



Exploring EFL Teachers' Use of Media and Applications During Covid-19 Pandemic

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Abstract

The Covid 19 Pandemic has affected the learning system in Indonesia. Teaching that was originally face-to-face in schools turned into distance learning using online-based media and applications. The sudden change caused a cultural shock to teachers, students, and parents of students. Economic disparities are very visible to students in Larangan District, Brebes Regency, where the majority of parents are farmers with low incomes. Therefore, this study aims to 1) describe teachers' use of media and online applications during the teaching-learning process in a pandemic situation 2) identify the students' responses in the online teaching-learning process during the pandemic situation 3) identify the difficulties and problems faced by teachers and students during a teaching-learning process in a pandemic situation. To achieve the objectives of this study using a mixed method with informants 14 English teacher participants, eight school principals from eight junior high schools in Larangan District, Brebes Regency, Central Java, and a sample of 96 students who took part in English lessons during the Covid-19 Pandemic. Data collection was carried out through questionnaires and in-depth interviews. The results of the questionnaire were analyzed using descriptive and inferential statistics and the results of the interviews were analyzed by making transcripts, codes, and describing the results of the findings. The findings show that 1) Middle school English teachers in Larangan District, Brebes Regency had a low level of use of EFL applications and learning media during the pandemic. 2) The response of students in the teaching and learning process during the Covid 19 Pandemic was not enthusiastic and unenthusiastic 3) The difficulties faced by teachers and students during the Covid 19 Pandemic were problems with signal limitations and low parents economy. It can be concluded that the use of online learning media and applications by teachers of EFL in the Larangan District has not been used optimally.

Keywords: *Online Learning; Blended Learning; Teacher Perceptions*

Introduction

The learning system during the pandemic has now changed to Distance Learning (PJJ). King. Young, Drivere-Richmond, Schrader (2019) said that distance learning is formalized instructional learning in which: time/geographical situation limits learning by not providing direct contact between students and instructors. Learning in the classroom, which was originally a face-to-face approach, becomes virtual face-to-face using technology such as video conferencing or web conferencing. Likewise, learning outside the classroom also takes advantage of various technological advances. Students independently seek information by viewing on television or videos, reading in print and online media, and

listening to radio or podcasts. However, in learning from home, collaborative independent learning activities between students are very minimal.

Based on the results of an interview with an English teacher in Yogyakarta, on December' 17 2020 learning English is a language learning that is considered difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing. According to teachers the indicator of teacher success in language learning is the teacher's mastery of the material and direct interaction with students. the use of ICT tools in learning English school has not become a priority for teachers to teach. because the teachers prefer to teach with a direct approach to students or use the old way. For example, teaching speaking and pronouncing directly in practice because the use of ICT tools is not maximally needed. Many students complain that it is difficult to catch the lesson but are still given many assignments by the teacher. They responses were not interested in using ICT Tools, most students prefer and are excited about face-to-face learning because they can freely ask the teacher and can interact with their friends.

This learning focuses on the accuracy of students in receiving and processing online learning information, according to *Shivangi Dhawan 2020 who says Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based*. This learning can be done at any time and wherever the place of study is, for example, in the room, living room and so on and the time is adjusted for example in the morning, afternoon, evening or night. In addition, online learning can also be reached even at a distance, just as students do not have to go to school to study. They can access online learning anywhere and anytime. This learning system also has several obstacles and advantages. Constraints faced in the form of internet signal constraints, teachers lack of IT skills, frequent assignments rather than explanations of learning materials, lack of direct interaction between teachers and students, and the ineffectiveness of Distance Learning (PJJ) which makes children more flexible in playing gadgets.

Learning English in schools has not been able to guarantee the achievement of students' abilities in English because teachers provide more provisions in the form of theory and language knowledge rather than prioritizing language skills, both spoken and written. The state of learning English in schools does not lead students towards achieving English proficiency. Mastery of English is not enough just to learn from school, but by participating in learning or training outside of school, such as learning services through private classes, and other learning institutions, non-formal education or community learning groups. The 2019 Pandemic period is the initial stage of difficult times in the teaching and learning process because learning must be carried out online. For this reason, an educational institution plays a rapid role in finding solutions to the challenges that are being faced together. In the opinion of Cloud, Genesee, & Hamayan (2013), language skills broadly include two main domains, namely language competence and performance, namely the ability to understand and use language properly and correctly in communication activities both oral and written.

Research conducted by Dhawam (2020) shows that the online learning system creates many problems and difficulties for students because EFL learning requires a lot of practice for each skill, for example in listening skills the use of ICT tools by teachers to train students in separate and distance places its not effective, for example when learning listening. the student is not in place and the unstable internet it can make the learning process is not effective and wasting time.

The first problem is understanding of the subject matter. For example, the content of reading material delivered online may not be understood by all students. This is because the content of the material is presented in the form of e-books which are presented on a chapter basis, teaching materials are in the form of PowerPoint, and in the form of videos. Students may be able to understand this material, but it is not comprehensive. Students understand the material based on their own interpretation or their point of view. This is evidenced by the number of students who then telephone directly to the teacher to

ask further explanations about the material that has been delivered online. Based on the experience of other EFL teachers, this online system is only effective for giving assignments and quizzes to students. That is, in one meeting, if the teacher presents material lessons accompanied by assignments or quizzes, Students will be active and enthusiastic about learning the material because they are worried if the assignment or quiz is incomplete. Conversely, if the teacher posts material without assignments, students are only asked to study the material, then students are not enthusiastic in learning it.

