Language and Education Journal Undiksha

THE EFFECTIVNESS OF E-LEARNING FOR ENGLISH CLASS IN EFL SETTING AND ITS IMPLICATION DURING COVID-19 PANDEMIC

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A B S T R A K

Penelitian ini bertujuan untuk mengungkap keefektifan e-learning untuk kelas bahasa Inggris di lingkungan EFL. Penelitian ini merupakan penelitian deskriptif kualitatif dengan tujuan mendapatkan keefektifan e-learning untuk pembelajaran bahasa Inggris selama pandemi COVID-19 dari sudut pandang dosen di STAHN Mpu Kuturan Singaraja. Secara spesifik, tujuan dari penelitian ini adalah: 1) untuk mendeskripsikan bagaimana dosen bahasa Inggris memandang e-learning; 2) mendeskripsikan jenis e-learning yang digunakan oleh dosen Bahasa Inggris; dan 3) mendeskripsikan efektivitas e-learning dari perspektif dosen bahasa Inggris. Panduan wawancara dikembangkan dan divalidasi untuk digunakan sebagai instrumen penelitian. Data yang dikumpulkan dari wawancara dianalisis dengan menggunakan Analisis Data Interaktif (Miles & Huberman, 1984). Setelah prosedur penelitian dilakukan, ditemukan bahwa e-learning dipersepsikan sebagai penggunaan internet dalam mengakses pembelajaran di kelas virtual untuk melibatkan mahasiswa dan dosen dalam proses pembelajaran bahasa Inggris yang bermakna. Instruksi e-learning ini dilakukan ke dalam kategori MALL dan CALL. Terakhir, ditemukan bahwa instruksi e-learning ini dianggap sebagai cara yang paling efektif untuk melakukan kegiatan pembelajaran selama pandemi COVID-19, di mana hal tersebut memberikan cara agar pembelajaran dapat dilakukan tanpa kontak fisik. Diketahui pula bahwa proses transfer ilmu dapat dilakukan secara efektif. E-learning dapat membantu selama situasi pandemi COVID-19 di ruang kelas Bahasa Inggris EFL di STAHN Mpu Kuturan Singaraja.

A B S T R A C T

Present study aimed at revealing the effectiveness of e-learning for English class in EFL setting. This study carried out a descriptive qualitative research design in order to get the effectiveness of e-learning for English instructions during COVID-19 pandemic from the point of view of lecturers in STAHN Mpu Kuturan Singaraja. Specifically, the purposes of this study were: 1) to describe of how English lecturers perceive the e-learning; 2) to describe kinds of e-learning used by English lecturers; and 3) to describe the effectiveness of e-learning from the English lecturers' perspective. Interview guide was developed and validated to be used as research instrument. The data gathered from interviews were analyzed by using Interactive Data Analysis (Miles & Huberman, 1984). As research procedure had been carried out, it was found that e-learning was perceived as the use of internet in accessing to the virtual classroom learning to engage the students and lectures into the meaningful English language learning process. This e-learning instructions were done into MALL and CALL categories. Finally, it was found that this e-learning instructions were considered as the most effective way of conducting learning activities during the COVID-19 pandemic, in which it gave them a way to make the learning instruction can be done without any physical contact. It was also found that the process of transferring the knowledge could be done effectively. E-learning could be helpful during COVID-19 pandemic situations in EFL English classrooms in STAHN Mpu Kuturan Singaraja.

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1. Introduction

Mastering English in EFL country is not the same as the process of mastering it in an environment where English is used as mother tongue or as second language. It is because according to Sutrisna, Ratminingsih, & Artini (2018), in EFL setting such as in Indonesia, most of the people do not have enough chance to pick up and acquire English as the target language. Most of the people in this situation will be given opportunity in acquiring English just by attending school or education environment only. It is very different when this English language acquisition goes in some countries where English is considered as mother tongue or as second language. The people here will be fully provided chances to acquire and pick up English as their mean of communication. Therefore, in EFL setting, the opportunities of mastering English is not as many as desired by the students. This situation then get worsened as the unpredictable COVID-19 epidemic has spread around the globe, it leads us to the periods of social distancing that keep students away from classroom communication. Due to the social distancing periods during the pandemic, many of the EFL students were afraid that they will be unable to learn and master English. It was because they believed that English should be practiced face to face with the lecturers in order to master the language. In this case, the English lecturers in EFL countries were urged to create online teaching and learning resources and began to consider the most suitable technologies to teach their EFL courses.

