICC plots the probability of responding correctly to an item as a function of the latent trait (\( \theta \)) underlying performance on the items on the test.

In addition to the different mathematical models from the classical test theory, the assumptions used in the Item Response Theory are also different. Hambleton, Swaminathan, & Rogers (in Heri Retnawati, 2014) state that the premises in Modern Test Theory are unidimensional, local independence, and parameter invariance. Unidimensional means that a test kit measures only one ability. For example, in the UAS test in English lessons, the items contained in it only measure students' abilities in certain aspects of English, the ability of simple past tense. This statement follows the opinion expressed by Kolen and Brennan (1995), which states that the unidimensionality assumption in IRT requires that tests measure one ability. The simple method that can be used to determine whether a test kit meets unidimensional assumptions or not is based on eigenvalues by
looking at the scree plot. A test set that fulfills the unidimensional premise, the resulting scree plot will show that there is only one eigenvalue before the very sharp derivative. This statement follows the opinion expressed by Demars (2010), which states that the number of eigenvalues before the drop represents the dimensionality. There is one eigenvalue before the drop, so it would conclude that there is one dominant dimension.

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
</tr>
<tr>
<td>1</td>
<td>4.681</td>
<td>11.703</td>
</tr>
<tr>
<td>4</td>
<td>1.333</td>
<td>3.333</td>
</tr>
<tr>
<td>5</td>
<td>1.268</td>
<td>3.172</td>
</tr>
<tr>
<td>6</td>
<td>1.212</td>
<td>3.029</td>
</tr>
<tr>
<td>7</td>
<td>1.190</td>
<td>2.974</td>
</tr>
<tr>
<td>8</td>
<td>1.179</td>
<td>2.948</td>
</tr>
<tr>
<td>9</td>
<td>1.171</td>
<td>2.927</td>
</tr>
<tr>
<td>10</td>
<td>1.070</td>
<td>2.695</td>
</tr>
<tr>
<td>11</td>
<td>1.067</td>
<td>2.667</td>
</tr>
<tr>
<td>12</td>
<td>1.050</td>
<td>2.626</td>
</tr>
<tr>
<td>13</td>
<td>0.996</td>
<td>2.491</td>
</tr>
</tbody>
</table>

(a)

(b)
a) Based on the eigenvalues and variance components of the results of the factor analysis, it can be explained that the student response data to the final grade 2 English semester final exams at SMP in Kerinci district have 12 eigenvalues that are greater than 1, so it can be said that the final grade 2 semester English test load 12 factors. Of these 12 factors, there is a 46.31% variance that can be explained.

b) The eigenvalues can then be presented in the Figure above by referring to the plot results; it appears that the Eigenvalues begin to slope at the 3rd factor (there is one steep). It shows one dominant factor in the final semester test set for English for grade 2 SMP in Kerinci district; other factors also contribute not so much to the variance component that can be explained (the number of steep slopes on the plot shows the many dimensions). From the 3rd factor, the graph shows that it has begun to level out. It shows that there is one dominant factor in the questions for the final semester test of English for grade 2 SMP in the Kerinci district.

The next assumption is that it is local independent. Kolen and Brennan (1995) argue that local independence means that, after taking into account examinee ability, examinee responses to the items are independent. In addition to this opinion, Demars (2010: 37) states that if the correct dimensionality of the data is specified in the model, the responses to one item will be independent of the responses to another item. Based on these two expert opinions, it can be concluded that a test kit can be said to meet the local independence assumption when the test taker's ability to answer a test item correctly does not depend on the ability to correctly answer the previous test item. In other words, to be able to correctly answer the test items contained in the test kit, students do not have to be able to
answer the previous test items. The last assumption that must be fulfilled is the parameter invariance. Heri Retnawati (2014: 7) argues that this assumption is proven by estimating item parameters in different test groups.

