AN ANALYSIS OF MEDIA USED IN TEACHING ENGLISH THROUGH ONLINE LEARNING IN THE COVID 19 PANDMIC AT PUBLIC VOCATIONAL HIGH SCHOOL AT LUBUKLINGGAU

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Absract: The purpose of this research was to find out (1).What are the media used by the teacher through online learning in pandemic Covid 19, (2). What are the difficulties faced by teachers in using the media in pandemic Covid 19, (3). How the teachers control the student during online class in pandemic Covid 19. The research method used was a descriptive qualitative research. The subject of the research was 10 teachers of English at public vocational high school Lubuklinggau that were choosen by purposive data sampling. In collecting data, the research used (1). Interview the teachers who are chosen, (2). Making transcription from the interview with the teachers, (3). Encoding the collecting data, (4). Classifying of teachers' media, (5). Analyzing the types of teachers' media online learning during the COVID-19 pandemic, (6). Concluding the data. The result showed that media used by the teachers through online learning during covid-19 pandemic and the difficulties faced by the teachers and also the teachers way to control the student through online learning during covid-19 pandemic at vocational high school at Lubuklinggau.

Keywords: Media, Online learning

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui (1).Media apa saja yang digunakan guru melalui pembelajaran online di masa pandemi Covid 19, (2). Apa saja kesulitan yang dihadapi guru dalam menggunakan media di masa pandemi Covid 19, (3). Bagaimana cara guru mengontrol siswa pada saat kelas online di masa pandemi Covid 19. Metode penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subyek penelitian ini adalah 10 guru bahasa Inggris di SMKN Lubuklinggau yang dipilih secara purposive data sampling. Dalam pengumpulan data digunakan penelitian (1). Wawancara dengan guru-guru yang terpilih, (2). Membuat transkripsi dari hasil wawancara dengan guru, (3). Encoding pengumpulan data, (4). Klasifikasi media guru, (5). Menganalisis jenis-jenis media pembelajaran online guru selama pandemi COVID-19, (6). Menyimpulkan data. Hasil penelitian menunjukkan bahwa media yang digunakan guru melalui pembelajaran online pada masa pandemi covid-19 dan kesulitan yang dihadapi oleh guru dan juga guru cara mengontrol siswa melalui pembelajaran online pada masa pandemi covid-19 di SMK Negeri Lubuklinggau.

Kata Kunci: Media, Pembelajaran Online

I.   INTRODUCTION

English is global language that used by people around the world. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries. According to Nunan (2003), Despite the apparent widespread perception that English is a global language, relatively little systematic information has been gathered on its impact on educational policies and practices in educational systems around the world. Therefore, English is learned in Indonesia. English learned in Indonesia as a compulsory subject from junior high school until university level in order to make people ready to face globalization era. Nababan (1991) claimed that since 1945 the governments of Indonesia decide to include English as e compulsory subject in junior and senior secondary school in Indonesia. The student learn English one until two times a week.

In March 2 2020, the president of Indonesia, Ir. H. Joko Widodo announce that Indonesia in dangerous situation because of the virus attack. The virus named is COVID 19 or *coronavirus disease 2019.* Impact of this virus attack all aspect of life such as; economic, political, education, etc. because of this situation the

government declare some policies to prevent the spread of virus in all aspect especially in educational aspect.

Indonesian Ministry of Education Nadiem Makarim through decree no 4 year 2020 stated that:

"Proses Belajar dari Rumah dilaksanakan dengan ketentuan sebagai berikut:

a. Belajar dari Rumah melalui pembelajaran daring/jarak jauh dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi siswa, tanpaterbebani tuntutan menuntaskan seluruh capaian kurikulum untuk kenaikan kelas maupun kelulusan;

b. Belajar dari Rumah dapat difokuskan pada pendidikan kecakapan hidup antara lain mengenai pandemi Covid-19;

c. Aktivitas dan tugas pembelajaran Belajar dari Rumah dapat bervariasi antarsiswa, sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan kesenjangan akses/fasilitas belajar di rumah;

d. Bukti atau produk aktivitas Belajar dari Rumah diberi umpan balik yang bersifat kualitatif dan berguna dari guru, tanpa diharuskan memberi skor/nilai kuantitatif".

Online learning involves all forms of ICT, across all dimensions of the learning processes. Online learning can be both a distinct area of study and part of the wider mosaic of learning, knowledge management and information exchange within electronic environment (Allan, 2003). Today e-learning refers to a mixture of technologies that are often encapsulated within an environment or management system. Early online or virtual learning environments allowed students to interact with content, fellow students, and faculty within the one web site. In addition, students can create content within the virtual environment. These are now referred to as Learning Management Systems (LMS), virtual learning environments, or course management systems (Richard, 2008).

