

English Teaching Media During Pandemic: A Case Study in Primary School Level

Nia Roistika

Universitas Pendidikan Indonesia
 Corresponding author. Email: niaroistika@upi.edu

ABSTRACT

The outbreak of Covid-19 has massively changed the way of teaching and learning. As what has been stated by the Minister of Education and Culture, Indonesia focused on the health and safety of all the citizens. Thus, schools and colleges closures were decided in order to reduce the spread of the coronavirus outbreak. This research was aimed at investigating English teacher's teaching media usage from July to October 2020. This research was categorized into case study by applying a single case study in a class of fourth grade of primary school level and an English teacher. By observing the WhatsApp group of teachers and parents' interactions, the data in the form of screenshot images were collected. Parents' comments on WhatsApp group were observed and documented to support the progress of English teacher's teaching media in delivering the materials. The findings revealed that the English teacher made developed the media in teaching English initiated from material in the form of image and text moving to video recordings and voice notes, to integrating between video on English teacher's YouTube channel. Moreover, various types of evaluation that were initiated by students' workbooks, students' videos, Quizzes application, and Google form were used during distance learning. This research was expected to contribute to English language teaching specifically on teaching media used in primary level during online teaching and learning.

Keywords: *English teaching media, pandemic era, case study, primary level*

1. INTRODUCTION

The growing use of global communication and technology, the wide spread of English among the young people are getting faster and greater (Lie, 2002). At the same time, the advancement of science and technology directs English teaching media developing greatly (Ahmad, 2012). A decade years ago, children have been surrounded by numerous technology innovations such as computers, video games, digital music players, video cams, cell phones, and other toys and tools of today's era (Prensky, 2001). Nowadays, they are involved in more sophisticated technology for instance 3D, virtual reality ('Google Cardboard Glasses'), augmented reality ('Pokemon Go') and robotics (Walsh, 2017). As a consequence, children have been exposed to various ideas, opinions, information, and knowledge in this era.

In addition, the development of communication and technology move fast forward today leads to the way of delivering and comprehending information is undeniable complex within multiple modes including images, pictures and graphics (Farías & Véliz, 2019). This is confirmed by Walsh (2017), that human communication

including in education covered image, sound, gesture, movement, both spoken and written texts is indicated as multimodality. Furthermore, meaning that is the target of communication able to be expressed in single mode or multiple modes at a time.

The existence of teaching media put critical contribution as bridging between challenges and solutions during teaching and learning process. In line with the statement (Sudjana, & Rivai, 2009) who said that teaching media may beneficial for these aspects firstly teaching media attracts students' interest and attention; next it supports students' motivation to learn given materials; using teaching media leads to simplification of the materials in order to build students' comprehension and achieve better teaching goals; teaching media provides assorted teaching method thus teaching is not dominated by verbal communication finally students accomplish many teaching and learning activities since teachers allow them to learn independently.

Covid-19 can be extreme challenge for education sector nowadays. Indonesian policy makers have

switched the mode of face to face meeting into online learning that was done from home (Fansury, January, & Rahman, 2020; Aliyyah et al., 2020; Sutiah, Slamet, Shafqat, & Supriyono, 2020) in order to minimize interaction among people.. Today's condition impedes children' right to get crucial academic needs, limited social and emotional learning engagement with teachers and other students, chances to play outside and around, and other essential developmental period during social distancing and interaction (Levinson, Cevik, & Lipsitch, 2020).

Teaching and learning during pandemic by utilizing technology devices, internet connection and applications both of crucial and opens up various challenges. As stated by (Kruszewska, Nazaruk, & Szweczyk, 2020) there was limited information dealing with technology tools at home, limited communication between students and parents, and low motivation among students during distance learning. Another pitfall of online learning comes from students and teachers who live in remote area. They have to struggle with limited, low bandwidth and unstable internet connection. Finally, parents as supporting systems during learning from home have diverse ability and knowledge in using technology devices and applications. Consequently, these conditions hamper the online learning in which teaching and learning activities are targeted on self-regulating of parents and students. Even though, a research findings by (Jackson et al., 2006) showed that students learned by using internet connection gained both higher standardized reading test and scores. So that, the use of technology advancement remains as the best solution for education sector in this pandemic era.

The way of teaching delivery is done by promoting technology devices and internet connection within various social media platforms such as WhatsApp, Google classroom, video conferences and many more. There have been number of studies documented the use of social media in English teaching and learning. An inquiry arranged by (Lie, 2013) dealing with the use of Edmodo that enable to assist the researcher in delivering the content and achieving learning outcomes. Followed by a research conducted by (Aliyyah et al., 2020) the use of WhatsApp, Google Forms and Worksheet for assigning the students' assignments.

Studies dealing with teaching media have been documented well. Touchscreen promotes children ability in mastering a subject matter such as reading (Sharkins, Newton, Albaiz, & Ernest, 2016). As stated by (McPake, Plowman, & Stephen 2013) digital technology may helped understanding to deliver the message through the icon, sign, photographs, and video. However, how teachers make a progress in developing teaching media mainly during outbreak era needs to be managed. Therefore, this research directs to discover findings of the

research question "How is the progress made by English teacher in providing teaching media during pandemic?"