After these three assumptions have been met, the next step is to determine the logistics model that is most suitable to see the resulting ICC. At the ICC, there will be several points that spread along the prediction line. The dots represent the group of test-takers who have the same estimated ability. Determination of the model that best fits an item can be seen from the distribution of these points. The points that spread out close to or exactly with the prediction line indicate that the item fits the logistic model; on the other hand, the issues spreading far apart from the prediction line indicate that the thing is not suitable for the logistic model. It is following the opinion expressed by Demars (2010: 51), which states that if the model fits, the observed proportion in each θ-group should be close to the model expectation. Determining the most appropriate logistic model can be done by counting the items following each logistic model. The logistic model that has the most suitable items is the logistic model that is most suitable for the test kit.

It has been previously mentioned that Item Response Theory has three models, namely one-parameter logistic model, two-parameter logistic model, and three-parameter logistic model. The one-parameter logistic model is the simplest in item response theory. Following the opinion expressed by Hambleton, Swaminathan, and Rogers (1991), the one-parameter logistic model is one of the most widely used IRT models. This model focuses on the item difficulty level parameter (bi). The next logistic model is a 2-parameter logistic model. This model doesn't only focus on the parameter of the item's difficulty level (bi) but also ai or what is known as the
different power. The next logistic model is a three-parameter logistic model. One parameter added to the three-parameter logistic model is $c_i$, which is the probability of being correct by chance.