The use of information and communication technologies (ICT) has already been included in training curricula. However, there are doubts about their effectiveness and as these are largely disconnected from distance learning. For successful adoption of distance learning, teachers need not only possess basic technological skills (such as how to use a PC and connect to the Internet), but also knowledge in the use of recording devices and software, as well as methods to deliver lessons without face to-

face interaction. These skills will be needed when utilizing existing online learning platforms in Indonesia.

In Lubuklinggau, teachers also handle teaching and learning process in pandemic by doing online learning. Teachers do online learning to reduce the spread of COVID-19 and refer to Indonesian Ministry of Education through decree no 4 year 2020. The researcher was interviewed with teacher who active in teaching and learning process trough pandemic. According to Dra.Irma Suryani, M.Pd as an active teacher of English at Vocational High School number 3 Lubuklinggau stated in interview that online learning in this situation is very useful and helpful to do because teaching and learning process keep going properly without worry teacher and student infect by the virus COVID-19 and all of us can keep our condition. Dra.Irma Suryani, M.Pd also assumed that many media in online learning that can be used in teaching and learning process such as; WhatsApp (WA), Google Classroom, Microsoft Team, Jitsi meet and etc.

Based on the explanation above, the researcher interested to conduct a research entitled "An Analysis of Media Use in Teaching English through Online Learning in the Covid-19 Pandemic at Public Vocational High Schools at Lubuklinggau"

II.   METHODOLOGY OF RESEARCH

The researcher used the descriptive qualitative method in this research. Descriptive research describes and interprets events, condition, or situation of the present. On the other hand, qualitative research was research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value, (2) most of data are words, (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively, (5) the result of the research cannot be generalized, (6) the research is subjective and related value. According to Fraenkel (2000:24), in qualitative research, the researcher investigates the quality of relationship, activities, and situation or materials.According to Elliot (2000), descriptive research is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them. The aimed of descriptive research was to provide as accurate account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place.The research conduct at public Vocational High Schools in Lubuklinggau, South Sumatra. The researcher conduct interview

with teachers at public vocational high school in Lubuklinggau, South Sumatra when students studied at home due to the COVID-19 pandemic. The subject of the research was teachers at public vocational high school that were chosen by purposive sampling. In purposive sampling, the subject had been chosen based on particular characteristics which based on the researcher's judgment could be taken as subjects (Creswell, 2012). The researcher chooses 4 Vocational High Schools from 8 Vocational High School at Lubuklinggau because the subject chosen by the researcher are fulfil the characteristic of the research based on researcher's judgment. To gain more detailed information to support the content of this proposal, data source were divided into primary and secondary source. Primary data source is a source of data from the original source or the first source (Sarwono, 2006:123). The primary source is interview with teachers at public vocational high school. Secondary data source was an available source; this data use for support in understanding our research problem and to complete the primary data sources (Sarwono, 2006:124). The data took from documentation to support and to complete the primary data sources.

a. **Instrument of the Data**

In this research, the instruments used in this study are:

1. **Interview**

Interview is question and answer activities that occur directly between two or more people. According to Mathers, Fox and Hunn (2002) the interview is an important data gathering technique involving verbal communication between the researcher and the subject. Which conversation is carried out by two or more parties, namely the interviewer (the questions asked) and interviewed (who provide answers to the questions). The researcher used Semi-structured interviews and adopted ten questions in this research from Nabilah (2020) and the researcher have validated the question with the expert.

2. **Documentation**

According to Robert (2011:149), there are many documents can be useful simply by the nature of the details they contain such as picture. In other word, documentation used as evidence to proof the result of research.the researcher used picture as documentation of this research.

b. **Technique for Collecting Data**

The researcher collects the data by doing some steps:

1. Interview the teachers who are chosen.

2. Making transcription from the interview.

3. Encoding the collecting data.

4. Classifying of teachers' media.

5. Analyzing the types of teachers' media in online learning during the COVID-19 pandemic.

6. Concluding the data.

c. Technique for Analyzing Data

There were many kinds of technique collection data, in this research, the research collect the data from interview, coding, classifying and documentation.

1. Coding

To facilitate the study, the researcher encoded the collected data after interviewing the ten respondents. In this research, the data would be categorized and created the final data collectively. According to Lynn (1994), coding lies at the heart of the constant comparative method in that unit of data are compared to each other in terms of their fit in the coding scheme. Coding does not descriptively paraphrase the notes, instead, it identifies the main categories as well as associated subcategories. Coding could be found in a form of lettering, numbering, symbolling and others. In this study, the

researcher used letters and numbers. Coding was used by researcher to make it easier for researcher to shorten the source names and interviews result.Coding the results of the interview to the teacher put in data analysis. It used to facilitate the researcher in analyzing the collected data. Therefore, the researcher was able to provide understandable data analysis.

