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EFL TEACHER'S USE OF MULTIPLE APPLICATIONS IN ONLINE LEARNING DURING COVID-19 PANDEMIC

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ABSTRACT

The research aimed to describe how an EFL teacher used multiple applications namely WhatsApp, Google Classroom, Google Forms, and Quizizz in online learning during COVID-19 pandemic and what kind of activities the EFL teacher did on each application to enhance her students' English skills. The subject of this research was an EFL teacher from SMA Negeri 8 Pontianak who had taught online since 2020. A case study design was employed in this research by using semi-structured interview, observation, and document analysis as the method of data collection. The results revealed that, the EFL teacher could teach and deliver courses during the online learning session without the use of video conferencing applications such as Zoom and Google Meet. The EFL teacher used WhatsApp, Google Classroom, Google Forms, and Quizizz for a variety of purposes, including verifying students' attendance and conducting assessments. The activities used to enhance the students' English skills were reading comprehension tasks on Quizizz, listening comprehension tasks on Google Forms and Quizizz, paragraph or conversation writing activities on Google Classroom, as well as video recording activities on Google Classroom.

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INTRODUCTION

COVID-19 pandemic in 2020 has affected schools in Indonesia especially SMA Negeri 8 Pontianak. One of the effects is the unprecedented shift from face-to-face learning to online

learning. According to the Indonesian Ministry of Education and Culture (2020), schools and universities across Indonesia, especially located in affected areas, have been instructed to carry out online learning since 17 March 2020. This type of learning is considered as an alternative to continue the education. It aims to prevent the spread of COVID-19 and maintain the health of teachers, students, and all academic staff.

In English as a Foreign Language (EFL) class, online learning is carried out with the aid of various types of applications. According to Atmojo and Nugroho (2020), these applications can be categorized into eight types which are learning management system, chat and message, video conference, content maker, assessment, video streaming and sharing, online learning provider, and additional resource. Amongst those categories, however, video conference applications like Zoom and Google Meet are commonly used during the pandemic because they provide some benefits. Mu'awanah, Sumardi and Suparno (2021) state that "learning English via Zoom help students to practice English, make teaching-learning process more effective, and facilitate the teacher-student interaction and communication" (p. 222). Furthermore, these applications also helped students to comprehend the materials better since they could obtain faster response from the teacher through verbal communication during the video conference.

The researcher, however, found that an EFL Teacher of SMA Negeri 8 Pontianak did not use any video conference applications in her online classes. Due to lack of the students' facilities, the teacher decided to use WhatsApp, Google Classroom, Google Forms, and Quizizz instead. Unlike video conference applications, the teacher said that those four applications were handy because they did not require a lot of internet quota and a stable internet connection. In addition, the researcher gathered the data from 44 students of SMA Negeri 8 Pontianak who had experienced being taught by the teacher. They said that, during online learning, the teacher was structural and discipline. She always provided clear class instructions or schedules and started the class on time.. This was because the teacher often delivered the lessons with the aid of powerpoint and video. Hence, her experiences and strategies in using WhatsApp, Google Classroom, Google Forms, and Quizizz motivated the researcher to study and investigate further on how the teacher made use of each application to carry out online learning during the pandemic and what kind of activities the EFL teacher did on each application to enhance her students' English skills.

There are previous studies related to online learning in the EFL context, especially during COVID-19 pandemic. Atmojo and Nugroho (2020), in their research, investigated how 16 EFL teachers conducted online learning and what challenges they dealt with during COVID-19 pandemic. The teachers employed many applicable 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. Mannong (2020) investigated how WhatsApp, Zoom, Google Classroom, and Google Meet in online class in English language teaching and learning was utilized and which application was the most effective used in online class. The result of the study showed that among the four applications, the most effective application based on the students' response was Whatsapp. This application helped the students to develop their language proficiency through natural interaction. Students also had more time to understand the material by rereading the material that had been delivered.

Based on those previous studies, the researcher was inspired to conduct similar research which had relation to the use of online learning in EFL context during COVID-19 pandemic. However, there are some differences from the previous studies. The study conducted by Atmojo and Nugroho, for example, has shown how 16 EFL teachers from different cities and secondary schools in Indonesia conducted online learning during the pandemic. The data were collected using two techniques namely written reflections and semi-structured interview. Meanwhile, in this research, the researcher employed three data- collection techniques which were semi-structured interview, observation and documents to investigate how an EFL teacher from SMA Negeri 8 Pontianak carried out online learning during the pandemic. Furthermore, not only did the researcher conduct a semi-structured interview but also observed the online classrooms directly and collected documents like online learning materials to gain data. In addition, the study conducted by Mannong (2020) explained how WhatsApp, Zoom, Google Classroom, and Google

Meet were used in online learning in English language teaching and learning. The difference between the previous and the present study is that the participant of the present study did not use any video conference applications in her online classroom. Therefore, the present study provided more information about how an EFL teacher made use of multiple applications namely WhatsApp, Google Classroom, Google Forms, and Quizizz to carry out online learning during the COVID-19 pandemic and what sort of activities the EFL teacher conducted on each application to enhance her students' English skills.