Three models can be used in determining the model's suitability from the analyzed data using item response theory, namely the 1PL, 2PL, and 3PL models. Two ways can be used, namely by statistically matching the model and plotting the grain characteristic curve. In the statistical model selection, the fit of the items based on the Chi-squared value of the three models is made. The suitability of this model can be determined by comparing the chi-squared result of the calculation with the chi-squared table with a certain degree of freedom. Items are said to be compatible with a model if the calculated chi-squared value does not exceed the chi-squared value of the table. The fit of the model can also be determined from the probability value (significance, $\text{.sig}$). If the $\text{.sig}$ value < $\alpha$, then the item is said to be incompatible with the model. If the logistic model has the most suitable items, then the model is chosen then the model is chosen as a model for data analysis (Retnawati, 2014).
<table>
<thead>
<tr>
<th>No</th>
<th>Bin</th>
<th>Prob/Sig</th>
<th>$\alpha$</th>
<th>Status</th>
<th>Prob/Sig</th>
<th>$\alpha$</th>
<th>Status</th>
<th>Prob/Sig</th>
<th>$\alpha$</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.019</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.666</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.006</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.722</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.069</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.008</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.010</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.489</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.083</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0.104</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.779</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.098</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0.009</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0.079</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.712</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.037</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.023</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.076</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>0.071</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.660</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.049</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0.069</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.518</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>0.102</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.995</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.742</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>0.011</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.035</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>0.035</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.509</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.029</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>0.099</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.858</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.009</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>0.268</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.815</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.064</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>0.259</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.646</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.073</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>0.005</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>0.412</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.693</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.128</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.005</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>0.547</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.437</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.319</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>0.214</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.295</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>0.040</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.116</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.070</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>0.180</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.090</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.433</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.010</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>0.014</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.843</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>0.062</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.630</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>0.017</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.342</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.013</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.002</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>0.012</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.523</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.009</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>0.002</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.346</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.007</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.730</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.024</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>0.034</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.277</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.000</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>0.259</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.578</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.675</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>0.968</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.972</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.004</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>0.687</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.972</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.892</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>0.035</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.163</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.016</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>0.023</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td>0.156</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>0.325</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.655</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.003</td>
<td>0.05</td>
<td>Tidak fit model</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>0.205</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.205</td>
<td>0.05</td>
<td>Fit model</td>
<td>0.005</td>
<td>0.05</td>
<td>Fit model</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Butir</td>
<td>1 PL Status</td>
<td>2 PL Status</td>
<td>3 PL Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>Tidak fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>39</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>Fit model</td>
<td>Fit model</td>
<td>Tidak fit model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fit Model: 17  32  12
Tidak Fit Model: 23  8  28
Based on the results in the two tables above, it turns out that the model that produces items that match the more models is the 2 PL model. It means that the 2 PL model is a model that can be chosen to analyze the characteristics of English subject items in 2015. Model 2 PL is the best and is suitable compared to the 1 PL and 2 PL models. Then the results of the analysis are interpreted again to determine the quality of the good and bad items based on the parameter classification as shown in the following table.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>a</th>
<th>b</th>
<th>KET_A</th>
<th>KET_B</th>
<th>Simpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUTIR01</td>
<td>0.469</td>
<td>-0.539</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR02</td>
<td>0.263</td>
<td>0.965</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR03</td>
<td>0.178</td>
<td>1.222</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR04</td>
<td>0.648</td>
<td>0.081</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR05</td>
<td>0.516</td>
<td>0.074</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR06</td>
<td>0.572</td>
<td>-0.296</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR07</td>
<td>0.415</td>
<td>0.315</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR08</td>
<td>0.694</td>
<td>0.429</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR09</td>
<td>0.544</td>
<td>-0.079</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR10</td>
<td>0.462</td>
<td>0.292</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR11</td>
<td>0.249</td>
<td>0.988</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR12</td>
<td>0.547</td>
<td>0.188</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR13</td>
<td>0.404</td>
<td>0.109</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR14</td>
<td>0.409</td>
<td>0.956</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR15</td>
<td>0.269</td>
<td>0.506</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR16</td>
<td>0.500</td>
<td>0.764</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR17</td>
<td>0.542</td>
<td>0.594</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR18</td>
<td>0.377</td>
<td>0.910</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR19</td>
<td>0.529</td>
<td>-0.125</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR20</td>
<td>0.408</td>
<td>1.212</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR21</td>
<td>0.481</td>
<td>-0.344</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR22</td>
<td>0.212</td>
<td>2.070</td>
<td>baik</td>
<td>baik</td>
<td>Tidak Bagus</td>
</tr>
<tr>
<td>BUTIR23</td>
<td>0.471</td>
<td>0.497</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR24</td>
<td>0.649</td>
<td>0.260</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR25</td>
<td>0.237</td>
<td>2.227</td>
<td>baik</td>
<td>baik</td>
<td>Tidak Bagus</td>
</tr>
<tr>
<td>BUTIR26</td>
<td>0.493</td>
<td>0.023</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR27</td>
<td>0.596</td>
<td>0.772</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR28</td>
<td>0.572</td>
<td>0.715</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR29</td>
<td>0.689</td>
<td>0.633</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR30</td>
<td>0.256</td>
<td>2.186</td>
<td>baik</td>
<td>baik</td>
<td>Tidak Bagus</td>
</tr>
<tr>
<td>BUTIR31</td>
<td>0.246</td>
<td>1.135</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR32</td>
<td>0.236</td>
<td>0.360</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
<tr>
<td>BUTIR33</td>
<td>0.396</td>
<td>0.955</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR34</td>
<td>0.200</td>
<td>1.109</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR35</td>
<td>0.335</td>
<td>0.977</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR36</td>
<td>0.278</td>
<td>0.949</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR37</td>
<td>0.570</td>
<td>0.519</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR38</td>
<td>0.277</td>
<td>-0.009</td>
<td>baik</td>
<td>baik</td>
<td>Tidak Bagus</td>
</tr>
<tr>
<td>BUTIR39</td>
<td>0.294</td>
<td>0.586</td>
<td>baik</td>
<td>baik</td>
<td>Kurang Bagus</td>
</tr>
<tr>
<td>BUTIR40</td>
<td>0.419</td>
<td>0.736</td>
<td>baik</td>
<td>baik</td>
<td>Bagus</td>
</tr>
</tbody>
</table>

Rerata 0.427 0.671

Based on the table above, the number of items that deserve to be analyzed using the 2PL model item response theory is from 40 items. The average difficulty level of article (b) is 0.571, which is included in the good category. While the average difference (a) of 0.427 is included in the good category. For executing an analysis, several softwares can be used. The Rasch model (1PL model), including BIGSTEPS, WINSTEPS, QUEST, CONQUEST, and R Program software, can be used.
The 2PL and 3PL models, the BILOGMGMULTILOG, PARSCALE, R Program, and MPLUS software can be used.

