



The Use of Online Media in Learning English During the Pandemic of Covid-19: Study From Home

Siti Munawaro ¹, Maryanti Sawitri ², Daris ³, Pahmi ⁴, Adang Ridwan ⁵

¹ Institut Agama Islam Nusantara Batang Hari, Indonesia

² Institut Agama Islam Nusantara Batang Hari, Indonesia

³ Institut Agama Islam Nusantara Batang Hari, Indonesia

⁴ Institut Agama Islam Nusantara Batang Hari, Indonesia

⁵ Institut Agama Islam Nusantara Batang Hari, Indonesia

Corresponding Author: Siti Munawaro, E-mail: p3m.iabatanghari@gmail.com

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ABSTRACT

The aim of this study was to show student's competence in using online Media as a tool in English Language learning. Qualitative data were collected from the students of the English Department, Faculty of Education, IAI Nusantara Batanghari. Sample of this study was selected by using purposive sampling. The data collection technique was in the form of interview and observation on learning activity. Then, the data were analyzed descriptively. The result showed that three types of online media utilized by the students such as Zoom application, Video performance and WhatsApp messenger. The most favorite media was WhatsApp messenger due to easy to use, practical, fast use, saving internet data, and can be accessed only with mobile phones. WhatsApp has various features that can be used to support communication such as New Groups, New Broadcasts, WhatsApp Web, Broadcast Messages and Settings with internet service assistance. The group menu option was used as a place for discussion activity for the teacher with students and students with their friends in solving problems, for example the teacher sends several questions to be solved according to the material that has been given.

Keywords: *Learning Media, Pandemic, Study From Home*

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INTRODUCTION

The development of technology is very influential on various fields of people's lives today, for example in the field of education. Nowadays, education is expected to adapt the technological developments to keep pace with today's generation. Students have educational needs that are more important in addition to intellectual needs. Therefore, learning methods are generally less effective and teachers are not able to give a lot of time and effort for all students, to develop student characteristics, including aspects or individual qualities of students, such as: talent, motivation, and previous knowledge that have been possessed (Keshav et al., 2022).

To balance the needs of students or help students in the learning process, education does not only rely on their abilities, but a lecturer should be able to provide understanding or direction to students, so that students can easily develop their abilities, knowledge or talents (Hikmah et al., 2022). To help students develop their abilities, the learning media used must be in accordance with the needs of students, but the use of media still has limitations. Lecturers and students need to be creative facilitators and users of the technology. They have to be able to facilitate the teaching and learning activities in the class by presenting the appropriate use of technology. By knowing the perception and perspective of the students toward the use of social media in teaching, they could improve the teaching material in order to increase the quality of teaching (Qureshi et al., 2022).

There are a large number of technology products today that can be used by teachers/lecturers in the class. In selecting media some criteria should be considered as follows: 1). In accordance with the objectives to be achieved, 2). Right to support learning content that are facts, concepts, principles or generalizations, 3). Practical, flexible, and survive (Amrina, Zulmuqim, et al., 2022). Media chosen should be able to be used anywhere, anytime with the equipment available in the vicinity, as well as easily removed and taken anywhere, 4). Teachers' skill. Whatever the media, teachers should be able to use them in the learning process, 5). Grouping target. Effective medium to large groups is not necessarily equally effective when used in small groups or individuals. There is an appropriate medium for the type of large groups, medium groups, small groups, and individuals, 6. Technical quality. For example, a visual on the slide should be clear and fine information or messages to be conveyed and not be interrupted by other elements that form the background (Ritonga et al., 2023).

In the current Covid situation, there are many challenges faced by the students, one of it is distance learning activities (Gabriela et al., 2022). Students must continue to study even though they do not meet face-to-face with the teacher, and assignments and discussion activities must still be carried out. Students are required to be more updated and active with the aim of teaching and learning process. As an example of achieving learning objectives are using technologies as a medium. Learning media that appropriate with the above conditions is the internet. As stated by Najeed et al. (2022), the internet is an innumerable network of information, communication, investigation, and various sources that can be used to help students produce theses, project work, and so on.

The term internet comes from the Latin inter, which means "between". It means that the internet is a network of millions of computers around the world that connected by using the TCP/IP protocol. With the internet, you can communicate and get information from millions of sites web spread all over the world (Anoum et al., 2022). Internet is like a library that can provide all the information we need, either in the form of writing, images, or multimedia. Now through internet, we can do buying and selling, a student can easy to find information in all libraries in the world, or even a student doesn't have to go to his campus because learning activities are conducted online (Rohmalimna et al., 2022).

