



A Systematic Literature Review on English Language Teaching in the Indonesian Tertiary Education Settings Amidst Pandemic Era

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Abstract. The transformation of traditional education into hybrid and full online education in the pandemic era has affected the art of teaching and learning for all stakeholders, including teachers and students in the Indonesian tertiary education settings. Not only has the teaching-learning environment been different, but the technology use is also carefully determined due to the available access. This article aims to review the research studies on online English Language Teaching, mainly in the four language skills and language components, conducted between March 1, 2020, and January 31, 2022. To address the current research objective, the database search was focused on the articles indexed by Science and Technology Index (SINTA) ranging between levels 1–2. There were 909 articles in total and the data set included 24 articles. The results show that the topical foci of the works were the use of applications and methods for writing (42%), speaking (25%), grammar (13%), reading (8%), listening (8%), and combined skills (4%) respectively. This paper presents not only the identification, analysis, and critiques of the main streams in the published works, but also emphasizes the overview of each work. As a major finding of the review, the current Systematic Literature Review (SLR) suggests the need for more orientation on empirical studies in the areas of language skills teaching employing technology during this pandemic and subsequently post-pandemic era in the Indonesian tertiary education settings.

Keywords: COVID-19 · English · Online teaching · Systematic literature review

1 Introduction

Since the COVID-19 outbreak, online learning has become one option for facilitating the teaching and learning process in every educational institution. It is used to prevent virus transmission in crowded areas, particularly in educational settings. To prevent physical contact in schools and universities, the Indonesian government has implemented a new policy allowing students to learn from home. The Ministry of Education issued Circular Number 4 of 2020 on Implementation of Education Policy amidst COVID-19 Outbreak [1] as the strategic policy to meet students and teachers' needs of safe learning and prevent

the transmission of COVID-19 in the field of education. Regarding this condition, all students and teachers are expected to be accustomed to the new learning environment and rapidly transform their ways of learning in distance learning settings. This massive transition underscores the use of online learning, and the educational institutions such as schools and universities must develop synchronous learning management systems to support the teaching-learning process. Obviously, this transformation requires both teachers and students' rapid adaptation to the use of technology for learning.

Along with the technological advancement, online learning has been evolving and widely used to support teachers in delivering their teaching materials to students in the form of e-learning and other technological learning products. Cojocariu et al. [2] argue that online learning can be considered as a tool that enables a flexible, synchronous and student-centered teaching-learning process. Additionally, this medium of instruction allows students to be more autonomous in terms of determining their own learning styles, increasing learning habits, gaining satisfaction in their learning process [3, 4]. Besides, online learning can accommodate students' different learning goals and meet their needs in this new normal learning context [5]. Thus, online learning is not only considered to play an important role in this pandemic era, yet there is also a challenge in terms of accessibility and affordability for students with certain economic background [6].

Regarding the pandemic condition and the crucial role of online learning in educational sector, all educational levels, including tertiary education level, devoted their best effort to tackle the emerging teaching-learning process problems. Certainly, the various efforts to maximize the usefulness of online learning and other technological tools have been done in the tertiary education level. The innovation and careful selection of teaching methods during this pandemic period sets a new direction for the future English teaching-learning process and research. In relation to the aforementioned explanation, this paper aims to provide a comprehensive report on the research studies about online English Language Teaching, mainly in the four language skills and language components, and to identify the strengths and limitations of the current English teaching and learning model in the Indonesian tertiary education setting. Despite the high interest of existing systematic literature review articles on the teaching during pandemic era [7]–[10], a systematic approach still needs more exploration, mainly in association with the published research studies reports on teaching and learning English in the Indonesian tertiary context.

2 Method

The present study utilized a Systematic Literature Review (SLR) to report the existing research foci in relation to English Language Teaching mainly in the tertiary education context. The SLR approach was selected because it addressed the main point available in the published works based on the reviewed basis topic [11], find out “the relevant body of literature” [12, p. xii] then the novel map of knowledge, comprehensive viewpoint, and the basis for further research topic exploration by limiting the bias in a particular research topic through a set of systematic procedures [13].

This study employed Newman and Gough's nine stages [14] in conducting systematic review as follow.

1. Formulating the research questions
2. Designing the conceptual framework
3. Constructing selection criteria
4. Determining an extensive literature review search strategy
5. Selecting the studies using the determined criteria
6. Coding the search results
7. Evaluating the quality of included search results
8. Synthesizing the studies
9. Publicizing the review results

As mentioned previously, the research questions become the central aspect in systematic literature review. Thus, in the present study, this aspect also got a careful attention since the research question plays an important role in determining what type of included studies and evaluating the quality of studies [14]. Then, the research questions presented in this study were: (1) How many published works focused on language skills and language components in tertiary education setting amidst pandemic era between 2020–2022? (2) What are the technology, ICT tools, or teaching models used during online teaching-learning process; (3) What are the strength and limitation of the current research studies?