Conclusions

In essence, the measurement process is all good. Only the consistency of the implementer and the evaluator of the measurement results and the honesty of giving an assessment is the main thing. The sophistication of modern measuring instruments is not necessarily beneficial for students, as long as it is done half-heartedly. Item response theory or item response theory is a choice that aims to break away from the dependence of the test given with a sample of test-takers. In this case, even though the questions were done by bright students or students who were less intelligent, the indication of the difficulty level of a question remained unchanged. By applying item response theory, the characteristics of the test can be known in more detail for each item in question.

To measure the abilities of the very diverse test-takers in Indonesia, such as the National Examination for English Subject, tests or tests with different levels of difficulty should also be used to be fair and accurate. Test participants or exams (such as the National Examination) who take tests or exams with different levels of difficulty are still biased compared to their abilities, as long as the questions on the exam come from or are taken from a question bank that has been calibrated with the concept of item response theory.
References


Novri Pahrizal, M.Pd. was born in Kerinci, November 12, 1985. He completed his undergraduate program in 2008 at IAIN Imam Bonjol (Now UIN Imam Bonjol) Padang majoring in Linguistics in Arabic and completed his Masters at Padang State University in English Department in 2010, now he is getting over with his doctoral of Research and Evaluation in Education Program at Yogyakarta State University. Currently, he is an English Lecturer at IAIN Kerinci, Jambi.
Instagram Application to Improve Learners' Speaking Performance in the COVID-19 Outbreak

Sylvia Mustanuri Jannah
Universitas Muhammadiyah Surakarta
syilviamustanuri@gmail.com

Introduction

The spread of the coronavirus (COVID-19) has an effect on the educational system all around the world, especially our country Indonesia. Furthermore, the government encourages the nation to stay at home. The Ministry of Education and Culture, the government issued a policy package, which is distance learning for all levels of education. Online teaching system is the best alternative solution to teach.

Online teaching is the process of educating others via the internet. Various methods can be used, such as one-on-one video calls, group video calls, and webinars. There are positive and negative sides of teaching online. The positive side of online teaching is that you can start teaching from any location (home, coffee shop, co-working space) and enroll students from various backgrounds and geographical areas without coming from one place to another place. On the contrary, They should have tools or aids (laptop/hand phone) and a good connection while teaching the learning process.

The use of social media can be alternative as online teaching such as facebook, instagram, youtube, etc. Instagram could be a well-known visual social media site. People share all sorts of dazzling visuals to share their lives and their stories.
However, have you ever thought about using Instagram as a teaching tool?

During the pandemic, I myself use many kinds of media in the teaching learning process. Instagram is an application to improve learners' speaking performance. Speaking is a productive skill. It is essential as it gives students the opportunity to perform real-life experiences in the classroom. This skill can be used as a measurement for determining how much the students have learned. Teaching speaking is crucial unless somebody is learning English simply for educational reasons and does not propose to communicate in English, which is very uncommon. In this article, the writer wants to use Instagram as media in the teaching-learning process, especially in speaking performance.

**Instagram Application to Improve Learners' Speaking Performance**

The use of Instagram as the media in teaching can be pros and cons. Students who have a good capability in English especially speaking, they totally agree because they want to practice more and more and sometimes, they just show off their capability to their friends or followers. On the contrary, some of them feel shy or they are not confident to upload their video by using English and sometimes they delete it before we give the assessment. However, we just need to encourage them, engage them so that they can do it by always practicing. Uploading their own creation (video) is challenging, they need to take the video well, practicing English, preparing what they have to say, and practicing for the right pronunciation to say. Here is some tips and practice of using Instagram to improve learners' speaking performance
First impression is the key

Our first meeting in the teaching learning process is very crucial. It’s time for them to know us as the teacher. Our goal in the first meeting with the learners should be to build their feeling that your lecture or class will be a positive, effective, and comfortable learning. It is useful for you to reflect on your own experiences as a student and tell them how the teaching process will go.

Ericksen (1974) argued that students enter every classroom on the first day with at least four questions: Is this class going to meet my needs? Is the teacher competent? Is he or she fair? Will he or she care about me? You need to attempt to provide students with a positive response to each of these questions.

What to do in the first class?

