

Muhamad Hasbi, et al.

ENGLISH TEACHING PRACTICES IN INDONESIA DURING COVID-19 CRISIS



"Each of the stories in this anthology, which is perhaps one of the first documentations of teaching practices during COVID-19, has something unique to offer by way of new tools for classroom use, innovative ways of using existing technologies and adapting face-to-face practices to suit online teaching."

Introduction: Asst. Prof. Madhavi Gayathri Raman

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Jordy Satria Widodo | Luluk Isna | Nahar Nurun Nafi | Niki Raga Tantri

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English Teaching Practices in Indonesia During Covid-19 Crisis

Temanggung; CV Raditeens, 2020

x + 342 pages; 14 x 20 cm; July 2020

Author : Muhamad Hasbi, et al.

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ISBN: 978-623-7774-88-4

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Chapter 5

QUE SERA SERA ONLINE CLASSROOM

*‘What they do today is not learning from home, but they stay at home,
but try to learn. Let them do what they wanna do,
and be what they wanna be. Que sera sera.’*

**Nurul Hasanah Fajaria
(Universitas Islam As-Syafi’iyah, Jakarta)**

Covid-19 pandemic brings a huge impact on public order, not exceptionally in education. Formerly, teaching and learning process always be conducted face to face in a classroom, but recently it switches to fully online learning. I myself never even applied blended learning before so may be what I have been doing right now is still a remote learning, but I will try my best to make it become an ideal online learning.

Today, we can learn anytime and anywhere, even if we were sick we can keep learning through various applications and webinars. We can learn individually as well as learn with tutor. There are no reasons not to join online classrooms except due to signal and quota problems. As we can say that our life right now depends on electricity and signal. Welcome to the new normal era.

Class Profile

This semester, I teach four classes, three of them are regular classes while one of it is class for employees. Teaching employees class always give me more challenges since they come from various backgrounds and some of them are professional on their field who are sometimes older

than me. But I always enjoy to teach them so far moreover I can learn many things from them in return.

Let me share you the profile of my class. This class consists of forty-four students from multi disciplines, such as Counceling and Guidance, Mechanical Enggineering, Industrial Enggineering, Information Technology, Mathematics, , and Law. They also come from diverse ages from nineteen to forty. Talking about their occupations, one of them is a police officer, few of them are factory workers, some of them are entrepreneurs, and most of them are teachers and company workers. With this diversity, I must be able to provide learning activities which can accommodate all of them.

When I teach non-English Department students, I never have any expectation related to their full understanding of my material. I feel grateful already if they can reach the target material and I will be glad as long as they are happy with our learning activities. In the first meeting, I always ask them whether they like English or not and have any traumatic experiences of learning English.

Our first meeting was on Thursday, April 2nd 2020 when Indonesian government has implemented the large scale social restriction. It means that I never met my students face to face before. It is like a challenge when I never met them but I must make them enjoy to study with me. Fortunately technology helps us to overcome that problem. Numbers of application are available to support our teaching and learning just like in a real life.

Chat Up Through WhatsApp

WhatsApp is an application that is used by everyone. Its features provide fast, simple, secure messaging and calling for comfortable communication. I use WhatsApp group for real time lecture. The schedule begins at 6.30 p.m., but I open the group since 6 p.m. to give opportunity for the students to write their attendance. I prefer to use WhatsApp group for real time lecture since it has facilities like real life communication.

When I used whatsapp group at the first time, I was really surprised with the students' responses during the teaching and learning process. For example, when I gave questions and one of the students tried

to answer the question, their friends started to tease him by saying, “Don’t be so serious”, “Yeah, good boy”, “I count on you”. Then at that time I realized that, “Oh ya, it seems that they miss each other since they never met for several months, so I must make them comfortable too with me.” I think that feeling comfortable during teaching and learning process is very important. It can help the students to understand the material easier. Moreover in this condition, we stay at home for self quarantine implementing large scale social restriction, it can be stressful and reduce our immunity. Thus feeling comfortable is more important than reaching target material.

How to use WhatsApp for remote learning? First, I posted the material in the form of picture, then I gave the explanation through voice messages. After that we conducted the discussions through written messages. This process is like face to face interaction and there were many fast responses between teacher-students and among students as well. The number of students participation reached at least 95 %, it means that only 5 % of the virtually attending students but did not give any response to the discussion board. This number of participation in virtual class is higher than that in face to face interaction.

Keep Going On Using Emoticons

How to make the students feel comfortable during remote learning? It really depends on the teacher’s responses toward students’ answers. For example, when the students give a correct answer, I congratulate them through hand-claps or thumbs up emoticon, or when they gave incorrect answer, I replied confused emoticons. Moreover, I always motivated them by using motivational emoticons such as love, keep going, or strong body. I can say that the emoticons feature in WhatsApp really helped us to establish enjoyable communication virtually. But I didn’t allow them to post any stickers since it would create a sticker war, in which interrupting our focus and making our phone memory full.

