

Media used by the junior high school during emergency remote lassroom

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ABSTRACT

This research is concerned about the media used by teachers of a junior high school in Indonesia when the online class must be adopted in teaching-learning activities during the emergency remote classroom, particularly in the English-speaking class. The purpose of this research is to know the media that teachers use during the online emergency remote classroom learning in English-Speaking classes. This research is qualitative research using the purposive sampling technique. The subject of the research is English teachers in a conventional junior high school in East Java Province, Indonesia. Here, the researchers found that there were various kinds of media used in the class. The teachers used the media by implementing various techniques to support the teaching and learning process. Hopefully, this research might be beneficial for other researchers as well as teachers who want to explore the use of media for teaching.

Keywords: speaking skill; media; junior high school; online class

INTRODUCTION

The use of media in the classroom makes it easier to teach the subject that the teacher provides. Because most of the implementation is in senior secondary education as well as those who already understand the use of technology, online learning is one of the most successful methods to be implemented in the world of education (Fauzi, I. & Sastra, K, 2020; Taufiq, 2015). Picture cards, exhibiting English-language films, utilizing English-based software, and listening to English songs are all examples of media used to teach English. If media are utilized in the delivery of education, then the education and learning process will be completed (Rao, 2014).

The media also improves and adds value to English instruction, enhancing students' capacity to learn and explore the language. However, according to Supriyanto, learning media may be used with a variety of technologies, such Instagram, WhatsApp, Facebook, or other social media, as well as synchronization media with Zoom, Google Meetings, or Hangouts, to overcome the problem and help students reach their full potential (Supriyanto, 2020). Furthermore, online e-learning, internet-enabled learning, virtual learning, virtual classroom, or web-based learning are all terminology used to describe remote learning via the internet (Ahmad, A. Baso, Y., S. Syamsuddin, S. Bahar, B., Tamar, 2020). Google Meet is utilized to deliver topic matter, quizzes, examinations, and assignments for the learning part of Google Meet (Purnawati, W., Disina, S., I. V., & Fatonah, 2020).

To improve their developmental level, a contemporary, complex language learning technique with well-designed technology should be employed, and the results reveal the exceptionally high degree of online social networking usage (Santoso et al., 2018). Teachers must pay attention to design while teaching activities, and various teaching media, particularly visual media such as photos, realia, television, and so on, must be used to assist them as much as feasible. So that learning activities are more diverse and fascinating, and students are more motivated to engage actively (Baidawi, 2016).

During a pandemic, the emergency remote classroom is conducted using an online class. English class, particularly in speaking materials via the media is challenging since there should be some varieties to be implemented to transfer knowledge and skills in various activities. In normal conditions, PowerPoint and other presentation software have been used as a basis for presenting learning points

in post-secondary education in information (Huxham, 2010). In the online class situation, however, more media must be used.

There are various materials in the Speaking class. One of them is the Recount text which its purpose is to create information about what happened when it appeared, where it occurred, and who was engaged in the recount text tale. The social goal of recount text, according to Marta and Gandes, as stated in Maula, is to relate old stories that convey information or entertain the setting (Maula, 2008). They also said that recount text has its distinct qualities, as well as a standard format and organization.

One assessment method is to count text using spoken or spoken words.

Another medium that has been used normally is by using video recording. By speaking in front of the camera, the English self-video recording application for learning to speak may make it simpler for pupils and build their confidence (Fitriyani, F. Dewi, R. S. & Nahartini, D. 2020). People may engage and communicate in their heads by speaking. Furthermore, speaking, according to Bashir, Azeem, and Dogar, entails more than just mouthing words (Bashir, M., Azeem, M., & Dogar, 2011). That is, communication is done by word of mouth. The success of learning a language is generally measured by how well a person can communicate in that language. As a result, when teaching English, we may converse directly in English or bilingually, implying that pupils can grasp and acquire the language (Yulianti, 2018). Here, the researchers investigated the use of media during the online emergency remote classroom in a junior high school that previously never conduct online classes.

METHODS

This study relies on qualitative data. Qualitative research is used to investigate a variety of topics in their natural setting, attempting to comprehend or interpret features in terms of meaning or data that individuals bring to them through interviews and observations. A purposive sampling approach was utilized in the study. Purposive sampling, also known as judgment sampling, is defined as a participant's choice of research based on their circumstances (Alkassim, R. S. & Tran, 2016). Purposive sampling is defined as sampling that is understood by the researchers and meets the sample requirements, as well as the simplicity of the nature, criteria, and features of sampling. The researchers altered the sample rather than taking it at random. Because the data was collected through interviews with informants, which are some teachers in a junior high school which previously never conduct online classes. The location of the school is in a region of East Java Province, Indonesia. The teachers have valid data that can provide the necessary information to support this research. The interview is true and proven by the data determined by the researchers.