1. In the first meeting, it’s better for us to use video conference, so we are able to tell them clearly and they get the point noticeably.

2. Introduce yourself to the class and include the title/name by which you prefer to be called. Make your PPT to be shared in screen, explain your role/ function in your school or in that course, perhaps give a brief professional background, so they believe in you.

3. Be well prepared this includes content and arrangements in the lecture or classroom.

4. Make sure all equipment (laptop, connection, etc.) and materials are working properly and arranged as you wish.
5. Begin the class on time.

6. Identify student fears about your course and relate to these fears.

7. Share something of yourself with your students, who you are and what you are like are of great interest to students and will give them a sense of you as a 'real' person. Share your philosophy of teaching with students.

8. Provide a structure for the lecture in a semester that is clear and unambiguous.

9. Show students that you aspire to be objective or "fair".

**Practice**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). To improve their speaking skills, they have to practice. We usually practice once a week. I give them topics and ask them to share about what they know then they share their opinion about the topics and their experiences.

**Give feedback**

Feedback makes the students motivated to perform at their best, and also give exact information about their performance. Not only is feedback essential for professional growth but it also provides direction and increases the
confidence, motivation and self-esteem of the individual (Rose & Best 2005; Matua et al. 2014).

There are two types of feedback. (1) Giving feedback after practicing (2) Giving feedback after uploading the video on Instagram. Giving feedback after their performance is essential. The students will know what they should improve, and they make out what they should do next for better performance. Giving feedback also makes them more enthusiastic, because they feel their performance is being assessed by their lecturer, so they will do their best.

Giving feedback after uploading the video in Instagram is also important. I usually comment on ‘Nice video’ ‘Great’ and they will be very happy. Sometimes, I share the 3 top videos in my story of Instagram then they will be very proud and happy.

**Upload Video in Instagram**

Give a clear instruction to them the video Instagram, such as # or hashtag to make it easier to assess their video. I will give the example below
Conclusion

Online teaching is the best alternative to teach during the COVID-19 outbreak and the use of Instagram as one of social media can be the alternative to engage the students in learning English, especially in speaking. They can practice and show off their capability in speaking by using Instagram and we have to highlight that we should give feedback to make them more enthusiastic for their performance.
References


Burns, A. & Joyce, H. (1997). Focus on speaking. Sydney: National Center for English Language Teaching and 7-


About the author

Sylvia Mustanuri Jannah received her master degree in Muhammadiyah University of Surakarta. She is currently a lecturer in Muhammadiyah University of Surakarta and Aisyiyah University of Surakarta. She teaches English Academic Purposes, Standardized English Preparation Test (TOEFL and TOEIC), ESP (English for Specific Purposes), English for Health, English Conversation for Health, English for Information Technology, and English for Job Hunter. Sylvia is also a CEO of @smarteducationsolo.
Introduction

In March 2019, as the novel coronavirus escalated into a global pandemic, school districts all over the world made the difficult decision to shut their doors—forcing an abrupt and nearly universal shift to distance learning that proved disruptive for teachers, students, and parents alike.

Since March 2020, the case of coronavirus disease or known as COVID-19, has become a global pandemic. The massive spread of coronavirus forces social distancing policy or was introduced as physical distancing to minimize the space of COVID-19. So, this policy is strived to slow down the spread of the Coronavirus in the community. It has a big impact on various sectors of life, especially education. According to UNESCO (2020), schools are closed in many countries due to a public health emergency. Until the first April 2020, UNESCO recorded at least 1.5 billion school-age children who couldn’t attend school due to the impact of COVID-19 in 188 countries, including 60 million of them in Indonesia. This condition makes every country work hard to find students' solutions to keep learning and fulfil their educational rights.

One of the guidelines is that during the spread of coronavirus disease (COVID-19), teaching and learning in all levels of education will be done at home by online learning. This policy forces all of the teachers in Indonesia to make the transition of the way they teach from face-to-face learning to online learning.

According to Carliner (2004) online learning is access to learning experiences via some technology. Meanwhile, Anderson, Imdieke, and Standerford (2011) defines online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-based education. The definition of online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphones, laptops, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc.