The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online e-learning (Moorhouse, 2020).E-learning according to Clark & Mayer (2016) is a kind of instructional method delivered by using digital device in order to support teaching and learning activity. Thus, in this present days, the coronavirus pandemic has transformed education scenario all over the world from regular face-to-face activities into this e-learning education. Then, e-learning and technology integration is critical during this period to assist educational environment to establish safe high quality teaching and learning process for both students and lecturers.Online e-learning classes can minimize the learning disruption and at the same time canavoidthe pandemic getting worsened. Murphy (2020) stated that the e-learning programs have been considered as an appropriate strategy used in this global pandemic. It is because e-learning is the only possible way to make sure the educational process goes on during this COVID-19 pandemic. Then, it can be assumed that by using this online e-learning education, EFL learners may have opportunity to get better chance in acquiring English as they cannot attend regular face-to-face teaching and learning activities.

To get brighter insight about this issue, several studies was done by experts to answer the questions about e-learning and EFL classes. Cakrawati (2017) studied the students' perceptions on the use of online learning platforms in EFL classroom. From this study it was found that majority of participants considered online e-learning in English subject was effective and efficient in terms of time and could help them in practicing language skills and acquiring new vocabularies. In a line with that, Allo (2020) conducted a study aiming at investigating the EFL learners' perception on online

e-learning in the midst of a COVID-19 pandemic. From this study, it was found that English online learning was very helpful to help the students in acquiring English in the middle of pandemic. However, despites of other studies describing that the students were showing positive perceptions toward the online English classroom, Chamorro (2018) found an interesting finding in which it was found that there was no significant differences in the outcomes of English mastery between the students who attend face to face classroom and the students attending online classroom. In a line, Atmojo & Nugroho (2020) also found out that during COVID-19 Pandemic, the online learning does not run well since it lacks of preparation and planning. Then, from these studies, it was highlighted that the implementation of e-learning during the pandemic were confirmed as successful yet it was challenging as some of those study found out that e-learning was not effective in certain circumstances. Moreover, it is very interesting to investigate this issue.

As many researches was done on investigating the effectiveness of online learning, however a further study on the effectiveness of e-learning carried out during a pandemic is very rarely found, especially in English as Foreign Language (EFL) context in Indonesia; there is no enough information confirming students' perception towards the use of online learning in English classroom during COVID 19 pandemic. Considering to this, therefore it is seen that the effectiveness of e-learning in mastering English occurred in EFL setting during COVID 19 pandemic is an interesting issue to be looked further. Therefore, this present study then aiming at describing the effectiveness of e-learning for English instructions during COVID-19 pandemic from the point of view of the lecturers in STAHN Mpu Kuturan Singaraja. STAHN Mpu Kuturan Singaraja itself is one of public college offering its students to fully master English for all students in all of study programs. In this institution, English becomes one of core competencies, which has to be mastered by the students. In its curriculum, English is placed as a vital subject for its students in order to make them being ready to be a professional in each of their fields. Then, STAHN Mpu Kuturan Singaraja takes English teaching and learning activities as important issue, especially the issue about the effectiveness of e-learning in English instructions during the pandemic. Therefore, considering this occurrence, then the purposes of this study were: 1) to describe of how English lecturers perceive the e-learning in their EFL classroom; 2) to describe kinds of e-learningused by English lecturers in their EFL classrooms; and 3) to describe theeffectiveness of e-learning in the EFL teaching and learning activities from the English lecturers' point of view.

2. Method

This study was a descriptive qualitative research aiming at revealing the effectiveness of e-learning for English class in STAHN Mpu Kuturan Singaraja as an EFL education institution in Indonesia. Descriptive qualitative study design used in this present research was intended to seek a deep understanding of one group or single individuals to obtain data of certain phenomenon (Creswell, 2002).In order to make sure the validity of the data obtained, this present study used data triangulation