The second problem in teaching English language skills in Indonesia is listening. Listening is one of the most difficult skills for students to master, when compared to other language skills such as speaking, reading and writing. Difficulty in listening is increasing with online learning during the COVID-19 pandemic. This is because in teaching English in schools, teachers tend to prioritize teaching speaking, reading and writing skills. In addition, this condition is exacerbated by the public's assessment that if a person is able to speak well, then it is a reflection that that person is also able to communicate well. The ability to speak well is an important component in successful communication, but good listening skills are also an important component in communicating. In society there is an assumption that a person's success in communicating is determined by his ability to speak. They focus on a belief that someone who learns a language, especially a foreign language, can be seen or measured by his ability to speak, write and read, which can be directly observed. However, it is very rare for people to see that a person's language ability is actually also determined by his ability to understand spoken language (listening ability). A person's ability to understand spoken language is one of the important factors in language learning, because in fact in everyday life the most language activity a person does is listening activity. Schwartz (2004:2) says that adults use half of their communication activities to listen, while students receive 90% of information at school from listening both from teachers and from other people.

From various studies that have been conducted by language teaching experts, it can be seen that learning listening skills has its own difficulties when compared to learning other language skills. According to Underwood (1990: 15) there are several difficulties found in this skill in Listening experienced by English learners, namely (1) listeners cannot control the speaking speed of the person delivering the message, and they feel the message conveyed has disappeared before they can understand the content of the message. The moment they can understand one message, at that moment another message is lost. (2) The listener does not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so that the listener must be able to understand it as it is (3) The limited vocabulary owned by the listener, making the listener unable to understand the content of the text they hear can even make them bored and frustrated (4) The listener's failure to recognize and understand the 'signs' that sent by the speaker causing the listener to misunderstand the content of the message he received (5) Error in interpreting the message received, so that the content of the message conveyed is received or interpreted differently by the listener (6) Unable to concentrate due to various things, for example an uninteresting topic, physical fatigue, noisy environment and so on. (7) Concerns about the differences in the methods and materials taught by the teacher with material heard through audio devices or native English speakers. From the several factors of listening difficulty above, there is actually no significant difference between face-to-face and online listening for students, but based on an interview with an English teacher during the pandemic, the author can conclude that online listening difficulties are divided in to Internal and External factors. Internal factors such as limited vocabulary possessed by listeners and lack of grammar knowledge possessed by listeners in, physical condition, unable to concentrate for a long time is clearly seen as a factor causing difficulty in listening. External factors that come from outside the individual such as disturbances from the surrounding environment, recording material that is not clean, or from bad audio devices will bring other difficulties for students. Environmental characteristics, such as room temperature, disturbing noises around the room, poor equipment conditions also affect the quality of a person's understanding of spoken language. If someone is in a noisy environment, there is a tendency for that person to speak in a loud voice or by using a loudspeaker, the goal is that the message conveyed can be clearly captured by the listener. Likewise, if the tools or media used are not in good condition, then the message conveyed

through the media will be received less well by the people who hear it. If the listener does not understand the message conveyed, then the listener can ask the speaker to repeat it again. However, if the communication is only one-way, then the role of the media can help the listener's understanding.

The third problem is speaking. Good grammar is meaningless if students never practice it in conversation. Because the purpose of language is to communicate, students must learn to communicate meaning orally in English. The key is to try to get the other person to understand what is being said in English first. After getting used to conversing in English, students will automatically learn to improve the grammar that will be used in speaking. In online learning, speaking practice is very difficult because in face-to-face lessons students practice conversation in pairs or involve their friends for a question and answer session, this is very difficult to do in online learning because of problems such as disconnection or loss of signal during practice with friends, an unstable network that can hinder the process of student conversation practice.

Previous studies on English learning and teaching tools during The COVID-19 Pandemic have been widely carried out. The study by Mariska Intan Sari and Aura Amalia Putri in 2020, was conducted to explore online learning tools used by EFL teachers and the considerations of EFL teachers in choosing online learning tools during the COVID-19 Pandemic. The difference between their research and this study is from data collection. Their research uses qualitative and descriptive qualitative design methods. While this study uses a mixed method, in addition to collecting data, the research uses semi-structured interviews. Semi-structured interviews involve a series of open-ended questions that can obtain in-depth information and allow spontaneous responses from participants using a recording device. In this study, data collection was obtained from a questionnaire followed by interviewing and collecting important documents such as lesson plans and participant observation, the similarities between his research and this research aim to explore online learning media and tools used by EFL teachers and the considerations of EFL teachers in choosing online learning tools during the COVID-19 pandemic. Therefore, this study more focuses on the online tools of the EFL teacher and how to use the media, whether the media and applications used by the teacher are appropriate and effective for use during online learning. In addition, the researcher chose EFL school teachers because the researcher believed that the characteristics of students in schools and universities were different. Therefore, the approach and treatment during online learning using online learning tools may also be different. *Donche and Petegem (2010) explain that students in secondary schools are not like students at the university level*; Therefore, the learning strategies will also be different.