Open Your Mouth While Using Voice Note

Another feature of WhatsApp is voice note. This feature really helped me deliver and explain the material clearly, especially for listening

and speaking activities. Usually I recorded my voice first and saved it in the recording files for explaining the material, and I used microphone mostly for giving direct responses and for closing the meeting. Once, I was not able to give a real-time lecture, so I prepared all of the materials at that day and gave them a task. The task was telling their dreams through voice note. So they recorded their voice then posted it in our WhatsAap group. Through this activity, I could assess their speaking competence even though I never met them before. The best thing about voice note is that we can re-record our voice when we are not satisfied with the result of the current one, so we have the chance of making the best voice records.

A Shock Therapy

My unforgettable moment of using WhatsAap was when I had a listening section with them. At that time, I already prepared ten photographs and its recording. I had strong belief that the students would find difficulties with this, but what happened was so unpredictable. At first everything run well as they were able to answer five questions correctly and fast. Suddenly one of my students wrote, “That’s too easy, Miss”, then the other students wrote, “Yes, Miss. Up up Miss” (it means that they wanted me to upgrade the level of difficulties). Oh my God, I made a wrong prediction about them. Then I said, “Okay, I will post a new set of question material and please respond if they’re more difficult than the previous. If all of you can answer five questions correctly, I will upgrade the level again. Deal?” And everybody became wilder than before, they wrote their responses very fast and all of the answers were correct. And it happened again, some students wrote, “Come on, Miss, give me more”, “Yes, Miss, we have high motivation right now”, “Go, Miss, go”. Once again I posted another material of short conversation. As I told before that I would upgrade to next level if they could answer five questions correctly. Three first questions were well answered, but for the fourth number, they provided various answers. It means that some of them were right and the rest were wrong. We started to discuss that number to get the correct answer. After that I told them, “Okay class, it seems that you must stay in this level right now. You must wait for your other friends who are struggling at this point.” And we went on to the next two numbers of short

conversation until the time ran out. And everybody was satisfied with their accomplishment that day.

Feeling Secure With Google Classroom

Google Classroom is the most appropriate web service which provides completeness in simplicity. This web really helped me simplify, make, distribute, and assess students assignments without any single paper. This was my first experience in using Google Classroom for online teaching where I mostly used to post materials and tasks. I posted the material one day before teaching schedule so that the students were able to learn by themselves first. If they had any question they could share it in the chat room and everybody were welcome to give any responses. Google Classroom is more flexible than WhatsApp group for discussion since it opens anytime.

My most favorable features in Google Classroom are the giving direct feedback personally and assign the task easily. When I read the students' responses or when I checked their weekly assignments, I was able to judge the students' understanding of the given material and I could give personal feedback sent to their email privately. This process can make students feel special because they get personal email from their lecturer. The students also feel secure since only themselves and I who know about their answer. This is very diffrent from face to face interaction. In the real classroom, often students are reluctant to share their ideas due to worrying of making mistakes, so they prefer to be silent. But in Google Classroom, they do not need to feel like that since their answer is not shared publicly, but only for the teacher. And I do believe that the sense of security can help them to learn better.

Through Google Classroom, I do not need to worry if I lose my data since it is already saved in our Google Drive automatically. I also do not need Ms.Excel to calculate students' score since it is already measured by Google Classroom. Actually Google Classroom already provides everything for teachers' need, but I have not used it maximally. I hope I can take the advantages of all the features in the future.

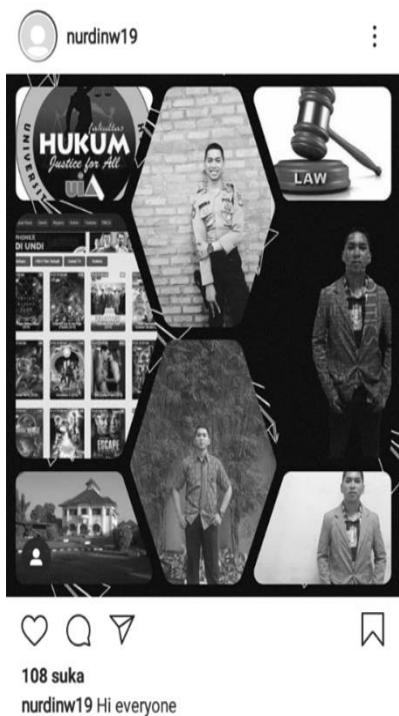
Become A Selebgram In Instagram

Instragram is the most favorable social media for today's generation to express themselves. They can upload their best pictures or videos which can be seen by many people. They may receive bunch of likes and comments if they post attractive pictures or videos. Due to those reasons, I used instagram in my remote learning.

So far, I take the advantages of Instagram three times including for introduction, for personal profile of Curriculum Vitae, and for video challenge activity.