Next, only the articles that met the determined criteria were chosen to answer the research questions. Specifically, the criteria being used in the selection process were as follows:

1. Published works in national-indexed journals (SINTA 1 and SINTA 2) concerning ELT during 2020–2022 publication years.
2. The concerned population was students learning English in tertiary education level.
3. Intervention was Tech/ICT tools and teaching model with online medium of instruction during pandemic era.
4. Comparison was focused on the strengths and limitations of using tech tools/model/method/apps/platform in teaching and learning English skills and components.
5. The concerned outcome was the students' achievement in learning English skills and components.

Briefly, only relevant articles were included for further evaluation and analysis in this study to ensure the quality of the present study.

3 Results and Discussion

A. Number of current works focused on language skills and components in tertiary education setting amidst pandemic era

The SLR results in the investigation of online teaching and learning English. Regarding the selection criteria used in the search process, there were 24 relevant articles that

Table 1. Summary of current works

Category	Results
Focus	<ol style="list-style-type: none"> 1. Listening [15, 16] 2. Reading [17, 18] 3. Speaking [19]–[20, 21]–[24] 4. Writing [25]–[29, 30]–[33] 5. Combined skills [34] 6. Grammar [35]–[37]
Teaching model/ techniques	<ol style="list-style-type: none"> 1. Flipped classroom 2. Blended learning 3. Hybrid learning 4. Webinar 5. Gagne’s instruction 6. Guessing gam 7. Course review horay
Research design	<ol style="list-style-type: none"> 1. Classroom action research 2. Case study 3. Mixed method 4. Experimental design 5. Discourse analysis

could be proceeded for further stage of analysis. Table 1 shows the summary of current works in relation to the focus of research, kinds of teaching model and technique implemented during the online teaching-learning activities, and kinds of research design.

Regarding the first category displayed on Table 1, there are six research foci covering listening, reading, speaking, writing, combined skills, and grammar discussed in the selected works obtained from the sources (SINTA 1 and 2). Of the six-research foci, the study of writing and speaking received more attention than any other language skills and aspect. It indicates that productive skills are studied more in the context of online and blended learning during the pandemic. Further, in the second category, the teaching models and techniques used in the online classes also vary in accordance with the students’ needs. Particularly, during the pandemic, online learning is one of the alternatives used by lecturers in various regions to continue the learning activities consistently. The use of this learning mode of instruction cannot be detached from the rapid advancement of technology which enables teachers to take more advantages in providing more learning experiences for the students by the implementation of various learning activities and the practicality of various educational sources. Next, the research design types used in the selected articles were also diverse, namely classroom action research, case studies, mixed methods, experimental design, and discourse analysis. The most widely used research design was the experimental method which aimed to assess the success of the models and teaching techniques implemented in the classroom. In addition, the study also analyzed the students’ learning achievement by taking a close look at their scores’ results from the pretest and posttest.

Further explanation of the findings collected from each published article is shown in Table 2

B. *Types of Apps and Learning Platforms*

During the order of learning from home, there are many kinds of learning platforms, ICT tools, and applications (see Fig. 1) used by the lecturers to support the teaching and learning activities. Further, the selected articles showed the usefulness of various technological products applied in the classroom.

Figure 1 shows the interconnection or relationship between one technological tool and the other ones, mainly in the teaching-learning process amidst pandemic era in the tertiary education settings. The followings are the categorization of technological tools.

Next, the world's massive technological advancement necessarily requires a fundamental change in how the teachers manage their pedagogical practices and put high effort to achieve the teaching goals with their students synergistically. Many universities and educational institutions have adopted ICT tools such as laptops, projectors, tablets, smartphones, and webcams. Moreover, it is highly supported by the numerous educational software and learning applications that are freely available on the internet. Considering the needs for technological adaptability, teachers play an important role as decision-makers and designers of what and how they utilize technology in their classrooms [38]. As a result, teachers should equip themselves with adequate preparation in terms of teaching materials, curriculum, and assessment knowledge is essential in online education. Particularly, the high technological adaptability of teachers will contribute positively to the optimization of technology as the means of delivery, and the close collaboration between instructional, content, and technology teams [39] is expected to be executed in the classroom instruction.