RESEARCH METHOD

Choosing an appropriate method is pivotal in conducting research. In this study, the researcher employed case study to explore deeper information about a certain phenomenon. Yin (2018) stated that "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.40). This definition describes that case study is a study that relies on experience or observation rather than theories.

In addition, Neale, Thapa, and Boyce (2006) claim that "case studies are appropriate when there is a unique or interesting story to be told" (p.4). This definition highlights that a case in the case study research should be unique which means that the phenomenon being investigated is unusual and rarely happens in other places. In conclusion, case study is an empirical study which explores and investigates an existing and unique phenomenon within its real-life context.

The participant is one of the important elements of this research. This research investigated an EFL senior high school teacher who had taught English at SMA Negeri 8 Pontianak since 2006. In this research, the researcher used pseudonym participant H in order to protect the confidentiality of research participant. The reasons of choosing participant H as research participant were:

1. Participant H had taught English completely online since March 2020.
2. Participant H was the only EFL teacher in SMA Negeri 8 Pontianak who got master's degree abroad (2009 - 2010: Master's degree in educational sciences, University of Groningen - The Netherlands). She also had joined teacher training in English Education at Tokyo Gakugei University, Japan in 2017-2019.
3. Participant H did not use any video conference applications like Zoom and Google Classroom in online learning.
4. Participant H did not use any video conference applications because few students could not participate the virtual meeting due to bad internet connection and sometimes they did not have enough internet quota.
5. Participant H only utilized WhatsApp, Google Classroom, Google Forms, and Quizizz in online learning. These applications were handy and had helped her students to receive the lessons although sometimes they had to deal with bad internet connection or had little internet quota.

To collect the data, the researcher used at least three techniques in this research. According to Neale, Thapa, and Boyce (2006), when using case studies, researchers are allowed to collect data from multiple methods such as surveys, interviews, document review and observation to present the complete story. In this research, the data collection techniques were interview, observation and collecting documents.

In the beginning, the researcher did an interview to the participant. Cohen, Manion, and Morrison (2007) stated that "The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p.349). The researcher employed interview in order to collect the information regarding to how the teacher utilized multiple applications in online learning and what kinds of activities she used on each application to enhance her students' English skills. Furthermore, the interview which the researcher conducted was semi- structured interview in which predetermined questions were provided. They became a guide during the interview and helped the interview to run smoothly.

Besides the interview, the researcher conducted a direct observation. According to Yin (2018), the researcher can acquire formal data by constructing observational instruments as part of case study procedure to examine the occurrence of certain types of behaviors in the field during certain periods of time. In this research, the researcher directly observed when the teacher taught her online classrooms.

In addition, the researcher collected some documents or teaching materials like E-books and additional materials from the participant which became supporting and realistic data of the result of interview.

RESEARCH FINDINGS AND DISCUSSION

Findings

This part presents the findings on how the EFL teacher used multiple applications such as WhatsApp, Google Classroom, Google Forms and Quizizz in online learning and what kind of activities the EFL teacher conducted on each application to enhance her students' English skills. Based on the results of interview and observation, the EFL teacher used WhatsApp to communicate and check her students' attendance.

"I use WhatsApp as a media for communications and also the attendance check because I think that this application is the most efficient way." (Participant H, August 5, 2020)

From the field note, the writer found that the teacher had created a WhatsApp group for each class she taught. She used these groups to communicate with her students and send announcements.

"Whenever the students have problems, or if I have some announcement, then I will just deliver it through WhatsApp." (Participant H, August 5, 2020)

The teacher also encouraged her students to ask any questions related to lessons and had the discussion on WhatsApp group.

"I have already posted a material in the Google Classroom. And then I will ask them, please read and discuss it here. I prefer it to be discussed in WhatsApp because then it can be accessed with other students who are not available at that time." (Participant H, August 5, 2020)

On every meeting, the teacher would begin a class by greeting her students and sending instructions on WhatsApp group. The instructions were in English. They usually contained the information of what students would be doing throughout the meeting and what time each activity would be carried out. Besides that, the teacher always spent the first twenty minutes to check her students' attendance and readiness by asking them to write down their full name on WhatsApp group. The teacher also encouraged her students to use their own WhatsApp account to avoid cheating. Moreover, the teacher would consider her students absent if they wrote a full name which did not match to their WhatsApp account. They would also be considered absent if they wrote their name late during attendance check unless they gave a valid reason for being late. If the students used another person's WhatsApp account, they should mention whose account they were using and why they used his or her account.