2. METHOD

This research was classified into qualitative research and case study was selected as the research approach. As what confirmed by (Donald, Jacobs, Sorensen, & Razavieh, 2010); Yin, 2003) a case study highlighted on a person, specific organization, one community, or one program. In line with the previous argument dealing with the patterns of a case study, this inquiry focused on one English teacher in a fourth grader student in elementary school level. English subject was intended to be studied since the teacher made continuing progress during online learning.

This research was conducted to investigate the progress of teaching media used in English teaching and learning of primary level in Tulungagung during the outbreak of corona virus in Indonesia. Hence, the progress created by the English teacher was documented in order to provide comprehensible findings dealing with teachers' progress in providing English teaching media.

At the school where the research was conducted, English was taught from the first to the sixth-grade level by an English teacher who graduated from English education background. This research was arranged in one class of the fourth-grade students in urban area of Tulungagung, East Java. This class was consisted of 38 students with an English teacher. English was scheduled once in a week.

The data gathered from July to October 2020 through WhatsApp group interactions between parents and teachers. The data collection was initiated by observing English weekly assignments. These assignments were delivered by the English teacher to students through WhatsApp group. Then, the assignments were gathered, investigated and contrasted consistently every week to see how the English teacher developed the learning media.

The data were specifically in the form of screen shot images to demonstrate evident data of English teacher's teaching media for conveying English materials. Moreover, the progress of evaluation forms and parents' written comments through WhatsApp group aimed to support the data of teaching media in English.

3. FINDINGS AND DISCUSSION

The advancement of science and technology directs to English teaching media developing greatly (Ahmad, 2012). Since the face-to-face interaction was not recommended during this pandemic, teachers as the key roles of teaching and learning need to be creative, innovative, flexible and adaptable to response the rapid changes. They were expected to provide engaging

materials by embracing many types of teaching media to lead students' motivation and understanding in learning target language (Rao, 2014; Tafani, 2009). Thus, the desire to compile dissimilar teaching media to deliver comprehensible materials was truly needed as teacher presence was a drawback. The use of teaching media is crucial since it can assist both teachers and students accomplishing the formulated learning goals. Additionally, as confirmed by (Ahmad, 2012) the integration of media technology mainly reinforced students' active engagement and excitement so it directed to students' centred learning. In line with this argument,

In this section, the findings of the research were aimed to response the research question "What modification(s) were made by English teacher in providing teaching media during pandemic?". This research examined the progress occurred in developing English teaching media used during online learning. This data was obtained from parents and teachers WhatsApp group through the observation from July to October 2020. The findings demonstrated number types of modes that were utilized in online classroom interaction through WhatsApp group. This was initiated by delivering English material through image and text, then video recordings and voice notes, followed by video uploaded on YouTube channel. These teaching media were distributed to social media namely WhatsApp platform. As detected by (Aliyyah et al., 2020), WhatsApp as one of the platform of social media for distributing materials and assignments for students during online learning.

Mostly, the English teacher has covered the multiple used of modes in her teaching media. The findings performed the multiple modes used by the English teacher during online learning (Farías & Véliz, 2019). Firstly, the English teacher makes use of teaching media in the form of written text and image to deliver the English material. The next progress she made was the use video recordings and voice notes which cover moving image, sound, gesture and text. The following teaching media was the utility of moving image, sound and text, at the same time the integration of social media platform called YouTube. Involving multiple modes in English teaching media could be beneficial since the information and meaning from the material as the target of communication could be achieved (Walsh, 2017). As what presented in Figure 1 from left to right, teaching media used in online learning demonstrated progress which was initiated by image and text then came to video that covered diverse modes and social media platform.

Seeing these, the English teacher quickly responded, flexible, adaptable and open-minded toward the social changes. Moreover, she tried to be creative and innovative as what had been detected from the findings. This ability was essential to support and fulfil the education right for all children and to encourage parents who the support system in home learning.