III. *Strength and Limitation*

Table 3 shows the strengths and limitations in the selected articles. Additionally, the overall discussion highlights that the implementation of online and blended learning with the integration of ICT tools and applications can improve English teaching and learning in tertiary education settings. Further, the use of online learning platforms and application impact the endorsement of students' engagement in learning process and the improvement of their achievement. It is relevant with the previous research studies' findings [40–42]. Next, it needs to be underlined that both aspects covering students' cognitive and affective such as their learning autonomy, motivation, awareness, and digital literacy also improve significantly. Besides, from the selected articles, it was found that during the implementation of online teaching-learning process with the technology use, the lecturers' feedback was more easily given to the students. Hence, it supported the teaching instruction and built the good rapport between students and lecturers.

Nevertheless, there are some weaknesses in the selected works that can be improved to meet the students' needs in order to achieve learning objectives. Some drawbacks include the fact that using technology devices may distract students to stay focused. Dumford and Miller [43] argue that students are easily distracted and lose focus because

Table 2. Findings in Current Works

Skills	Findings
Listening	1. The use of flipped classroom shows improvement in the students' listening comprehension skill and there was positive feedback from students.
	2. Audio Speed Changer application helped students learn to listen to native speakers at a normal speed gradually and it also improved their listening skill.
Reading	3. 'Learning from home' activities using varied apps and platforms i.e., Telegram, WhatsApp, Google Meet, and YouTube made students feel more empowered. Although some emerging problems were inevitable, these students were positive about their new way of learning.
	4. Blended learning model with Moodle opened a wide access for the students in exploring the learning materials. Moreover, the use of online classes enabled them experience flexibility in learning and new learning mode of instruction, especially outside the classroom.
Speaking	5. The usefulness of YouTube channel contributed to the improvement of students' pronunciation and their score on this language aspect respectively. Particularly, the students' vernacular language accents influenced their pronunciation.
	6. The implementation of webinar strategy using google meets app impacted students' confidence to interact with their classmates using English. It also improved students' speaking skills because they were situated to practice English a lot and got more explanation through the webinar.
	7. The use of mobile-assisted pronunciation apps, namely English pronunciation special purposes (EPSP) and English dictionary assisted pronunciation (EDAP), helped improving the students' speaking skill.
	8. Utilizing 9GAG app impacted students' speaking skills, especially on their willingness to communicate. The students found the memes in 9GAG effective as the supplementary materials to promote their speaking skills.
	9. Gagne's Nine Instructions was integrated into LMS during online learning to facilitate students' learning in the speaking class. It was found that they had successful learning experience as like in the face-to-face mode of instruction. In the current mode of instruction, these students were more confident to present their material through a virtual environment which resulted in upgraded speaking and presentation skill.
	10. Using E-Portfolios resulted in the students' active participation in the cognitive, affective, and behavioral domains. Nevertheless, they got challenges in the cognitive and behavioral domains during the implementation of E-portfolios during online learning.

(continued)

Table 2. (continued)

Skills	Findings
Writing	11. Moodle was applied to support writing class interaction and feedback. Fifteen moves were used by the teacher to interact with the students such as for reminding students on new material, guiding the writing step, giving formative feedback, suggesting resources, scaffolding students on lexical or grammatical errors, etc. The teacher used directive to dialogic in numerous degrees to give feedback on students' works.
	12. The practice of dialogic interaction through instant messaging (WhatsApp) plays an important role to support students' voice construction and their degree of voice in argumentative writing. Also, the findings of the data analysis show a varied result of students' uptake in establishing voice.
	13. The integration of visual images in an online learning platform had a genuine benefit to assisting students in the writing process, mainly in terms of processing and restructuring ideas and information. The improvement of whole aspects in writing convinced the effectiveness of image as a writing visual aid.
	14. Blended learning was carried out by optimizing the use of WhatsApp Group (WAG), Telegram, and Google Meet applications. Further, the teacher made use of two types of authentic materials, among which: the literary works (fiction) and the nonfiction ones, such as news. It indicates that integrating of fiction as the authentic teaching materials into the teaching-learning activities was equally effective compared with the nonfiction ones.
	15. Google classroom helped students to achieve good and very good levels of writing performance. Most students agreed that this platform was easy to be recognized, easy to be operated, provided clear instruction to be followed and practical direction to learn the Academic Writing course.
	16. Hybrid learning was undertaken by integrating WhatsApp Group (WAG), Telegram, and Google Meet applications. The researcher used online resources i.e., online newspapers/magazines/periodicals/ official blogs of the World Organization as the authentic materials. According to the research result, the use of authentic materials for language learning in a hybrid setting is equally effective compared with the ones occurred in the conventional meeting under certain conditions.
	17. The use of LINE application resulted in a significant effect related to the student's score. Practically, the feedback from the lecturer and peers contributed actively to the students' ability to choose the diction and write their sentences carefully due to the correct use of grammar.