Method

This research uses a mixed method or often referred to as a mixed method. The implementation of this mixed methods research combines quantitative and qualitative research methods. This type of mixed research uses a sequential explanatory strategy. Mixed research is a procedure for collecting, analyzing, and mixing quantitative and qualitative methods in a study or a series of studies to understand the research problem, (Creswell, 2015: 1088). This is in line with (Johnson & Christensen, 2014: 488) that mixed research is a class of research studies in which researchers mix or combine quantitative and qualitative research approaches and techniques in a single research study. This research is useful for describing complex phenomena. This research was taken by purposive sampling method by taking public schools and private school in junior high school in Larangan district at Brebes City. This research was conducted at 8 junior high schools (Junior High School) namely 5 MTs (Madrasah Tsanawiyah) and 3 SMP (Junior High School) in the Larangan District, Brebes City. Based on information from the Brebes City Education and Culture Office, the school in question has been carrying out online learning consistently during the COVID-19 Pandemic.

In connection with the research in this research, the researcher used mixed research with sequential explanatory methods because it can be applied to determine the effect of COVID 19 in distance learning and to explore the media and applications used by teachers during the online learning process in Larangan district, Brebes City.

Instruments

➤ **Quantitative**

Data collection techniques and instruments in a study are used to find data and collect field data. The data collection technique used to collect data in this study was an open questionnaire. Semi-structured interviews were conducted to find more independent problems, where the School Principals and English Teachers invited to the interview were asked for their opinions and ideas, so that in this interview technique the researcher had to listen carefully, take notes and record by phone on what was stated by the informants. Therefore, researchers can find out the existing problems in a more complex manner, so that the data obtained will be wider and also more accurate regarding the existing information. In this process, interviews were conducted with School Principals and English Teachers related to the problems of online learning during the COVID-19 Pandemic at Larangan district and then they will be asked for information related to the data needed by researchers and it is hoped that the information or data obtained complete and detailed so that it can facilitate researchers in explaining this research. Related on School Principals and English Teachers who was be asked for interviews regarding the implementation of this research are the class teacher regarding the learning development of students in English subjects at school because it is very important to be asked for information and is included in one of the main sources that are very influential in this research.

➤ **Qualitative**

To obtain data sources in this study, researchers used data collection techniques in the form of questionnaire, observation, interviews, documentation, and field notes. The observations made in this study were that the researcher became an observer to obtain primary data in the form of the Principal's Strategy in compiling online learning activities during the Covid-19 outbreak, including the formulation of the online Learning Implementation Plan format, determining the use of online learning applications, implementing work programs, implementing supervision, and curriculum in special conditions.

In this of supervision during online learning activities, obstacles faced in implementing EFL learning while online, curriculum use during online learning, variations learning methods used during study, researchers were conducted interviews with School Principals and English Teachers. Interviews with Principals and English Teachers were conducted to obtain information on several incidents including the determination of the use of online lesson plans, preparation of online lesson plans, implementation the Covid-19 Pandemic and the obstacles encountered during online learning activities.

The documentation carried out by the researchers in this study was in the form of photograph, interview transcript, field notes and voice recording. Researchers used field notes during the research to write and summarize in order to obtain detailed data that was in accordance with the facts regarding the process of describing the principal's strategy in compiling online learning activities, describing the obstacles faced by the principal in compiling online learning activities.

Procedures

Before conducting the research, the researcher came directly to the research location to get to know, know the situation and condition of the research place and take care of licensing in advance at the intended research location. So the author applied for permission from the principal through a research

letter from the Faculty of Language and Arts, Yogyakarta State University. This research was conducted for approximately two weeks after visiting the school in order to provide a research letter from the UNY campus. The research schedule can be seen in the following table:

No	Name of Informant and School	Date	Time
1	SMPN 2 Larangan Arif Nurhadi, S.Pd.M.Pd. (Kepala sekolah) Sapto Aries, S.Pd. (English Teacher) Sri Wulandari, S.Pd. (English Teacher)	September 17 th , 2022.	07.30-08.05
2	MTS Nurul Islam Imam Munandar,S.Ag (Kepala Sekolah) Dewi Lika Utami,S.Pd (English Teacher) Harlinah,S.Pd.i(English Teacher)	September 20 th , 2022.	08.04-10.00
3	SMPN 3 Larangan Basuki Suprobo, S. Pd. Si Guru bahasa inggris: 1. Ruslani, S. Pd 2. Dewi Putri Ayuningrum, S. Pd	September 22 th , 2022.	08.00-09.30
4	MTS. Assalafiyah H.Muhammad Ihsan,M.Pd Nurhayati,S.Pd.I, Hesti Widyawati,S.Pd	September 27 th , 2022.	08.04-10.03
5	MTS. Miftahul Ulum Dawi Anjani, S.Pd Mukhofif, S.Pd. I	September 28 th , 2022.	08.30-10.45
6	MTS. Mustamdiyah Kepala sekolah : Nurokhim Fahri, S.Pd.I Guru B. Inggris : Rosid, S.S	September 29 th , 2022.	08.00-11.57
7	MTS. Hasaniyah Kepala sekolah :Sabarukhi,S.Pd.I Guru bahasa inggris :M. Farikhin.S.Pd.	September 30 th , 2022.	07.30-10.00
8	SMPN 1 Dra NUR ROHMAH Sri Wigatiningsih.M.Pd Yuni Kartika Sari. S.Pd	October 4 th , 2022.	08.00-10.00

Before conducting interviews, researchers made interview guides for several informants. Interviews were chosen as the main data collection technique, interviews were conducted by researchers by means of one-sided interviews (direct and face-to-face conversations) which were carried out systematically and based on the purpose of the investigation. In this study, interviews were conducted by both parties, who provided answers to the interviewer's questions. Researchers can see directly a person's expression and perception of an object in the interview. This interview uses questions that researchers have prepared in advance, informants can answer questions from researchers freely by expressing their views, knowledge, feelings, attitudes, and behaviors in the form of personal experiences related to the research topic.