Internet as a tool to reach information on a global scale, students can get more information about what is contained in textbooks by searching and accessing all websites around the world. With this media, every student is able to use the internet according to their educational needs (Nadya et al., 2022). In addition, the use of the internet as a learning medium greatly facilitates students in accessing knowledge information, sending school assignments via email, and so on. It also gives effect of increasing student competence which may have been hidden before. Students become more creative in developing ideas for doing lectures through online media. In addition, students also give innovation in class presentations (Rahmah et al., 2022).

Competence is the level of skills, knowledge, and behavior possessed by an individual in carrying out the tasks assigned to him in the organization (Safitri et al., 2022). Competence is an underlying characteristic of an individual who is associated with criteria referenced to superior or effective performance in a job or situation (Ilham et al., 2022). Besides, the term competence has been used to describe the attributes required in producing effective performance. Competence relates to a role or a mixture of personal and occupational attributes. In other word, competence becomes something special that someone has include qualification and responsibility in doing a task.

Someone creativity to improve their task through any variety of innovation is needed in an organization (Firman et al., 2022). The contribution of teamwork such as ideas, time, and support also become a way to achieve the goal of a job. Based on the explanation above, in school situation students should have competence in any part of knowledge in order to develop their skill based on their experience. Students should have responsibility toward any kinds of tasks that given by teacher that is important to students to achieve the objective of study. Based on explanation above it can be concluded that the writer wants to know about the use of online media in learning English at English Department of IAI Nusantara Batanghari.

RESEARCH METODOLOGY

The participants of the research were the students at first semester in academic year 2021/2022 and six semester in academic year 2020/2021 of English Department at IAI Nusantara Batanghari. The selection of students in sixth semester based on they have been taking in high level of education and they were assumed already have the ability to get an information from the internet and can improve their creativity in learning. Then, the selection of students in first semester because of they were as new students at campus so it is can be a way to see the differences of competency both of them. So it is can help the effective result of this research.

Sample of this research was selected by using purposive sampling. The purpose of selecting a sample was to present a population in order to get some information and also to present the characteristics of the larger group. The goodness of the purposeful sampling was that it could develop a detailed understanding. The researcher select people or sites who can

best help us understand our phenomenon as Creswell (2008) stated that the standard used in choosing participants and sites was whether they were “information rich”.

Two instruments were used in this research. It was utilized to gather the data required for this study. The first instrument was observation and the second instrument was interview guideline.

Observation

Hancock et al. (2009) stated that the researcher may record observation of people's situation, or an environment by making note of what has been observed. In this study the writer observed how the students can apply the online medium of learning and what were the techniques used in learning process. Then what were the application used in all kinds of learning activities such as discussion, presentation, and evaluation.

Interview

Interview guideline was used to collect the data directly from the students. It was constructed in order to get more information about the effectiveness of using online media in learning. Besides, the writer also got information what are the applications chosen by the students in learning. Then, to know what are the problem faced by the students in using some application in learning during study at home.

After collecting the sufficient data from interview and observation, the data were analyzed. In analyzing data, there were some steps that were conducted, they were managing, reading/memoing, describing, interpreting and representing the findings in a written report. (Gay & Airasian, 2000). In this study the writer collected and read the answer of interviews and analyzed it into types of media online that used by the students. After that writer described the result of observation about what were the effect of media online used by the students in learning and how they used it in classroom activities. Then, writer took conclusion and represents it into written report.

RESULT AND DISCUSSION

This study was conducted at English department students, Faculty of Education IAI Nusantara Batanghari. The data of this study were gained through observation and interview. The data gotten are analyzed as follows.

Zoom Meeting Application

In this Covid situation students were required to change the way of learning from conventional methods to distance learning. This resulted in students having to use online media to keep the learning process run that is using the zoom meeting application. According to Dewi S et al. (2022), online media with Zoom Meeting Application itself is a learning medium using video. Zoom Meeting app founder Eric Yuan was inaugurated in 2011 whose headquarters are in San Jose, California. This application was not only used for learning but can be used for office and other affairs. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if your account is paid. In this Zoom Meeting application we can communicate directly with anyone via video. Therefore, it is suitable for learning medium.

Based on the results of research students in English Department of IAI Nusantara Batanghari feel helped by the use of zoom applications. Because with the application students become be easier to listen and listen the explanation from lecturers directly. They feel more confident because the learning activities can still be face-to-face even remotely only through video zoom. In addition, through the zoom application students can still display their creativity in learning activities. For example, in the presentation activity English students in semester 6 can use zoom to deliver material while displaying interesting videos and continued with discussions.