Rasmitadila, et al, (2020) explained in detail concerning The Readiness of Technology in Indonesia during the COVID-19. It ought to be in line with the national humanist syllabus, support, and collaboration from all stakeholders and government, schools, teachers, parents, and the community. The Readiness of Technology also needed a proper teaching strategy.

Anawati and Widyantoro (2020) have found Three Teaching Methods applied by Indonesian Teachers: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process.
Meanwhile, they also found some obstacles during e-learning, such as the lack of technical skills, infrastructure and facilities, teachers’ teaching strategy, and economic problems. The lack of technology infrastructure, the expensive internet cost, and the family financial crisis also became the teachers' obstacles during online learning in a pandemic era in Bangladesh, as reported by (Ramij, & Sultana, 2020)

Nambar (2020) focused that one of the critical areas for teacher and student satisfaction with online categories is the interaction between them. The engagement of scholars had a crucial role in teachers’ satisfaction. For teachers, formal education was more successful than online education because of full communication and interaction.

**Problems of Online Learning for the teachers.**

Online learning is a learning system that uses an interactive model internet based and Learning Management System. Online learning is a program of organizing online learning classes to reach massive groups and wide targets. Online learning has become an inevitable choice for education institutions. Teachers can still teach, and students can still study in their own homes, during this COVID-19 pandemic. However, online learning is highly dependent on the availability of information and communication technology (Efriana, 2021)

Additionally, the method of online delivery varies from The Traditional Face to Face Education (Anderson, Imdieke & Standerford, 2011) in that student interactions are between student and faculty, student and peers, and student and technology. Of course, this shift in the instructor’s role must be supported by the technology and the curriculum developers as illustrated in (Fein, & Logan, 2003) Similarly, (Coppol, Hiltz,
Rotter, 2001) described the role change for instructors as an opportunity to facilitate interactions between students and their peers. Although the interactions may vary among LMSs, they must take place to assure the success of the course. Many instructors struggle with the delivery of the content and engagement of their students due to lack of visual and face to face contact with their students (Crawley, Fewell, & Sugar, 2009), thus feeling less control over how to adjust their classes.

1. The first problem is the understanding of the subject materials. For example, the content of reading material delivered online may not be understood by all students. This is because the material content is presented in the e-book form which is presented per chapter, teaching materials in the PowerPoint form, and in video form. Students may be able to understand these materials, but it is not comprehensive.

2. The second problem is the teacher’s ability to use technology in online learning. Not all teachers are capable of operating computers or gadgets to use in online learning activities.

3. The third problem is the limitation in the learning control. Teachers are limited in conducting the control during online learning. This is caused by the absence of a discussion forum menu in the application used. Even if the menu exists, many students do not use it well (Efriana, 2021)

**Strategy teacher in learning during the pandemic.**

In this situation the teachers must be smart to deliver their materials to their students because the online system impacted on the difficulty in explaining the materials. The teachers got frustrated in explaining them online for it was not
There were three types of teaching strategies used by teachers in conducting e-learning. The most applied strategies used by teachers were using online chat, in which WhatsApp was the most taken application. The other strategies applied were using video conference and combining both online chat and also video conference. On the contrary, some problems also emerged during the e-learning process. Teachers' disabilities in accessing technology were found as the first arisen problem, although most of them had a good ability in taking control of the technology. The next problem was the inadequate school facilities in supporting e-learning. The difficulties of teachers in explaining the material also appeared as the impact of e-learning. Furthermore, students' limitations in accessing the internet and students' economically disadvantaged family's backgrounds also affected the teaching and learning process online. Those two problems influenced e-learning, abstracting in the teaching and learning process for the use of proper smartphones and the availability of the internet was an essential part of e-learning. The last problem was the parents' support system, as the least problem. Overall, the teachers had tried their best in applying strategies and facing the problems in conducting e-learning during this COVID-19 outbreak (Lesmanawati, 2020)