To collect data during interviews, researchers used several documentation tools such as cellphone cameras, and voice recording devices from cellphones that the authors used in conducting interviews with informants. After recording the results of the interview using a recording device on a cellphone with the informant's permission, then the researcher listened to the recording repeatedly to be transcribed and to find answers. In addition to using a recording device, the author also uses photos to support the research results. The photo the author took while taking samples with students at school. Recording and documentation tools in the form of photos of activities during this research have an important role to support research in retrieving data.

Data analysis

The data in this research are in the form of qualitative and quantitative data to answer goal which is to describe the media or applications used by teachers in online learning, the analysis is carried out with the following process: data is collected, reduced, processed and presented, then given a narration and concluded.

To answer the second objective, identify student responses in online learning. To measure student responses to online learning, a Likert Scale is used, which measures human attitudes with a scale of 1-5 for each statement. Student responses to online learning are measured by 30 statements that must be answered with one of the following:

SS (Strongly Agree)	5
S (Agree)	4
TT (Don't Know)	3
TS (Disagree)	2
STS (Strongly Disagree)	1

In this study, the responses of online students were classified into 3 groups, namely: GOOD, USUAL, and NOT GOOD. Therefore, to classify students into one of them, the range is calculated as follows:

$$\text{Range} = \frac{\text{maximum value} - \text{minimum value}}{3} - 1 = -1 = 39 \quad \frac{(5 \times 30) - (1 \times 30)}{3}$$

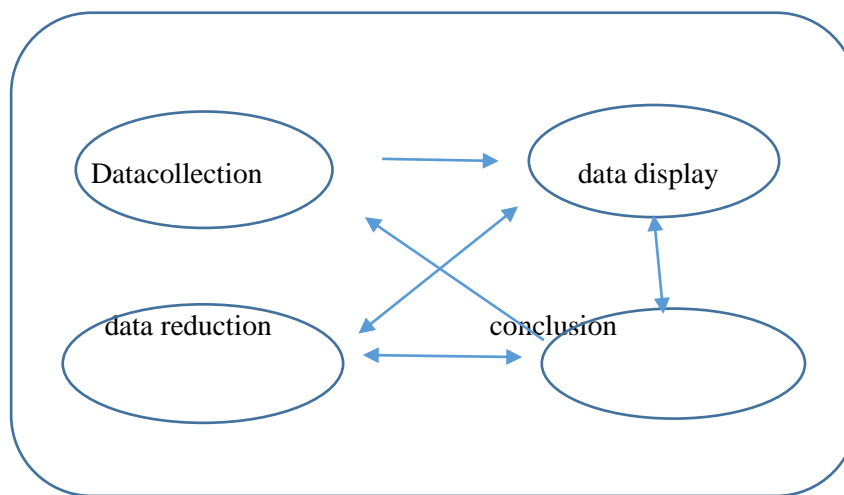
Based on the value of the range, the following criteria are made:

No	Criteria	Range
1	NOT GOOD	30-69
2	NORMAL	70-109
3	GOOD	110-150

To answer goal-3: describe the difficulties and problems faced in the implementation of online learning. The data collected from the respondents and informants is then reduced, processed and presented and then given a narration and drawn conclusions.

Qualitative data analysis that has been collected both from informants (through in-dept interviews) and respondents in the form of field notes will be analyzed using descriptive methods. Data analysis is a way to analyze the results of the data obtained in research so that it is easier to read and interpreted. The data was analyzed using several steps according to the theory of Miles, Huberman and Saldana (2014), namely analyzing the data with three steps: data condensation (data condensation), presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). In more detail, the steps according to the theory of Miles, Huberman and Saldana (2014) will be applied as follows:

Figure 1. Components of data analysis: interactive model



Results and Discussion

Results

This chapter describes the results of research and discussion of the results of observations, interviews, research results and discussion of research, namely the use of media/applications used by English teachers during the covid 19 pandemic and students' responses to learning English during the pandemic. This research was conducted in Brebes Regency, Central Java. This research takes place in Larangan District which consists of several villages and hamlets. Based on in-depth interviews conducted by the researcher with each school teacher, they said that the majority of students from the schools that the researcher visited were children from the lower economic class and where the livelihoods of their parents were manual laborers such as artisans, laborers, farmers and even some who become migrant workers abroad. According to the teacher in an interview, parents' interest in education was minimal, especially during the Covid-19 Pandemic. PJJ was bad experience for parents in this village with children from rural backgrounds and from lower economic classes having difficulty learning online.