Besides, students feel more interested in distance learning methods using zoom applications because it is include audio and visuals. A variety of creativity displayed by students ranging from attractive video display combine with any kinds of animations that make the video more interesting and giving students the opportunity to enjoy distance learning comfortably. In addition, in discussion activities students also feel more confident in conveying their ideas. Although from a distance but students can still meet face to face and express their opinions directly and will be responded to directly by lecturers. Zoom app is also helpful for students who face the problem of lack of confidence when present in front of a lot of people.

This case becomes a means for students to practice performing in front of class without nervousness and is expected to become a new habit to be applied later after back to conventional learning. In addition, students also have difficulty in using the zoom application. The obstacle they often face is sometimes unstable electricity. As well as a less smooth internet network that causes the disconnection of learning activities.

Video Performance

The research from Amrina et al. (2022), video learning is one of the media that has elements of audio (sound) and visual motion (moving pictures). As a medium of learning, video acts as an introduction to information from the teacher to students. The ease of repeating videos (replays) and how to present information in a structured manner make video one of the media that can improve students' ability to understand a concept

Distance learning that is carried out does not prevent students from fulfilling their obligations in learning activities such as collecting assigned tasks. One of the options used is to send presentation assignments via video. From the explanation above, learning through video must have audio and visual elements. The presenters not only provide a visual picture that is moving pictures but also must be able to make interesting sounds and invite students to understand the concept of something they are learning. In addition, videos are also considered fun and do not make students feel bored in learning, thereby increasing student learning motivation. By applying videos, the learning process become more interesting and can increase students' learning motivation. Students feel that the method applied by the teacher attracts their attention so that students can focus on the material provided by the teacher.

According to Hartini et al. (2022), the main procedures in applying video media in learning activities are as follows. a. Prepare video media that will be watched by students. Conditions: 1. The content of the video displayed must be related to the theme or topic of

the lesson. 2. The pictures in the video do not contain elements of pornography, immoral acts, acts that insult RAS, and acts of violence. 3. The duration of each video is not too long, 3-5 minutes is recommended.

The benefits of video media according to (Assoah, 2007) include: 1) Learning is more clear and more interesting; 2) the learning process is more interactive; 3) time and energy efficiency; 4) improve the quality of learning outcomes; 5) learning can be done anywhere and anytime; 6) foster a positive learning attitude towards the learning process and material; 7) increase the role of teachers in a more positive and productive direction". Furthermore, the advantages of video media according to Kartel et al. (2022) are: 1) video can provide messages that can be received more evenly by students; 2) videos are great for explaining a process; 3) overcome the limitations of space and time, be more realistic and can be repeated or stopped as needed, and; 4) gives a deep impression, which can affect students' attitudes.

In addition, the opinion of Demina et al. (2022), adds the weaknesses of video media; 1) the procurement of video media requires very expensive costs and a lot of time, 2) during video playback, the image and sound will continue, 3) not all students are able to follow the information conveyed through video media. Some of the opinions above can be concluded that in the media there are benefits, and have advantages and disadvantages. With the learning process that uses video media, students can streamline time in learning, provide new experiences to students, and provide accurate, and more interesting information, but it takes a lot of time and requires quite expensive costs.

Related to the explanation above, Students English Department have implemented the procedure for using video in learning activities. They make a video which explains the material in short duration about 5 minutes. In these courses they are assigned to make presentations by displaying the material on slides. The results obtained that the students can make good videos by including various kinds of animations as supports to make them more interesting. Besides, students also know how to edit to get good video.

Besides, based on the result of interview, students have explained the advantages of using video in learning include: a. able to explain the real situation of a process, phenomenon, or event b. able to enrich the explanation when integrated with other media such as text or pictures c. user can repeat on certain parts to see the picture more focused, d. very helpful in teaching the material in the behavioral or psychomotor domain. e. faster and more effective in convey messages than text media. f. able to clearly show the simulation or procedural steps or steps methods.

On the other hand, the limitations of video media is : a. Students fell lack of concentration and less active in interacting with the material contained in the video because of they think learning through video is easier rather than learning through text. b. explanation via video doesn't work either make students master a material in detail because he must be able to remember details of each session are in the video.

WhatsApp Application

WhatsApp social media is currently widely used by various groups, especially students. Tri Wulandari & Adam Mudinillah (2022) define WhatsApp as a chat medium that can send text messages, pictures, sounds, locations, and also videos to other people

using any type of Smartphone. Jumiatmoko (2016, p. 53) states that WhatsApp is an Instant Messaging technology such as SMS with the help of internet data with more attractive supporting features and is the most popular social media that can be used as a communication medium. The WhatsApp Messenger application has the potential to be used as a learning tool. WhatsApp media has several advantages.