procedure by triangulating among different data sources to foster the accuracy the data collections (Creswell, 2002). Therefore, the data triangulation was done by gathering data from the main informant and being checked with the data obtained from two secondary informants. Three English lecturers were chosen as the informants of the present study. The first informants was set as main informant and the two other informants were categorized as secondary informants. Interview guide was used as research instrument to obtain the data from the informants. This interview guide as the research instrument was already been validated by two expert judges by using face validity and it had been resulted that interview guide was valid and readily be used as the research instrument. Interactive Data Analysis Model proposed by Miles & Huberman (1984) was used as method in analyzing the data. There were four steps done in analyzing data in this Interactive Data Analysis Mode lto answer the research problems of this present research (see Figure 1). First, data collection was the process of gathering the information from the informants. It was done by using interviews. Second, data reduction was the process of selecting, simplifying, and transforming the raw data collected from data collection process. Third, data display was the next step done in which the data was organized in order to be readily described to answer the research questions. It was done in the form of narrative description. The last one was conclusion drawing in which the researcher made a conclusion and verified the conclusion.
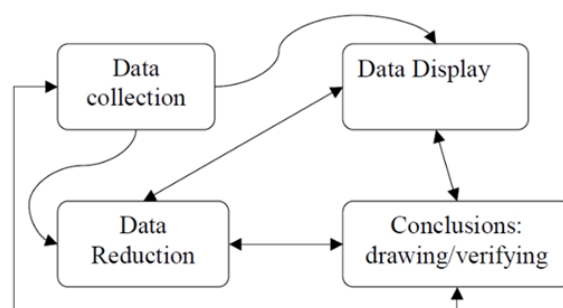

Figure 1. Interactive Data Analysis (Miles & Huberman, 1984)

3. Finding and Discussion

Present study carried out a descriptive qualitative research model in order to get a deeper understanding toward the effectiveness of e-learning for English instructions during COVID-19 pandemic from the point of view of the lecturers in STAHN Mpu Kuturan Singaraja. After the data were obtained through the research method designed before, then the present study found how English lecturers perceive the e-learning in their EFL classroom; kinds of e-learning used by English lecturers in their EFL classrooms; the effectiveness of e-learning in the EFL teaching and learning activities from the English lecturers' point of view.

As the data collection done by using interview, it was found that English lecturers in STAHN Mpu Kuturan Singaraja had done online e-learning instructions during the COVID-19 pandemic. It was found that in establishing the e-learning instructions, they

employed many applications and platforms based on their knowledge and the possibility of their students to access those applications and platforms due to the lack of the students' facilities. It was found that through the e-learning classrooms, these EFL lectureshad done online learning including the activities of checking the students' attendance, lecturing, giving task, discussing problems, and giving evaluation on the students' works. Those activities were used to be done in regular face-to-face classroom. However, as the government made a regulations that all classes had to be done online, all of these lectures then moved their regular classroom into virtual classroom. As the results of the interviews, the EFL lectures in STAHN Mpu Kuturan Singaraja also stated that this pandemic situation occurred all over the globe made such a huge changes in the term of educational practice, where all of the face-to-face meeting had to be changed into virtual e-learning classrooms. This point of view was similar with the opinion from Kanno (2020) which said that online learning then becomes a huge shift towards digital forms of education. It was also relevant with the opinion from Krish (2008) stated that online e-learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants. Finally, as the interview done, it was found that online e-learning was perceived as the use of internet in accessing to the virtual classroom learning to engage the students and lectures into the meaningful learning process. This result of study supports other expert's opinion toward this issue, in which Ally (2008) stated that online learning was perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience. From this point of views resulted from the present study as well as the expert's opinion, it can be concluded that online e-learning can be perceived as a powerful tool and media to break boundaries of regular face-to-face classroom into virtual classroom that can be accessed anytime and anywhere.

This present study also found out several kinds of e-learning used by English lecturers in their EFL classrooms. Mostly, the EFL online e-learning instructions in STAHN Mpu Kuturan were categorized into two main categories. Those are MALL (Mobile Assisted Language Learning) and CALL (Computer Assisted Language Learning). According to Sutrisna, Ratminingsih, & Artini (2018), Mobile Assisted Language Learning (MALL) is kind of language learning and instructions which are done through the use of mobile devices. Meanwhile, Computer Assisted Language Learning (CALL) according to Gündüz (2005) refers to the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom. Those MALL and CALL online e-learning used by the lectures were done through various applications and platforms ranging from a simple communication mobile application, social media, and

some other e-learning platforms.From the interview done, it was found that MALL was the category of online e-learning that mostly used during the semester. According to the informants, the students in English courses preferred to use their mobile phone instead of their computer. It was because students felt easier to use mobile devices in joining the class discussion. Besides, internet connection cost during online e-learning

were cheaper rather than the internet connection cost of computer based online learning.