Conclusions

The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online e-learning. These online e-learning instructions were done into two main categories. Those are MALL (Mobile Assisted Language
Learning) and CALL (Computer Assisted Language Learning). By using those types of e-learning, it was found that these online e-learning instructions were considered the most effective way of conducting teaching and learning activities during the COVID-19 pandemic. E-learning could help the students as well as the lecturers in sustaining the learning process as they could not attend a regular classroom meeting caused by public activity restriction during COVID-19 pandemic. E-learning could give them a way to make a learning instruction that can be done remotely without any physical contact. It was also found that the process of transferring the knowledge of the target language could be done effectively, however at the same time it was found that language acquisition process could not be done effectively as the process of e-learning has its limitations that were coming from the lack of internet connection which the students were able to have. (Sutrisno & Dewi, 2021)
References


About the author

Dra. Yani Sri Mulyani, M. M. was born in Tasikmalaya, May 28, 1968. She completed his undergraduate program in 1995 at STBA Yapari Bandung majoring in English, and completed his Masters at BSI Bandung University majoring in Management in 2014 with honors (Cum Laude). Currently, she is a Lecturer at the Bina Sarana Informatika University, Tasikmalaya Campus. She has been an instructor for English training for bank employees in Tasikmalaya (2004), and as Adjudicator in an English debate competition organized by LLDIKTI IV region West Java (2018), as a supervisor when she won the 2019 Student Business Innovation Competition (KIBM) held by PUSPESNAS, and she is active as a writer and publisher of a book entitled "English For Computer" in 2020,""Inovasi Pengajaran dan pembelajaran melalui Platform Digital (teori dan praktek)" in 2021, “Literasi Digital dalam Dunia Pendidikan di abad ke 21” tahun 2021 and he is also active as a speaker at national and international seminars, one of which is the ICAISD 2020 Journal of Physics: Conference Series organized by the University. Bina Sarana Informatika and Scopus indexed with the title of the article "Implementation on Of The Lab Rotation Model In Blended Learning Based On Student Perspectives.” Currently, she is active as a tutor for Language and Arts UKM. Email: yani.ymn@bsi.ac.id
Teaching From Home: Storiesful Virtual Interaction

Yusawinur Barella
Tanjungpura University, Pontianak, West Kalimantan
yusawinurbarella@untan.ac.id

Introduction

At the Beginning of 2020, all teachers and students are excited to go to the campus with new resolutions and enthusiasm for something better. New learning plans and programs are ready to be launched with the hope of better education progress than the previous year. However, COVID-19 pandemic that hit the world in early 2020 has suddenly demanded that all teachers worldwide be able to adjust the learning system from conventional (face-to-face) to a total distance learning system (online). Indonesia also cannot avoid this frightening outbreak. On March 16, 2020, the Government of Indonesia stated that the learning process throughout Indonesia would be carried out online without a set time limit to break the chain of the spread of COVID-19 (Harsono, 2020). Of course, this is both surprising and terrifying news.

Tanjungpura University, located in West Kalimantan, is one of the educational institutions that must carry out online lectures. In line with what has been said by Minister Nadiem Anwar Makarim, who issued Circular Letter Number 3 of 2020 to the Education Unit and Number 36962 / MPK.A / HK / 2020 concerning the Implementation of Education in the Emergency Period of Coronavirus Disease (COVID-19), learning activities were carried out online (online) in the context of preventing the spread of coronavirus disease.

Although online lectures are not new to Tanjungpura University, not all teachers and students can immediately adapt and understand this learning system suddenly. Before the Covid Pandemic hit the world, lecturers and students were still able to negotiate the use of distance learning technology. Some lecturers still choose to do conventional lectures and learn to experience fundamental interactions with their students. Nevertheless, after the COVID-19 outbreak approached, this bargain was no longer an option. Distance lecturing with technology is the only way for the implementation of lectures to be carried out. The University's IT team moved quickly on this. They were designing everything using a digital system and starting from lecturers and students, a learning system, and many other things.