"So, before the class begin, I will greet them according to the schedule. So, for example, I have a schedule on Wednesday at 9.30, then I will send a message at 9.30, greeting them, saying good morning. And then and then I mention to them, what we are going to do that day, today. And also asking them to start typing their names because that's how I check their attendance. So, they only need to type their full name. And that's done. I give them 20 minutes to do so." (Participant H, August 5, 2020)

The EFL teacher used Google Classroom to share learning materials and assignments and collect students' works.

"I would rather use it for posting the material so they can just access it, and also to submit their assignments. Because if they submit their assignment with other applications, such as WhatsApp and it will probably get buried with the other ones." (Participant H, August 5, 2020)

In the beginning of semester, the teacher created classes on Google Classroom then shared the class code on WhatsApp Group and asked her students to join their own class.

"I made classes and then I asked the student to join the class by sharing them the code and then they will be in the group." (Participant H, August 5, 2020)

Furthermore, the teacher used Google Classroom to collect her students' writing and speaking tasks. For writing task, the teacher usually asked her students to make a conversation or a text on a piece of paper then take a picture of it and turn it in on Google Classroom.

"For the writing and speaking, it's submitted in Google Classroom. For the writing, I will ask them to write the conversation or a text, and then they took picture of it, and submitted in Google Classroom." (Participant H, August 5, 2020)

Once her students had turned in their work, the teacher could view their work on Google Classroom and grade them. The teacher could also know who had and had not submitted the homework on Google Classroom.

For speaking task, the teacher asked her students to practice the conversation or text they had made on writing task and record it in video. If it was a group work, the students could record their part and later combined it with their friends.

"For the speaking, I asked them to perform to practice the writing that they have done and recorded in video and send it also to Google Classroom." (Participant H, August 5, 2020)

Based on the results of interview and observation, the EFL teacher mainly used Google Forms to conduct tests or examinations. The teacher preferred to initiate the tests or examinations on Google Forms to Quizizz because she thought that the former application was more appropriate or formal than the latter.

"It is more formal for the test to be done in Google Forms, not in the quizizz, because people will tend to think that this is a game, so I think due to the formality as well." (Participant H, August 5, 2020)

The teacher usually prepared a test or examination in the form of multiple choice and sometimes combined it with match or tick questions.

"Usually, multiple choices but sometimes I also ask them to match or tick. It depends on the topic and how creative I am with making the quiz." (Participant H, August 5, 2020)

In Google Forms, the teacher provided a clear instruction so that the students know what they should do during the test. The teacher also encouraged them to read the instruction thoroughly then write down their name and email before they started the test. Moreover, the teacher set the

time limit which allowed the test to close automatically thus, she expected her students to finish and turn in their answers in time.

In addition, the teacher also used Google Forms to conduct a listening test. By using Google Forms, the teacher could insert or attach a video clip from YouTube.

“I also use Google forms to evaluate the students’ listening by connecting it to the YouTube.”
(Participant H, August 5, 2020)

Based on the results of interview and observation, the writer found that the EFL teacher used Quizizz mostly to assess her students’ listening and reading skills.

“I use quizizz for the listening and also reading.” (Participant H, August 5, 2020)

For listening quiz, the teacher could only attach a 10-seconds audio clip on each question.

“It only 10 seconds. That’s the maximum.” (Participant H, August 5, 2020)

When students clicked the play button on the clip, they could listen to a speaker saying a short sentence or expression. While doing the quiz, the students could replay the audio clip as much as they wanted until they reached the time limit. The teacher also gave a time limit per question. In addition, the teacher provided five answer choices in five different colors on each listening question.

Furthermore, the writer found that this application was attractive because it had a colorful display and there was also a background music that students could turn on while doing a quiz. Lastly, the field note revealed that this application also helpful and efficient for EFL teacher. Not only did it help the teacher to assess her students’ listening and reading skills, but it also saved her time in checking, analyzing and grading students’ work. This was because Quizizz provided a score report and analysis in the form of Excel spreadsheet the teacher could download. This report showed how many students answered each option, which question was the hardest and which one was the easiest.

“They also have some analysis. So, the average and then the most difficult questions, and then the easiest questions that the student’s asked, it’s being analyzed there.”
(Participant H, August 5, 2020)

Discussion

In this part, the researcher presents discussions of his major findings in light of existing literature and research on the use of multiple applications in EFL online learning. The participant of this research was an EFL teacher at SMA N 8 Pontianak who used multiple applications namely WhatsApp, Google Classroom, Google Forms and Quizizz in online learning. The findings of the research indicate that the EFL teacher used each application for various purposes and the activities carried out on each application ranging from reading and listening comprehension to video recording activity. Furthermore, the findings suggest that there are similarities between how teachers used each application.