Moreover, learning English is considered difficult, so learning English during the Pandemic is a challenge for teachers, especially in rural areas. In addition, facilities that do not support English learning such as books, projector media, and so on are not sufficient so that the lecture method by the teacher is the most reliable thing. They will get a less broad insight because they only have one source. Sometimes, this is what reduces students' interest in learning English. There are many obstacles found in the field in

learning English during the Covid 19 pandemic that applies distance learning. The difficulties encountered in learning English in the schools that the researcher visited were related to the condition of the students, environment, and also the competence of English teachers. This study aims to explore the obstacles that arise in learning English in rural schools. This study uses a mixed method design with sixteen English teachers as respondents. The findings of this study indicate that there are still many obstacles encountered in learning English in rural schools. Learning English is difficult for several reasons, including the low interest of students in learning English, lack of support for learning English such as support from parents and the surrounding environment, and inadequate infrastructure.

This research was conducted to obtain accurate data to determine the teacher's perception of the media or applications used in online English learning. The study was conducted from September 17 to October 4, 2021. Data were collected through interviews, questionnaires, and photography. Interviews were conducted to explore in-depth information from informants, informants in this study were 8 principals and 14 English teachers. The number of informants was the total number of 8 schools that the researchers visited, while the questionnaire was filled out by students.

In the chapter on the results of this research and discussion, the results of observations, interviews, research results, and discussion of the research are described, namely the use of learning applications/media by EFL teachers during the COVID-19 Pandemic in several public and private Junior High Schools in Larangan District, Brebes Regency. The focus of this research is how English skills are taught during the COVID-19 Pandemic. In seeking and collecting information about the research conducted, the researcher used a mixed method research methodology. To collect information about the use of applications/media in online learning, what the researchers did was to make a list of questions used for interviews with informants as data collection, which was then analyzed to find out how the information provided by the informants, the research carried out several stages, namely interviews based on the focus of research is on the use of media/applications in teaching English during the Covid 19 Pandemic. For key informants in this study, the researchers choose English teachers because they knew in depth the problems being studied, the researchers interviewed 2 English teachers in each school to obtain information deep and accurate.

In order to make this research more objective and the data accurate, the research is looking for additional informants. Additional informants are those who can provide information even though they are not directly involved in the social interactions studied in this case they are not directly involved in EFL learning during the pandemic. The additional informant in this study was the principal of the junior high school in each school, therefore the researcher chose the principal as an additional informant with the aim of being able to provide additional information as a complement to the analysis and discussion in qualitative research. Additional informants sometimes provide information that is not provided by the main informant or key informants.

Discussion

The main purpose of this research is to explore the media and applications that teachers use while teaching English in junior high schools during the COVID-19 Pandemic, especially in the Larangan sub-district, Brebes Regency. This section discusses the findings of each research question accompanied by theories from experts and other relevant research.

1. Teachers' Use of Media and Online Applications during Teaching Learning Process in Pandemic Situation.

During the COVID-19 pandemic, Teachers around the world are forced to work online regardless of whether they are equipped in terms of knowledge, skills and resources for 'technology' teaching and learning including teachers of all junior high schools in Larangan sub-district, Brebes Regency. All

learning is done online, including English language learning. Commonly used media and applications for online education during the pandemic at Larangan Junior High School, Brebes Regency are smartphones, Whatsapp groups, YouTube videos, and PowerPoint files, Microsoft Word files, JPGs, VoiceNotes, Videos, and other learning resource links. Whatsap group is the media that is mostly used in online learning in SMP in Larangan Brebes district because it is easy and everyone can access it. A school can have ICT hardware and software, but the problem is that these devices cannot be used efficiently because students learn from home. For the first time, online teaching and learning tools including Google Classroom, Zoom, virtual learning environments, social media, and other group forums such as Telegram, Messenger, WhatsApp, and WeChat were studied and tested. Even after face-to-face instruction resumes, this can be investigated further, and this platform can provide guidance to students and other resources (Sumitra Pokhrel & Roshan Chhetri, 2021).

The first finding of this study is the result of a qualitative research on media use and applications that applied by English teachers in online learning in eight public and private junior high schools in Larangan District, Brebes Regency, Central Java. The first part of this finding is about the current level of computer competence of teachers. The results showed that EFL teachers in Larangan District had a low level of competence in the use of media and applications in teaching English during the online covid 19 pandemic (See the research results section). This shows that EFL teachers in Larangan District, which are included in rural areas, cannot apply varied learning media and applications to students, they only use the Whatsapp application because it is considered easy and accessible to all students with various obstacles that arise during online learning such as economic factors, home facilities, and signal limitations. Access to digital gadgets and a stable Internet connection are major problems in many nations. While the economically disadvantaged children in many developing nations are unable to buy online learning gadgets, the risk of increasing screen time for the learner exists with online education (Sumitra Pokhrel & Roshan Chhetri, 2021).

However, even though seven of the eight lists of schools that the researcher visited were said to be unable to apply learning media and applications optimally and were only monotonous using Whatsapp, there was one school that could be said to be successful during online learning, namely SMPN1 Larangan, teachers at SMPN 1 Larangan during interviews. said forming a Learning from Home (BDR) team consisting of several teachers and school staff to make online learning a success. The first task of the BDR team is to input cellphone numbers and enter students into class groups, the media used are google classroom and WA group. The BDR team is in charge of sending materials, recaping student assignments and sending them to subject teachers, as well as helping teachers who are not proficient in using applications Word/powerpoint. The teacher's task is to design materials and assignments. Every day students take two subjects starting at 07.30 to 10.30.