There are several advantages of WhatsApp media, namely easy, practical, fast use, saving internet data, and can be accessed only with mobile phones, has various features that can be used to support communication such as New Groups, New Broadcasts, WhatsApp Web, Broadcast Messages and Settings with internet service assistance. The group menu option is used as a place for discussing the teacher with students and students with their friends in solving problems, for example the teacher sends several questions to be solved according to the material that has been given, discussing.

Besides the advantages, WhatsApp media also has disadvantages. Some of the drawbacks are that it is difficult for students to be able to focus on learning because of the unfavorable home atmosphere, limited packages, internet or internet quotas which are the link in online learning. Lots of parents also complain about some of the problems faced by students in studying at home, namely too many tasks given to students, the cellphone facilities owned by parents it makes the students late for submitting the assignments. WhatsApp is an application designed to facilitate communication in the midst of current technological developments. WhatsApp is part of social media that makes communication more easily and allows all users to share information. The use of WhatsApp has been used by various circles of society because of its easy to use. Suryadi (2018, p. 5) states that WhatsApp is a means of communicating by exchanging information both text messages, pictures, videos, and even telephones. The use of WhatsApp will make it easier to convey information more precisely and effectively. So WhatsApp can provide effectiveness in communicating, interacting, easily and quickly, especially in delivering learning information.

Based on the results of observations and interviews conducted by writer in the use of WhatsApp as learning media can help the process of delivering information from the material to be studied. According to Nopiana et al. (2022), explains that the media is a means in learning activities, so that the learning process becomes more effective and efficient. In the current pandemic situation, the use of online learning media certainly makes it easier for teachers and students in the communication process during online learning. There are many digital application technologies WhatsApp is the choice to be used as the main media in the online learning process. Based on the results of observations and interviews and reinforced by documentary evidence, WhatsApp features are often used by teachers in the learning process are photos, videos, documents, WhatsApp groups, and calls. With the features provided make it easier for teachers in the learning process.

According to Mudinillah (2019), the benefits of the features displayed in learning are WhatsApp Messenger Group provides collaborative online learning facilities between teachers and students or fellow students both at home and at school, a free application that is easy to use and can be used to share comments, writings, pictures, video, sound, and

documents. The teacher will give orders or assignments then students will send the final results of their assignments in the form of photos that are shared on the WhatsApp Group or via personal chat to the teacher, then the material is delivered using the document feature, the teacher can send various forms of documents such as word, PDF, or PPT, in learning activities teachers use this feature in the form of PPT or Pdf containing teaching materials. While the use of videos, teachers use WhatsApp media to share learning videos to support learning activities, videos made will be sent to the class WhatsApp Group, all forms of photos, documents and videos sent that can be downloaded and stored by students, WhatsApp Groups as a forum facilitator for delivering messages filled in by parents and students, as well as a call feature.

The Obstacles or difficulties in using WhatsApp during the online learning process, it was found that students had difficulty understanding the material, lack of interaction, cellphone memory full of all files entered in the WhatsApp group, and not infrequently signal disturbances that went up and down. Yensy (2020:70) stated that the obstacles in using WhatsApp as a learning medium were signal interference and full cell phone memory. Signal disturbances that occur during the implementation of online learning will certainly have an impact on the process of accessing learning. This factor occurs when the lights go out, or other factors that make the signal slow, causing learning to be late or not according to the specified time. A full HP memory, of course, will make HP use slow. From the results of interviews with informants that the number of photos in the form of assignments and learning materials sent, makes HP operations did not work well

CONCLUSION

Based on the finding and discussion, the use of online media in learning has positive and negative effects.

1. The positive effect is the students are able to improve their competence in the use of technology in learning activities such as being able to display presentations with creative videos using a variety of interesting animations.
2. The negative effect is the students face difficulties in using online media because the network is sometimes unstable and make it difficult for students to follow learning activity.
3. There are three kinds of online media used by students in learning, namely: Zoom Meeting Application, Video Performance, WhatsApp Messenger.
4. WhatsApp : The Obstacles or difficulties in using WhatsApp during the online learning process, it was found that students had difficulty understanding the material, lack of interaction, cellphone memory full of all files entered in the WhatsApp group, and not unstable signal disturbances that went up and down.
5. Video performance : the weaknesses of video media, namely: 1) the procurement of video media requires very expensive costs and a lot of time; 2) during video playback, the image and sound will continue; 3) not all students are able to follow the information conveyed through.

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