Picturesque Tells More about You

Task 1: Introduction



The first meeting always deals with introduction. Instead of asking students to introduce themselves through written form, I prefer having them make an intro picture which is way simpler, more attractive and reflects creativity. For introduction, I asked them to mention about their name, their major, and their interests. An English quote and a short personal description must be put under their picture to motivate them to learn English. Even though I only ordered three points, some students gave me more to reveal. I do believe that they are more familiar with various beautify applications which can make their image look more attractive. See this example.

Task 2: Personal Profile on Curriculum Vitae

The fourth meeting focus on writing personal profile on curriculum vitae. Since all of them are employees, writing a curriculum vitae is not a new thing for them, perhaps the great difference is about the language. Formerly they had experience to write their own personal profile in Bahasa Indonesia but now they must try to write it in English. I gave the material and template through Google Classroom and they only needed to complete it, but using another template of their own/ they like was also welcome. I also asked them to tell about their personal profile in a spoken form such as in the interview setting. They record their voice and then post it in our WhatsApp group. After they finished making their personal profile on curriculum vitae, they posted it on Instagram.

PERSONAL INFORMATION

My name is muthi, born in Jakarta, September 28, 2001. I am a biology student at the Assyafiyah Islamic University. The reason I chose the field of laboratory analysis is because it is in line with my major interest. Laboratory analysis is a challenging job, the analyst must also have the determination and strength to analyze each sample in a particular field.

JOB INFORMATION

Analysis is a person who has the expertise to carry out analysis in a specific field, such as laboratory analysis. This job requires the analyst to have the determination and strength to analyze each sample in a particular field.

EDUCATION

2019-Present Assyafiyah Islamic University
2016-2019 NW Jakarta Senior High School
2013-2016 Mts Darul Arqam NW Pancor Islamic Junior High School
2007-2011 NW Jakarta Elementary School
2005-2006 NW Jakarta Kindergarten

INTEREST

Book
Cooking
Research

Here, students used Instagram only to post their learning result. By posting it there, it was expected that it could increase their motivation to learn English, moreover if they received many likes and positive comments. That was why I always clicked “like” to their posting whatever the result is.

Task 3: From Work to College Challenge

For midterm exam, instead of conducting a written test, I preferred to give them a video challenge project namely #FromWorkToCollegeChallenge. I decided to do this since it was very popular today and I think they would be glad to do it. In this challenge, they must change their appearance. First, they performed as they were in their working place and wore their working uniform, then they changed their appearance as a college student wearing their college uniform. In addition, they must put their name, occupation and also their major in the video. This was to practice grammar material of using “but” and “and” as



'He is an operator and he studies mechanical engineering'. In short, they could explore creativity and practice what they have learned through this video challenge project. A sample of a piece of the video challenge project is displayed below:

A Closure

In remote teaching, the most important point is not about to reach our target material. Motivating them to keep learning whatever the condition is more important than anything. As we know that everybody is struggling to survive right now. Giving them tons of task will not make them become cleverer, moreover it will make them stressed. Thus, we must be selective when we choose tasks to our students. The tasks should be personalized and develop language skills. A personalized task can improve their motivation, creativity, and critical thinking. It is also effective to avoid cheating and avoid students' boredom. When they are motivated to do the task, I do believe that their competence will improve day by day. Remember that what they do today is not learning from home, but they stay at home, but try to learn. Let them do what they wanna do and be what they wanna be. Que sera sera.

coordinating conjunction in a sentence. This material was chosen since it was closely related to the students' condition where some of them worked and studied in the same field, but the others did not. For example, 'She is a secretary but she studies guidance and counceling'. Another example,

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Rita Asminarseh
Teguh Adimarta
Thohiriyah
Trisnawati
Tryanti R. Abdulrahman
Shabrina An Adzhani
Vijay Kumar
Wahyu Fajar Setiyawan
Winda Syafitri
Yansyah
Zena Abdulameer Mohammad

ENGLISH TEACHING PRACTICES IN INDONESIA DURING COVID-19 CRISIS

“Do you find troubles in setting up and operating your online classes during the COVID-19 quarantine? Do you want to know how other English teachers have conducted their online teaching successfully? Are you still confused and indecisive about how to design your future online classes well? Do you need an insightful reference to inspire your future virtual teaching?” This book you are holding has all the answers for those and many other questions related to the practices of technology-enhanced language teaching.

Consisting of 35 chapters by Indonesian and foreign language teachers and lecturers, this book narrates how they designed, prepared, ran, assessed, and reflected on their virtual language teaching practices which are not only very related to you as they are written during the Covid-19’s Study From Home period, but also very aspiring because this book (a) provides good examples of how to conceptualize and navigate your online courses, (b) recommends many useful websites and applications for online learning, and (c) offers solutions to possible challenges you might face again when having your online classes in the future.