The distance learning design (PJJ) implemented at SMPN 1 Larangan, from July to August 2020, has positive values, including no empty hours. In the provision of materials and assignments, everything was done on time by the BDR team. At the same time, students will follow the same subjects starting in grades 7, 8, and 9. The subject matter is the responsibility of the school MGMP. Based on the findings of the informant during the interview, he said that online teaching at SMPN 1 Larangan had no significant problems and could run smoothly, this was due to the economic condition of the students' parents being quite capable and able to buy quotas and cellphones, on that basis the researchers concluded that teaching online at SMPN 1 Larangan is said to be successful compared to seven other schools where the researchers conducted research. This is due to the school's readiness factor in preparing the BDR team and the ability of parents to provide facilities for their children. Teachers are obliged to develop creative initiatives that help overcome the limitations of virtual teaching. This is consistent with Doucet et al., (2020), Teachers actively collaborate with each other at the local level to improve online teaching methods. There are unparalleled opportunities for collaboration, creative solutions and a willingness to learn from others and try new tools as educators, parents and students share similar experiences.

2. The Students' Responses in Online Teaching Learning Process During the Pandemic Situation.

Changes in the learning system during the Covid 19 Pandemic has changed the learning system to distance learning or a full online system, this is also applied in SMP N in Larangan sub-district, Brebes Regency based on research results. So that this situation requires all parties, starting from the teaching staff (teachers) and students to adapt using various learning systems that are available and easily accessible to students. Media and applications that are often used by students during the pandemic are WA groups because they are easy and familiar. Actually, there are many applications and learning media that can be used by teachers and students during the COVID-19 pandemic, such as Google Classroom, Video Conference Applications (google meet, zoom, skype, webex and the like). However, because the facilities from the government for the Prohibition sub-district of Brebes Regency are still hampered by signal access, teachers and students prefer Whatsapp as the alternative. But in its implementation there are still some obstacles from students and teachers themselves. Starting from the availability of internet facilities, data quotas, signals in the Larangan sub-district only have one network provider.

According to the results of interviews with informants in all schools that the researcher visited, the students' responses to online learning methods were almost the same. From the results of the analysis of this study describes the behavior of students in online learning leads to more negative things than positive things. The reason is because the learning process is less face-to-face so that students feel they are not supervised by the teacher so they are free to do anything at home outside of learning, for example playing a lot of games, not collecting assignments, and not participating in learning. However, during the pandemic period based on information obtained from teachers and school principals, students prefer to study at school rather than distance learning for reasons that are constrained by facilities and costs and lack of classroom interaction, this can be proven by complaints from parents to urge the school to face-to-face learning is due to the inability of parents to provide learning facilities at home such as not having a smartphone and the inability to buy quotas in large quantities

3. The Difficulties that the Students Find in Learning English in the Era of the Covid 19 Pandemic

According to the findings of (*Macintyre et al., 2020*), teachers and students must quickly transition to new teaching methods and learning environments while also addressing individual and social effects of poverty on their daily lives and well-being, Despite the fact that English teachers and students have faced many challenges similar to those faced by their colleagues in other disciplines, there is a specific problem with language learning.

Based on the experience of the English teacher at the school that the researcher visited, he stated the fact that there were many difficulties in teaching skills online. In listening skills sessions, for example, teaching listening in the online learning period with limited distance and learning time can be said to be ineffective and cannot be done this is due to limited signals in rural areas for example when the teacher wants to turn on listening audio but not all students can follow only some students, not only that when students can join sometimes the signal breaks this causes the audio listening activities that are followed by students to be hampered. The teacher also can't supervise the listening test. If listening learning is done by instructing students to hear what the teacher says via WhatsApp then students answer questions according to what they hear also causes problems and is not effective because not all students open smartphones for various reasons, for example, do not understand what they hear, do not have smartphones, the smartphone is used by my sister for school as well and so on. Another problem is student textbooks where there are listening skills listed, but there is no VCD containing audio for students.

In learning speaking at a distance or online learning, based on the experience of the teacher, teaching speaking skills online is difficult to do because of many obstacles, both from students and

technical constraints. Students already think that English is a difficult language because of the different pronunciation and writing, especially when speaking skills are done with the media without face to face. With limited time during online learning, teachers find it difficult to train students' speaking skills one by one, the way that is often done is to give group conversation tasks with friends whose homes are close and then recorded and sent via WhatsApp, where the teacher will assess students' pronunciation. Learning speaking skills is a skill that is easier to do directly because it involves interaction between individuals, in this case the teacher has difficulty training students in imitating how to speak and students find it difficult to repeat it because when online many students do not join the class for reasons of limited quotas and disconnected network.

Therefore, giving paired assignments can be a solution, but this also has a problem, namely that many do not work, based on the teacher's report the reason students do not work is that there is no guidance from parents at home this is because parents cannot teach children with educational backgrounds low and parents who have other activities. From the study by *Craig & Churchill (2020)*, they revealed that parents should make new rules for example, completion of schoolwork, social distancing. Thus, families experience challenges that require modifications in family involvement. While researchers have begun to investigate the effects of the pandemic on parents.