The English teachers at the school were the subjects of this research. The researchers conducted interviews with those who teach English. Mostly, the teachers have been teaching pupils at the school for at least 5 years and have prior teaching expertise, particularly in English classes. The researchers recruited three teachers who taught English subjects at the school and had the speaking material. From March up to July 2021, the researchers collected the data when the teachers taught the speaking class and had the opportunity to observe and interview the teachers.

RESULTS AND DISCUSSION

Based on Ahmad's theory (Ahmad, A. Baso, Y. S. Syamsuddin, S. Bahar, B., Tamar, 2020), the researchers stated that there are some media categories for online class specifications in teaching English, the media used, the application of the media used, and why to use media in learning, this was also based on interviews and observations obtained by researchers from teachers.

The researchers took observation data from those English teachers. The researchers observed the learning that was done by the teacher during the online class by paying attention to the context and provisions made by the teachers when teaching. According to (Oliver, R & Herrington, 2011), using online technology in learning can take many models and consider many different roles in educational settings. According to (Taufiq, 2015), teachers may be motivated to use online media if they perceive that teaching materials are appropriate and meaningful for their students.

To start the class, the teachers use the Google Meet application to teach during online classes, and then greet students and then continue with congregational prayers, and then check the students' attendance one by one, and finally, the teacher gives a brief explanation of the topic. One of the teachers gives examples to do brainstorming and open the class and by saying, "still remember..." "What do you think of the information I presented last week? "

He offered to increase student stimulation and get pupils passionate about engaging in learning. He responded "Do you know what recount text is? ", "If anyone knows, can one of you explain it?" After several children responded, he gave formulas such as simple past tenses and the meaning of recount text using PowerPoint media that the teacher had prepared so that it was only distributed to students and explained to them.

After being provided the formula, the teacher explains the recount text in the following manner: "Recount" means to talk about an experience, therefore when combined it forms a recount text, which means "text that talks about an event." So, after students clarify what a recount text is, a recount text is a text that retells an event or action that occurred in the past that was previously experienced. According to (Yulianti, 2018), a person's success in learning a language is generally determined by how well that person can communicate in that language. The teacher gives activities that are still relevant to the materials, in the sample above is simple past tense. The teacher wants to assess whether or not the students have correctly mastered the simple past tense. The researchers discovered some facts to help data collecting based on the observation and interviews. The purpose was to learn what media the teachers utilized to teach speaking skills.

1. The teachers' media for teaching speaking skills.

The first major finding is that those teachers use Google-meet to have an online meeting with the students. The online meeting platform was supported with Powerpoint, and E-learning pages, as well as Whatsapp application to connect with students, and occasionally uses google form platform to share and submit students' projects or assignments. The teachers hope that the use of those media is to ensure that students do not establish a divide between teachers and students in the learning section, resulting in misunderstandings.

The use of suitable media for students so that learning does not become easy to follow. Throughout the online class, it is vital to utilize the media, therefore teachers use extremely efficient media for teaching such as PowerPoint during the teaching process. When explaining the theory or materials in general such as simple past tense material and recount text content, PowerPoint media is employed. Then Google Meet is used during class meetings, and Google Meet is utilized when teachers organize a meeting with the students who have all agreed to attend.

Then, when students are requested to gather tasks such as composing recount texts and simple past tense, utilize E-learning page in the form of Google Classroom and supported with google forms and docs, which are designed for students to transmit assignments and work on them. The teachers and students then observe the duties stated in the media with care. Whatsapp must be utilized to communicate with students and teachers. All students are encouraged to utilize WhatsApp since it is used to convey information from the teachers, such as assignment links or to share information between teachers and students. As a result, teachers must use the media to create a well-structured teaching process.

2. To improve speaking abilities, the teachers use prepared learning material.

Teachers employ a variety of media to organize well-structured learning for pupils. Teachers and students have their own Whatsapp group to share the Google meet link and other related information. Powerpoint is commonly used by the teachers to teach written information, and then students utilize E-learning to transmit assignments that have been given by the teachers. The teachers suggested to collect projects in videos, students must use G-mail since assignment videos cannot be delivered via WhatsApp.

The teachers' materials are connected and incorporated with the use of speaking skills that must be employed by every teacher in the syllabus/RPP and can increase students' speaking abilities. When explaining the recount text material, the teachers also employ PowerPoint media since it makes it

simpler for the teachers to convey the content. Teachers want evidence of assignments in the form of videos for speaking material, thus the G-mail sharing media is the best determinant for submitting the projects for the final evaluation of the speaking material.