2. Classifying

The following step after coding was classifying. Bull explains in Oxford (2008), the classifying is arranged something into groups according to the features that they have in common. It was the smallest unit of the collected data. In this step, the researchers classified the results of teacher interviews.

d. Validity of the Data

1. Credibility

According to Bitsch (2005) Internal validity refers to the equivalence of research results with the objective reality. In this research, the results of this research is to find out the media used, teachers problem and the way teachers control the classroom in teaching English through online learning during covid-19 pandemic as the objectives of the research.

2. Dependability

According to Bitsch (2005) Dependability answers the question whether research results would be the same, were the study replicated with the same or similar participants in a similar context. To make the data of this research consistended, the researcher used in the interview, observation and documentation. This dependability is used to make sure whether the result of the research is the same.

III.   RESULT

The result of this research were explained below:This study focused on media used in teaching English, the difficulties of using media and how did the teachers' controlling classroom through online learning during covid-19 pandemic. There were ten questions that are expanded from the three main research questions: the media used by the teacher in teaching English through online learning during covid-19 pandemic, the difficulties of using media through online learning during covid-19 pandemic and how the teachers controlling classroom through online learning during covid-19 pandemic at public vocational high school Lubuklinggau.

IV.   DISCUSSION

The first part was about understanding of media use by the teachers, the meaning of online learning, the implementation of media, the appropriate media and the needed of media through online learning during covid-19 pandemic at public vocational high school at Lubuklinggau with various opinion from the interviewees. The result was media was a tool to assist transform knowledge from teacher to student. According to Patel & Jain (2008) media is teaching material and instructional are used based on the teacher's objectives, whether it is skill of reading, understanding, writing and speaking or sub skills of skills. In teaching English for students, teachers are free to use any instructional media in accordance with the learning objectives to be achieved. The implementation of media and the appropriate media to achieved learning objectives are WhatsApp, Zoom Meeting, Google Classroom, WebEx, Telegram, PowerPoint, and Email. The media very needed in teaching through pandemic because can make the teacher easier to reach teaching and learning goals. Online learning was education take place over the internet and make teaching and learning process between the teachers and the

student take in different place. According to (Dhull & Sakshi, 2017) Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. The second part was about the difficulties, advantages, disadvantages and difficulties in apply media through online learning during coid-19 pandemic. The researcher concludes that network, cost of quota, misunderstanding material and device are the difficulties, disadvantages and the difficulties in applying media through online learning during covid-19 pandemic. The advantages of using media through online learning during covid-19 pandemic are flexible in time and space and student can develop their knowledge and get something knew all over the internet.The last part of this research discussion was about how the teachers controlling classroom and the teacher's expectation about online learning during covid-19 pandemic. The teacher has many ways to control the classroom such as; using application like WhatsApp Group, Zoom Meeting and Google Classroom. But the teachers also give the student rules to make student discipline in teaching and learning process during covid-19 pandemic. The teachers also hope the pandemic soon end. So the teachers can teach student

face to face again. Teachers expect the student got motivated to learning in pandemic and also the teachers must creative and innovative to make student fun when learning through online learning during pandemic covid-19.

CONCLUSION

The definition of media based on the teachers' explanation was a tool in order to make the teacher easier in transform knowledge to the student and to help or assist teacher in teaching the student in order to achieve the goal of teaching learning process. Online learning also an educated that take place over the internet or used technology as a media or tool in educate the student. The teachers used some media in teaching through online learning during covid-19 pandemic such as; WhatsApp, Google Classroom, Zoom Meeting, WebEx, E-mail, and Telegram. There were the difficulties in using media through online learning during covid-19 pandemic that the researcher found that; (1) the network connection or signal. Because in every area there were different network connection or signal that affect in used the media through online learning during covid-19 pandemic. (2) The hardware or the device. Some student have low device because

the economic issue. The device was influence in teaching and learning process because the device support some media that used by the teacher in teaching and learning process. (3) The cost of internet quota. The teacher and the student also got problem about the cost of internet quota because in online learning the teaching and learning process take place in internet and nowadays the cost of internet quota was expensive so that burdensome the teachers and student through online learning during covid-19 pandemic. (4) Misunderstanding of material given by the teacher to the student. Because of the teachers and the student cannot doing face to face learning, there were some misunderstanding of material which were caused by unpreparedness the teacher and the student in face online learning during covid-19 pandemic. The teacher also needs to control the student during teaching and learning process through online learning. The researcher concluded from the answer of interview with the teachers that the teacher have some way to control the student through online learning such as; the teachers gave the rules in the first meeting of the semester, the teachers also used media like WhatsApp Group, Zoom Meeting and Google Classroom to control the student, and the teacher motivated the

student to more discipline in teaching and learning process during pandemic covid-19. The teachers expect that covid-19 pandemic soon end so that the teacher and student can meet face to face learning like usually.

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