Another problem also occurs when learning reading skills, when offline the teacher can teach students reading skills by reading together then students imitate what the teacher reads with the correct pronunciation but when online this cannot be done due to time constraints and unstable signals. Another problem, for example, by teaching reading skills online, students have difficulty understanding the contents of reading materials delivered online, this is because students' reading materials are presented in the form of files or links, not in printed form. This results in students being lazy to open and read them due to limitations such as smartphones to replace with other family members who are also studying online. In addition, based on this problem, teaching reading during the past pandemic was circumvented by giving reading assignments by recording and then sending them to the teacher, where the teacher assessed the students' pronunciation, the assignment of recording readings was given by the teacher due to time constraints. Based on the teacher's experience, many students do not understand the contents of the reading, this is evidenced by the number of students who ask the teacher outside class hours by calling the teacher and private chat with the teacher via WA to ask for further explanations about the material that has been submitted online. Based on the experience of other EFL teachers, this online system is only effective for giving assignments and quizzes to students and is not effective for providing understanding knowledge and skills to students.

The Problem is not only the lack of equipment or learning facilities, but also the limited internet quota. Parents at home cannot provide quotas in large amounts and there are even some parents who cannot buy internet quotas due to economic limitations. For this reason, most teachers from the schools that the researchers visited used the WA application as the only media in online learning because the use of WA was considered familiar and saves more on quota usage compared to other applications that waste quotas so that this can help the parents' quota budget. Provision of internet quota for parents requires a high cost. This is felt by students and parents from the lower middle class economy. The majority of parents are laborers and unskilled laborers and farm laborers. They do not have sufficient budget to provide internet network. The problem is not over yet. Even though smartphones and internet are in their hands, students still face difficulties in accessing the internet network because they live in rural areas where internet access is very difficult and unstable. A study conducted by *Bekithemba Dube, and Youngjoo Yi & Jinsil Jang (2020)* confirmed that some students live in remote rural areas that the internet cannot reach. This finding is also the same as what the researchers found in the field. As we know, internet distribution in urban areas is more dominant than in rural areas. therefore, many remote or rural areas have difficulty in online learning. Because the internet network is difficult to reach, as a result, online learning such as video calls cannot be carried out optimally. In addition, their cellular network is sometimes unstable, because the geographical location is quite far from signal coverage and can only

connect to one network provider. Lack of facilities is also an obstacle in the implementation of online learning. so many prefer the WA group as a learning medium.

The way of learning is also quite easy, namely providing subject matter, additional assignments and practice questions in the WhatsApp group for each class, which can be accessed by students on their cellphones/laptops. Another problem is the unpreparedness of teachers for online learning. The transition from the conventional learning system to the online system happened suddenly because the Covid-19 pandemic was not preceded by careful preparation so that teachers experienced culture shock in teaching, especially in learning English, teachers were unable to teach English skills to the fullest. Some junior high school English teachers in the Larangan sub-district, Brebes, especially the seniors, cannot adapt to the use of online technology so that senior teachers often use shortcuts by using WA media which is considered easy. In some of the results of this study, some of the teachers are still not able to operate applications for use in online learning activities, they only use textbooks and WA applications. However, a number of teachers have used applications and other more interesting learning media such as being able to produce interesting EFL learning videos.

4. EFL Teachers Use Learning Model Before and During Covid-19 Pandemic

Changes due to the Covid19 Pandemic have caused changes in various aspects, including in the field of education. The current situation forced people to change their habits in their daily lives. In the aspect of education, a new policy has also taken place which has changed the usual face-to-face learning to online learning. This is in line with the government's recommendation to stay at home and social distancing must be followed by changing the mode of face-to-face learning to online. This change occurred in all regions in Indonesia, including Larangan District, Brebes Regency, Central Java.

Based on the results of interviews with school principals and English teachers at the schools the researchers visited, they agreed that the government's policy for online learning had an effect on students and teachers, both from an economic and psychological perspective. From a psychological point of view, teachers and students experience culture shock due to sudden changes that change all learning systems that were originally held in face-to-face schools to distance learning, this affects social students who do not socialize with teachers and friends. the teacher can be free without space and time distance in delivering learning material, but when distance learning the teacher has difficulty conveying material and students have difficulty receiving lessons from the teacher. EFL teachers say that English lessons are very difficult to do over long distances because skills in English are easier to implement with direct interaction such as conversation, reading and pronunciation. There are things that cannot be carried out when online learning, for example when delivering material about speaking, teaching speaking is very rarely carried out by EFL teachers in Larangan District due to signal problems that suddenly cut off and lack of quota. Then teachers and students in Larangan District, Brebes Regency, find it difficult to change learning with technology, teachers and students in Larangan District, Brebes Regency, including rural communities, so the use of IT-based media during distance learning is something new because before the pandemic the teachers teachers only teach with conventional methods such as lectures and written exercises such as writing in exercise books and on the blackboard, with distance learning teachers and students are forced to adapt to changes in IT-based teaching, this is certainly not easy especially for teachers old and senior. To overcome the culture shock, several school principals held trainings and workshops in responding to changes in the online learning era regarding the use of media and applications. This is in line with *Kaisa Vehkalahti, Paivi Armila, and Ari Sivenius* (2021) revealed that Finnish people living in rural areas experienced social and economic changes during the covid19 pandemic, this can be proven by the closure of public facilities by the Finnish government, such as closing all educational institutions, including elementary school, closed, and contact teaching stopped. From an economic point of view, young people who work in the center of Finnish cities have to return to their villages due to restrictions on activities and termination of employment. Children in rural Finland also cannot get proper education in cities because they have to return to rural areas. This research has similarities with what researchers did in Larangan District, Brebes Regency, namely they both provide an overview of the impact of the Covid-19 pandemic on economic and social aspects where the sample in this study uses the same students as data collection.