3. The purpose of using media is to teach speaking abilities.

It is crucial to utilize media because, without Google Meet and Powerpoint, it might hamper communication between teachers and students; even utilizing student media becomes difficult to capture teachers' explanations, so it is different when teaching offline. Furthermore, pupils' understanding differs from one another. When the teachers have previously conveyed the content, the connection is fairly poor. According to this comment, the teachers believe that one of the most significant aspects of teaching is using media to make teachers and students more effective when studying in online classrooms.

According to the teachers' point of view, the use of media is the most significant aspect of teaching in the contemporary period since it is now needed to utilize technology to teach pupils. The teachers deliver the discussion activities using online media. It is simpler for the teachers to question the content offered in offline classes compared to online classes. The teachers ask students as needed, with replies from students who have not been identified, if they comprehend the material that has been delivered.

The teachers inform that each student has their unique comprehending ability, thus the teachers must grasp the student's capacity while simultaneously maintaining a generic firmness with their pupils. The teachers also explained that the use of media has disadvantages, such as when the signal is cut off, the material is very difficult for students to understand, and if the connection is unstable, the teachers' explanation might be not clear, so the use of media must also be supported by internet facilities for each student. However, this is the most challenging issue for teachers and students since not all students have sufficient facilities with the internet and supporting gadgets.

4. The teachers' thoughts on how to improve group speaking abilities for online lessons.

The strategy of groups discussion and activities in offline classes was good in offline classes, but in online classes, it is complicated for students. It was easier when the teachers asked the students to work in pairs in groups to practice speaking skills in offline classes, but in an online class, the teachers decide students to choose assignments in individual practice to speak. However, in other things, such as constructing dialogues, the teachers are required to engage in a conversation with the family. There are several complex reasons for pupils to form groups in pairs. When recording assignments, teachers ensure that students can follow the course and regulate how simple their pupils are.

Because the teachers believe that forming groups in online classrooms may cause learning pain, such as splitting students and taking a long time if there are groups in the work, the teachers do not employ grouping tactics in their student assignments. When utilized in groups during offline classrooms, it facilitates performance evaluation; nevertheless, online classes complicate teachers' grading, and the form of students might cause problems if not controlled appropriately.

However, unlike the task of making a dialogue, it will be done with family or closest relatives, so the teachers ensure that there is no grouping in taking scores in the form of video or sound recordings because if there is a video taking and recording in the grouping, the teachers assume that students will experience deeper difficulties if this is implemented in the material that the teachers use.

5. The teachers' perspective on the need for a speaking skills assessment.

It is important to have an assessment for speaking skills because the teachers want to know to what extent the students know the knowledge of the materials and understand the skills so that the teachers need to take assessments from the students' assignments. As a result, it is critical to evaluate the learning process. Teachers make wise selections when it comes to administering exams to pupils so that they grasp their knowledge.

Because the teacher feels that grades are the most essential aspect of carrying out the learning that has been received, the function of values is utilized to determine the amount to which pupils have absorbed the content delivered by the teacher. Sometimes two skills can be incorporated into the content of the materials writing skills and speaking skills so that the teacher can have a broad

knowledge of the students' comprehension. The manner of students talks, the grammar they employ, and their fluency in expressing the topic may all be utilized to measure their speaking abilities in recounting text material. As a result, teachers must take pupils' expertise in learning that has been achieved.

6. The teacher's evaluation of speaking abilities.

For speaking skills, sometimes students are passive when we hold a meeting, the teacher can make students understand it with the video projects as well as how they speak fluently, perform correct grammar and pronunciation. As it is explained by the teachers, the use of video recording is a good strategy for speaking skill assessment. The teacher use video as one of the most effective techniques for assessing pronunciation, grammar, and fluency in comprehending English.

The teacher uses an assessment in the form of videos because it is still related to the material being taught, and the teachers give the theme, one of them is "the unforgettable moment," which means it occurred by adding the simple past tense formula for the recount text material. According to the teachers, it is difficult for students to speak English during class meetings; thus, the function of the evaluation in the form of video would make it simpler for the teachers to analyze the students' capacity to grasp the materials. This video evaluation is intended for teachers to measure students' fluency, grammar, and knowledge in the form of structural contexts and the usage of correct tenses in the sentences they employ.