In the case of WhatsApp, the findings of this research show that the EFL teacher generally used WhatsApp as a tool of communication and attendance check. Besides that, she also usually used English when sending any instructions on WhatsApp group. This is to create an English environment on WhatsApp group where students can practice their English. This finding seemed to support the statement by Alshammari, Parkes, and Adlington (2017) who suggested that WhatsApp can be utilized in EFL setting to exchange information, support language learning, and practice the language. In addition, the findings reveal that WhatsApp can also be used as an attendance checker tool in EFL class. Based on the Findings, the EFL teacher did not have any problems at all in using WhatsApp in order to check her students' attendance. This was confirmed by how long she had used this attendance check method, which was since the beginning of the implementation of online learning in 2020.

In regard to the use of Google Classroom, the teacher mainly used it as a tool for distributing learning materials and organizing students' assignments. The finding supports the theory proposed by Sukmawati and Nensia (2019) that Google Classroom allows EFL teachers to create and manage learning materials and assignments easily. When posting the learning materials, the teacher usually included a learning handout which she made by herself and YouTube videos on Google Classroom. Since the students do not have a real-time interaction through video call with their teacher, providing learning videos along with handouts can be helpful for students. This is because they can download and even replay the video as much as they like until they fully understand the lesson. Furthermore, the findings indicate that the EFL teacher used Google Classroom to assess her students' writing and speaking assignments. For writing, the EFL teacher usually conducted a paragraph or conversation writing activity to enhance her students' writing skill. Meanwhile, for speaking, the teacher always asked her students to make a video and practice what they had made on the writing assignment. Through Google Classroom, the teacher could download her students' video. This helped the teacher clearly listen to and assess her students' pronunciation and fluency without the possibility of being distracted or disturbed by bad connection that may happen when having a real-time virtual communication through Zoom or Google Meet.

Related to the use of Quizizz, the findings showed that the teacher used Quizizz mainly to improve her students' reading and listening skills by initiating a reading and listening comprehension task. Doing reading task on Quizizz is beneficial as it helps students to improve their skimming skill. This is in line with the study conducted by Zuhriyah and Pratolo (2020) which suggested that, through Quizizz, students may develop their skimming skill because they are required to read and answer the questions based on the time determined and have to read quickly using the skimming method. In addition, the findings reveal that Quizizz can be used to improve students' listening skill. Although Quizizz limited the duration of the audio attachment to 10 seconds, the teacher could still benefit from it by asking her students to listen to common expressions or statements in English and then answer questions related to those expressions or statements.

In the case of Google Forms, the findings indicate that the teacher utilized this application mainly to conduct a test and examination. The finding fits with the theory proposed by Sari, Iswahyuni, Rejeki, and Sutanto (2020) that Google Forms can be used as an EFL assessment tool. Based on the findings, the application is suitable for an assessment tool because this application does not offer a game-like experience with running timer and music like in Quizizz which may distract students' focus and attention. In addition, the EFL teacher used Google forms to enhance her students' listening skills by conducting a listening comprehension test. The listening activity in Google Forms was different from the one in Quizizz because in Google Forms, the teacher could attach a longer audio clip and even video. While in Quizizz students could only listen to a speaker who said a short expression or statement,

in Google Forms, students could listen to a long conversation between two or more people and answer questions based on the conversation.

Finally, the finding suggests that the EFL teacher used some applications for the similar purposes. For assessment purposes, for instance, the EFL teacher used Google Forms and Quizizz to assess students' English skills. Meanwhile, for communication purposes, although the EFL teacher mostly utilized WhatsApp to communicate and send instructions to students, she actually also used Google Classroom to do the same. When posting an assignment on Google Classroom, for example, the teacher would provide instructions in written form so that the students knew what they should be doing with the assignment. This is also considered a type of communications that occurred during the online learning.

CONCLUSIONS AND SUGGESTIONS

The present research suggested that the EFL teacher could teach and deliver lessons during online learning period without the need of using any video conference applications such as Zoom and Google Meet. In this research, WhatsApp, Google Classroom, Google Forms, and Quizizz were mainly used by the EFL teacher in online learning. The EFL teacher used each application for different purposes ranging from checking students' attendance to doing assessment. The research further suggested that during the online learning, WhatsApp not only can be used as communication medium, but also as an attendance checker tool. Furthermore, to improve the students' English skills, some activities were carried out by the EFL teacher including reading comprehension tasks on Quizizz, listening comprehension tasks on Google Forms and Quizizz, a paragraph or conversation writing activities on Google Classroom, as well as video recording activities on Google Classroom. This research provides educators and administrators who have little to no experience teaching online with practical suggestions and ideas to consider. In addition, although this research provides practical ideas or activities for EFL classroom, this research does not show the effectiveness of each activity. Therefore, for further research, it is recommended to investigate the effectiveness of each activity in enhancing students' English skills.

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