Then another similarity is that this research setting uses rural areas to determine the impact of the covid19 pandemic on rural communities.

Whereas in research conducted by *Kaisa Vehkalahti, Paivi Armila, and Ari Sivenius (2021)* the difference lies in the challenges faced by teachers in using media and applications in the English learning process during the Covid 19 pandemic. In the research in this thesis the researcher explains in detail what applications and media are used by teachers in EFL learning during the covid 19 pandemic, while research conducted by *Kaisa Vehkalahti, Paivi Armila, and Ari Sivenius (2021)* does not explain the media and applications used by teachers in online EFL learning. Other differences can also be seen from data collection. In the research in this thesis, researchers used in-depth interview techniques with teachers in EFL learning to find out the perceptions and media used by teachers during online learning. However, research from *Kaisa Vehkalahti, Paivi Armila, and Ari Sivenius (2021)* uses students as informants to collect data in the form of their learning experiences during the covid 19 pandemic.

5. Problems Faced by Teachers in Conducting Online Learning Systems During COVID-19 Pandemic.

The Covid19 pandemic has made teaching and learning activities that used to be carried out in schools become teaching at home with a distance system into an online learning system. Online learning is carried out by all schools throughout Indonesia, both in big cities and in remote villages, including in Larangan Brebes District, Central Java, the government requires all schools to carry out online learning. Based on interviews with informants in all the schools that the researchers visited, it can be concluded that online-based learning creates new problems for students and teachers in Larangan sub-district, Brebes Regency, which is geographically included in a rural area.

The problems faced by teachers are the limitations of teachers in controlling and assessing students in online learning. Some of the problems faced by teachers are the limitations of teachers in assessing students through online learning because some student assignments are assisted and even done by other people at home, so this makes it difficult for teachers to assess students. This is also carried out during exams where students work on exam questions at home so that teachers it's hard to believe that exam results are a pure value of students' abilities. In addition, teachers say students are not active in learning. The existence of the co-19 pandemic has made teachers and students unprepared for online learning. This is a problem where the transfer of learning directly in class becomes indirect learning or through networking. This happened quickly and suddenly so that some teachers were unable to keep up with changes with the existence of IT-based learning. During the Covid19 Pandemic, teachers were required to be more creative and innovative in delivering material online and were required to change the approach from face-to-face learning activities in class to non-face-to-face using applications and online learning media. However, the problem that occurs is that English teachers in Larangan District, Brebes Regency cannot apply the use of various media and applications in teaching EFL, this is due to economic limitations and limitations in the use of IT by students. Based on the results of interviews with the English teacher, they said in unison that the use of media and supporting applications could not be implemented at this school due to limited internet quota, the teacher said the use of applications and media such as Zoom, Google meet, Edmodo and so on consumed more quota and students could not use it, so on average teachers only use WhatsApp as a medium in conveying material because it is considered easy and familiar by students.

It is in line with *Tuba Kamal and Asheref Illiyan (2021)*, in this study also describes the impact of covid19 in underdeveloped countries India, due to the COVID-19 outbreak, 63 million teachers have been affected globally and almost no country has providing training to virtual teaching (UNESCO, 2020). Apart from that, more than 320 million students, especially 130 million students from secondary schools in India have been badly hit by the nationwide lockdown. Online teaching is not yet familiar in underdeveloped countries like India. This research has similarities with the findings of *Tuba Kamal and*

Asheref Illiyan (2021), namely teachers have difficulties and technological challenges, such as unstable internet connections, broken signals, and no facilities at home.

Conclusion

From the discussion on the findings of the use of media and applications by EFL teachers at the junior high school level during the covid 19 pandemic in Larangan sub-district, Brebes Regency, Central Java. Two conclusions can be drawn in this research. First, this study found that EFL teachers at the junior high school level in the Larangan District, Brebes Regency, had a low level of technology use in using media and learning applications during the Covid 19 pandemic.

Second, the study revealed that English teachers in Larangan District, Brebes Regency had moderate perceptions. regarding the use of technology because Larangan District is a rural area so that the use of media and applications during online learning is disrupted. It is proposed that teachers accept ICT advances in the online EFL teaching and learning process. In addition, this can indicate that teachers must immediately be aware of technological advances to increase students' understanding in teaching English online and can increase the motivation and performance of teachers and students in learning EFL.

Based on the findings above, it was concluded that teachers tended to be unenthusiastic in using online-based media and applications in teaching English during the Covid-19 pandemic, but there were other factors that prevented them from integrating media and applications related to technical problems such as power outages, uninterrupted internet networks. stable, economic factors of parents of students and inadequate ICT equipment in student homes.

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