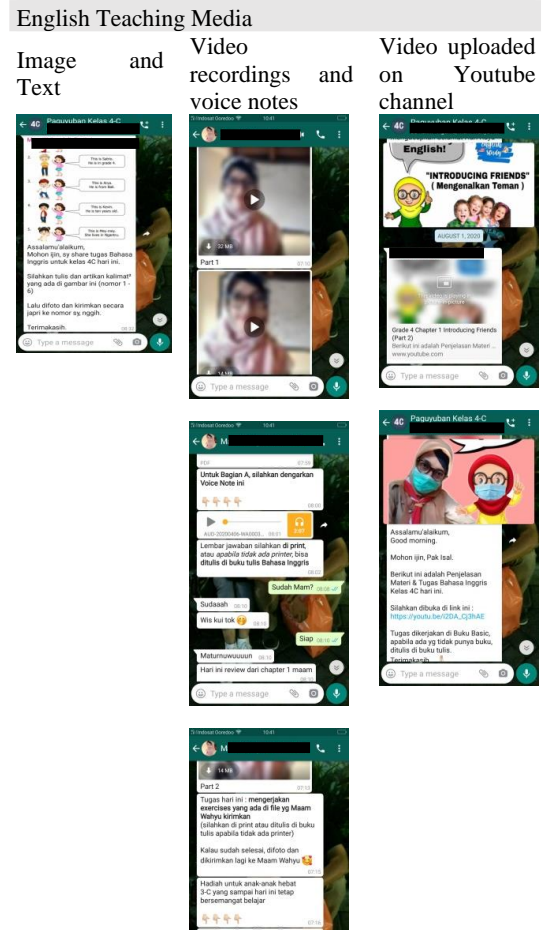


Figure 1. Progress of English Teaching Media in Online Learning

In addition, all the progress were gained positives comments and opinions from parents as what stated by Mrs R "Mam W ini lho perlu dicontoh, tugas tidak terlalu banyak namun lebih kepada pemahaman anak", "Mam W should be as the role model, she gave small numbers of task but provided fruitful explanation that directed to students' comprehension". This positive comment had in line with another response from Mrs E that stated, "Mam W itu bisa dicontoh", "Mam W is a good role model for other teachers". During the online learning, what always done by teachers, suddenly moved to parents with the help of technology devices and internet connection in handling and supporting teaching and learning processes.

They fully directed, explained, and supported teaching and learning from home. To manage these new roles, parents mostly appreciated and required teachers who prepared teaching media and detail enlightenment of materials. Conversely, they mostly had fewer good perspectives to teachers who handed big numbers of tasks without giving any points of explanations. By preparing descriptions of materials, parents were assisted in building children comprehension. Furthermore, factor of teacher's presence was accommodated by teaching media

itself since teacher's attendance was one of limitations during online teaching and learning.

The task and evaluation in English classroom were also varied. In the beginning of online or distance learning, teacher was demanded students to collect the task or assignments in the form of images and sent them to personal teacher's WhatsApp. When the online learning still remained, as the English teacher participated in-house training, the way of students' constructing and collecting the task were having modification. Students' video recordings were also the form of English assignment even the submission using English teacher personal WhatsApp number. Submitting the English weekly assignments through WhatsApp personal number created constraint primarily on the inadequate internal storage of the smartphone. As the response to this drawback, the English teacher used the link for assignments' submission.

In addition, Quizizz app was also utilized to evaluate students' comprehensions throughout the distance learning. This application was mainly proposed to review all the given materials in certain period of time. The Quizizz Finally Google form was selected for the middle test of the students. In this Figure 2, English assignments were various. Teacher not only gave the students written assignment but also offered dissimilar forms of submitted English assignments.

The online learning during pandemic transformed the way of teaching and learning from the conventional way to contemporary interaction in the classroom between teachers and students. As what discovered in this research, physical distancing had to be maintained in order to keep the health and immunity of teachers, students, school staffs who took a part in school interaction. As what has been directed by the Ministry of Education and Culture that Indonesian education during pandemic concentrates to the health and protection of students, educators, school staffs from the virus. Consequently, the nationwide closures of schools and colleges are decided by the Indonesian policy makers.

To support the gap of teachers and students face to face meeting, technology came up with the ability to connect people every time and everywhere. In this research, teachers, parents, and students were participated in virtual classroom through WhatsApp group. In this social media platform, all the English materials were explained and distributed. Teacher had to arrange the online classroom more engaging and fun since the limitation of gaining direct interaction. Thus, the desire to make progress in wide array of constructing teaching media was truly needed.



Figure 2. Progress on English Assignments in Online Learning

4. CONCLUSION

The outbreak of Covid-19 has changed education tremendously specifically of the transformation from face-to-face learning to online or distance learning. In this model of learning, teachers and students are separated with physical presence and classroom. The help of technology advancement and internet connection are the core of the emergence of online learning. Teachers as the agent and key role of transforming the idea and material in teaching learning activities are demanded to quickly response and adapt toward the enormous social changes. The way of how teachers teach during pandemic had to be creative and innovative since teachers' presence being the limitation. Delivering material had to be varied, engaging and attracting. Teaching media contribute crucial aspect in this pandemic by utilizing multiple modes thus media of teaching can be the integration of images, moving image, sound, gesture and text. At the same time the collaboration of multiple modes with social media platform is recommended. Even, the evaluation was provided in diverse ways in order to simplify and lower the students' anxiety when doing the evaluation in distance learning. Being a teacher who is always adaptable, flexible, creative and innovative in conducting the class can lead to positive attitudes and perspective from the parents in this outbreak era.

5. AUTHORS' CONTRIBUTIONS

The author in this study was consisted of a single main author. The roles of author were critical in this study since the author as the constructor, planner, manager, observer, data collector and analyser from the start to the end of the study. Moreover, the author disseminated the findings in international forum discussion to share the results and gain insightful opinions and ideas from other authors to improve better study in the next research.

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