(continued)

Table 2. (continued)

Skills	Findings
	<p>18. Google Site as e-learning platform could accommodate the students in their online learning activities. They showed significant improvement in written works after being taught or facilitated through Google Site. Also, they had a flexible access to many educational resources through the online apps optimization which then increased their learning engagement and feedback.</p> <p>19. The Moodle-based blended learning method could increase students' achievement and they were actively engaged in the teaching-learning process. Besides, the use of synchronous and asynchronous mode systems enabled both lecturer and students to be well-accommodated in terms of independent learning and flexibility.</p> <p>20. Using guessing game media had a significant effect on students' motivation, engagement, and positive attitude towards the teaching-learning process. Also, their skills improved as they successfully explored the ideas including the use of appropriate vocabulary for the writing purposes. The nature of competition added the plus values to stimulate students in their learning process.</p>
Grammar	<p>21. The usefulness of Duolingo stimulated students to improve their grammar knowledge, as the students' grammatical errors were significantly minimized with the assistance of grammar correction feature in Duolingo. The automatic feedback given by the apps increased students' learning interest. Moreover, the students can develop their self-directed learning.</p> <p>22. Multiple e-learning platforms provided an opportunity for students with numerous English learning experiences using various media. They were autonomous and be able to determine which media could support their learning activities. Additionally, the students opined that Quizziz was the favorite e-learning platform for improving their structure and written expression skills.</p> <p>23. The use of Course Review Horay (CRH) increased students' grammatical competence. They felt more challenged and motivated to engage in the teaching-learning process since they had to compete with each other in a group. Accordingly, the implementation of this teaching model encouraged students to explore the grammar material and eventually make them stay focused during teaching-learning activities.</p>
Combined Skills	<p>24. Moodle could support lecturers to provide learning materials and encourage students to be more autonomous in their learning activities. The synchronous and immediate feedback were considered as the benefit found in the organization of teaching-learning process using this learning platform.</p>

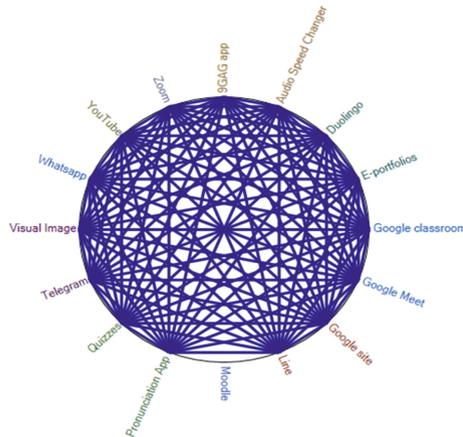


Fig. 1. Collective kinds of LMS, learning apps, social media, online resources

Table 3. Technological tools’ categorization

LMS	Learning Apps	Social Media	Online Resources
Google Classroom, Moodle	9GAG App, Audio Speed Changer, Duolingo, E-portfolios, Google Meet, Google Site, Pronunciation App, Quizzes, Zoom	Line, Telegram, WhatsApp	Visual Images, YouTube

teachers do not have well-implemented strategies to keep them focused, as well as a lack of experience with this mode of instruction. Next, the environmental disruptors, such as loud noise from family members or neighbors and inadequate learning space, have an impact on students’ short attention span in the online session. Particularly, it is a challenge for teachers.

Thus, in order to cope with that problem, the teachers are recommended to give the students an opportunity to do group collaboration [44] and the importance of partnership between teachers and parents to encourage students’ learning motivation [45]. Additionally, some points i.e., the anticipation of various teaching method usage due to an internet connection instability, careful selection of appropriate educational applications, and the investigation of particular teaching methods, apps, or strategies in diverse online sessions with a large number of participants should be taken into consideration for further research studies in order to confirm the effectiveness, usefulness, and advantages of teaching methods, apps, and strategies in English teaching and learning process.

4 Conclusions

This study presents a SLR of the selected articles based on three research questions about English language teaching and learning in tertiary education settings amidst the pandemic era. The study's findings point to some issues to be addressed in English teaching and learning process using technology products, mainly in the terms of learning applications and platforms. According to the result of study, a teaching strategy integrated with technology has a significant impact on the students' learning quality and academic performance since they are well-motivated and engaged with their learning process. It is worth pointing that the present study does not focus on the research location (whether it is urban, sub-urban, or remote areas) and the types of technological apps use. Rather, the point is on the effect of technology use for the teaching-learning process and the language skills. Therefore, future works are expected to fill the research gaps based on the limitation provided in the present study.

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