7. The teacher's judgment for students who do not fulfill the need to deliver videos in the material.

As the teacher explained, normally, they take the assessment for students' behaviorism because the teacher asked students to elaborate some ideas for certain materials, and the teacher wanted students to speak one by one from what the teacher knew to what extent the students understood how to speak well. The teachers have done all necessary to urge pupils to submit tasks, but some students still refuse to do so, and those who refuse to submit assignments will face consequences, including not being able to take the test. The assessment was meticulously prepared by the teacher, who followed strict guidelines.

In addition to taking grades, the teachers use assessments during online class meetings using their habits when explaining the material, giving significant opinions on the material discussed, and providing answers at online meetings, which can also be assessed because students dare to be active in the learning being studied, that is actively communicating to pupils who think critically while teaching and asking questions about the content.

However, some students ignore this even there is a penalty; however, before being punished, students will be encouraged to complete the assignments assigned by the teachers. If they still do not want, the teacher will ask the student's family to help him. If they still do not get a solution, there will be a higher risk, which is not taking the final exam. However, no one had this final risk so far.

The other teachers advise students to provide e-learning links designed to deliver the outcomes of their writing that will be examined by the teacher on the application, and then provide conclusions such as the conclusions they learned that day. The teachers need those pupils want to respond to the teacher's questions properly. According to (Henry, 2008), implementing E-learning benefits a business in a variety of ways. Among these advantages is proof that eLearning courses save time, money, and space. Significant savings are also gained in a shorter period of employment. What is more significant is the efficacy of E-Learning results in promoting learning and increasing educational production. The teacher reviews the activities that must be completed in the e-learning program by explaining the materials, and the session concludes with a group prayer.

The teachers use Google-meet to meet with pupils to teach the material. It is the main media which the teachers use to teach the speaking skill. According to (Fakhruddin, 2018), using Google Meet in the teaching and learning process plays an important role in improving four language skills, particularly speaking, as well as Power-point, E-learning, and WhatsApp for communication with students, and occasionally using G-mail for sending assignments that cannot be sent via E-learning.

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Teachers utilize the appropriate media for students so that there is no gap between teachers and students in the learning section, and so that learning does not misinterpret the importance of utilizing media during online activities. As a result, the teacher uses very efficient teaching media such as PowerPoint when teaching, then uses Google Meet during class meetings, then uses e-learning when students are asked to collect assignments such as writing recount text and simple past tense, as well as Whatsapp, which is required to use to communicate between teachers and students. As a result, the teacher must rely on the media.

The media is used by the teacher to teach speaking abilities. The findings of interviews performed by researchers based on hypothesis According to (Bimbingan & Konseling, 2016), the following are the advantages of employing media in the teaching and learning process: Increasing students' enthusiasm to learn Researchers based their learning on interviews and observations with the teachers. According to (Bashir, M., Azeem, M., & Dogar, 2011), PowerPoint for presentations is excellent for revisiting previously taught information. It is beneficial for students to view the presentation after they have learned and practiced the content. The teachers frequently use PowerPoint to teach using text and pictures. According to (Fauzi, I. & Sastra, K, 2020), there are various major contributions to the use of media in the learning process, such as conveying more uniform instructional messages. If students use E-learning to transmit assignments from the teacher, if they gather videos, they must utilize G-mail since they cannot be provided via E-learning, Whatsapp to share the Google meet link, teachers and students have their groups on Whatsapp. When teaching, the teacher is responsible for using structured media so that students may more readily grasp the teacher's explanations and the usage of media can be updated according to the times.

According to (Fauzi, I. & Sastra, K, 2020), online learning is an excellent approach to be used in the world of education since the majority of the implementation is high school education as well as those who are already familiar with the use of technology. The essential thing is that the media utilized is because communication between teachers and students might be tough without Google meet and PowerPoint, even utilizing student media becomes challenging to catch the teacher's explanation, so it is different when teaching during normal conditions. The understanding of the students varies as well. When the teacher has previously conveyed the content, the connection is fairly poor." Teachers believe that one of the most significant aspects of education is the use of media to make teachers and students more effective when studying in online classrooms.

CONCLUSION

The researchers conclude based on the findings by displaying the results of observations and interviews with teachers. The researchers utilized the findings of a qualitative study based on interviews and observations at the school to examine the media used by teachers to teach English speaking skills. Google meet, PowerPoint, Whatsapp, E-learning, and Gmail are the media used for teaching. Using these technologies, the teacher may be supported to teach during online lessons. The teachers use Google Meet to teach and then employ various PowerPoint to explain the information, and then use e-learning to provide exercises. Because the exam requires speaking abilities, the teachers also use Gmail to distribute the video and then use WhatsApp to share the link to the meeting on Google Meet. The teacher instructs students on how to do the tasks based on specific material that day. It is recommended to have future studies related to the success of the use of the media during the emergency remote classroom.

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