E-Learning System

The E-Learning system is a system that is very popular today in the field of education. The e-Learning system is beneficial for teaching staff in managing classes online because it has several benefits for teaching staff (Andy, 2020), including creating an effective education system, making learning more accessible, and keeping up with the times. By using the E-Learning system, teachers can upload learning materials, upload the syllabus, give assignments, make assessments of assignments carried out by students; even the teaching staff can also monitor students' activeness in the learning process in the classroom. However, distance learning is still not an easy thing to do all of a sudden. Even though digital facilities have been
well prepared, adjusting to this technology will still take time. Several hurdles began to emerge with the application of Learn and Work from Home. Internet quota and internet connection that is not fully adequate in every district in West Kalimantan and the limitations of students in having electronic devices are some of the problems faced by our University.

As an educator who teaches at Tanjungpura University, The writer has been using the E-Learning system since 2014. Students have known Google Class, Edmodo, and Schoology for a long time. During sudden changes due to the pandemic, most students no longer have trouble with online learning models when E-learning is introduced to students. However, for new students, especially for students from several districts where technology has not been introduced, such as students from cities, and adequate internet connection is not easy to obtain, the sudden change in learning models becomes a new challenge.

Online learning challenges

The big challenge came when the Moodle Learning Management System was applied directly to new students. At the first meeting of her lecture, the writer had to wait for all the students to appear in the online class. Some could not attend because they did not have a signal in the area where they lived or a blackout. Some students had to go in and out of online classes because bad signals or weather are not friendly. Some even had to learn from the top of the tree, because the signal is good from the top of the tree. Likewise, when the writer had to introduce how this virtual face-to-face lecture process should occur, using very new technology for most new students, all students could understand it. It can be said that doing online lectures in this condition is quite a test of patience.
Entering the second week of lectures in 2020, the adaptation to online learning technology has begun to appear. Most new students have started to understand this online lecture process. The existence of internet data quota assistance from the government (Kemdikbud Web Manager, 2020) also positively impacts the learning process. The writer no longer receives many complaints about the quota running out in the middle of lectures.

English courses require creativity so that learning is not boring. Since the Home Learning Program was implemented, the writer carried out the learning process using the Moodle LMS platform provided by the University and used the zoom facility in every lecture. By using zoom, the writer can do various activities both individually and in groups. Moodle LMS helped her in assessing and distributing the necessary materials. In addition, the writer also uses additional exciting applications that can support the learning process of this course, such as Kahoot, Quizzes, Padlet, Read work, and other applications. However, some students may feel bored with lectures that always use virtual eyes, so the writer has to be more innovative in overcoming the problems.

A different challenge then arises in the middle of this online learning process. Initially, some students were allowed to turn off the camera during lectures because of the weak signal in their area. The writer permitted it, because indeed, in several places in the Regency, the signal received was not that good. However, some lied for the same reason but did not attend the lecture, especially if the lecture was held in the morning session. The reasons that arise are also quite varied, such as permission to shower, looking for a better signal, accompanying a younger sibling or mother to go out while having breakfast, sleeping, and other reasons. Challenges like this should make us, as the teaching staff, rack our brains again,
looking for better strategies to motivate students to be more enthusiastic in carrying out the learning process.

Finally, one month is a short time for adapting a course online. To say it is an ideal online learning, of course, we have not gotten much in a short amount of time. Therefore, the writer needs to understand and develop many things, even improvements that the writer needs to pay attention to during this online lecture. The writer believes that continuing to learn and opening ourselves up to emerging technologies for the advancement of education are essential things that need to be done at this time. We are always ready to face the challenges that will arise in the future.
References

Andy. (2020, August). What is e-learning, and why it is needed so much. What is E-learning and why is it needed so much. Retrieved April Friday, 2021, from https://qwords.com/blog/e-learning-adalah/


About The Author

Yusawinur Barella, born in Pontianak, October 2, 1981, is a lecturer at Tanjungpura University in Pontianak, West Kalimantan. Having several hobbies such as adventure and reading, a woman who is familiarly called Ella has also produced several books, such as, Buku ajar Pengelolaan Sumber Daya Alam dan Sumber Daya Manusia, the Cultural Dynamics of the Marriage of the Tamambaloh in West Kalimantan, and Sultanates and Palaces in West Kalimantan. This anthology is the 4th anthology after Malay Sambas, Chinese, and Dayak the collection of Warna-warni Impian, Perempuan Tanah Borneo, and Memoir of My Close Friends.