Finally, this present study revealed the effectiveness of e-learning in the EFL teaching and learning activities from the English lecturers' point of view. From the interview done to the informants, it was found that online e-learning instructions were considered the most effective way of conducting teaching and learning activities during the COVID-19 pandemic. It was because students were prohibited attending face-to-face classroom. This finding supports the result of study which was done by Allo (2020) who found that the students and teachers perceived online learning as very helpful in the middle of pandemic. However, if it was focused on the implementation of online e-learning in English courses, it was found that the utilization of those e-learning in English teaching and learning activities were not as sophisticated as it used to be done in face-to-face classroom. From the point of view of the informants, it was found that language acquisition process of acquiring English in EFL setting especially in STAHN Mpu Kuturan Singaraja could not be done effectively; many problems emerged from the students' sides as they could not focus to pick up the language just by attending online classes. Even though it was found that e-learning method was lacking in the process of language acquisition, however it was found that there was no any significant problem in the process of transferring the knowledge of the target language. In this case, the process of transferring the knowledge of the target language could be done effectively, but at the same time it was seen that language acquisition process could not effectively done as the process of e-learning has its limitations. Those limitations were coming from the lack of internet connection which the students were able to have. As the students having limited internet connection, then the process of e-learning could not be done in such kind of video conference, where both of students and lecturers could communicate by using English in a real time which could trigger the students gradually acquire the language.

Most of the lecturing activity through the e-learning could not give enough opportunity to the lecturer to give a real time stimulus in order to make the students produce the target language and at the same time slowly picking up the language. In a line with this finding, Sutrisna, Ratminingsih, & Artini (2018) also shared the same opinion, where the term of acquiring language is different with learning the structure of the target language itself. Acquiring the target language here means that the students are given enough chance to produce language subconsciously, especially in producing verbal language. Meanwhile, the language learning means that the students try to memorize the structure of the language consciously.So them, it can be concluded that in STAHN Mpu Kuturan Singaraja, the online e-learning English classes could effectively done in the term of the process of transferring knowledge of the target language to the

students. However, at the same time, it was found that this online e-learning could not effectively done in the term of fostering the language acquisition process, where the students were gradually force to pick up the target language as the mean of communication subconsciously. This present study then also shared a similar results from other studies which were done in the same area of study. Owusu-Fordjour,

Koomson, & Hanson (2020) had found out in their study that there were some challenges students encountered their e-learning asthe close down of schools due to the outbreak of the pandemic Covid-19. From this study, it was found that the students were unable to study effectively from the house thus, making the online system of learning very ineffective. In a line, Atmojo & Nugroho (2020) had also found out that during COVID-19 Pandemic the online learning did not run well since it lackedon preparation and planning. However, if is seen from other perspective of study has been done by Layali & Shlowiy (2020), it was found that e-learning was effective to improve students' writing quality, vocabulary learning and improved student-teacher communication during COVID-19 pandemic. From these results of studies, it could be seen a silver lining, in which the students' facility to access online learning platform through internet was the main reason of the ineffective e-learning activities during the COVID-19 pandemic; many of them were having financial troubles in having enough internet connection.It gave the challenge to the lectures as the majority of the students had limited access to internet and lack of theability in doing self-learning to acquire English as the target language.

4. Conclusion

The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online e-learning, including the instructional process of English course in EFL setting. As the study done in STAHN Mpu Kuturan Singaraja, it was found that from the English lecturers' perspectives, online e-learning was perceived as the use of internet in accessing to the virtual classroom learning to engage the students and lectures into the meaningful English language learning process. This online e-learning instructions were done into two main categories. Those are MALL (Mobile Assisted Language Learning) and CALL (Computer Assisted Language Learning). By using those types of e-learning, it was found that this online e-learning instructions were considered the most effective way of conducting teaching and learning activities during the COVID-19 pandemic. E-learning could help the students as well as the lecturers in sustaining the learning process as they could not attend a regular classroom meeting caused by public activity restriction during COVID-19 pandemic. E-learning could give them a way to make a learning instruction can be done remotely without any physical contact. It was also found that the process of transferring the knowledge of the target language could be done effectively, however at the same time it was found that language acquisition process could not effectively done as the process of e-learning has its limitations that were coming from the lack of internet connection which the students were able to have. Despite all the limitations and problems toward using e-learning in order to teach English, online e-learning classrooms in STAHN Mpu Kuturan Singaraja could be helpful during critical situations such as COVID-19 pandemic condition.

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