

## Online Learning Applications Used by English Language Education Study Program Students Batch 2017 on Teaching Practice 2020

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**Abstract.** This study aimed to find out which online learning apps ELESP batch 2017 students prefer to use during their online teaching practice in 2020, with the most common apps being ZOOM, Google Classroom, WhatsApp, and Telegram. The study used the Quantitative-Descriptive research method in the English Language Education Study Program at Lambung Mangkurat University. The total sample size for this study was 45 students, with 26 teaching senior high school and 18 teaching junior high school. The data was subsequently gathered by distributing Google Form-based questionnaires, followed by interviews to obtain additional in-depth and precise information. The findings revealed that Google Classroom, WhatsApp, ZOOM, and Telegram were utilized by ELESP students in the 2017 batch, with Google Classroom being the most preferred due to its comprehensive features that facilitate online learning. On the other hand, Telegram is a lesser-used app since it is not as effective as the others in controlling student activity, sorting grades, and completing practical assignments. Furthermore, students considered WhatsApp to be more identifiable than Telegram, but the two apps are equivalent in functionality because they are both chat-based. Finally, ZOOM is also beneficial, especially in student control, due to its meeting-based program and effectiveness in controlling students' activity. However, it is ineffective in presenting written assignments.

Keywords: Online Application, Teaching Practice, Preference

### 1 Introduction

It has been a year since The Covid-19 pandemic afflicted Indonesia. Like all other aspects of life on Earth, the education sector is not immune to the effects. When the crisis struck Indonesia unexpectedly, the government was forced to make difficult decisions, such as suspending some educational institutions and switching formal face-to-face schooling to online learning in order to stem the spread of pandemic COVID-19. This policy shift had a tremendous influence, particularly on students enrolled in the English Language Education Study Program batch 2017, who observed instructional practices throughout the epidemic from September to October last year.

As one of the universities that organize teacher education, Lambung Mangkurat University aims to equip students to become high-quality, professional teachers. As a result, FKIP ULM students must participate in competency-building activities as teachers through "Teaching Practice," which includes curriculum activities as needed in providing external education and school teaching. With educational concepts based on competence, such as academic competence, personality competence, social competence, and professional competence, teaching practice strives to influence students' experiences to become professional, appropriate candidates for educational professionals.

Teaching practice is also a separate subject that allows students to put theory learned in prior semesters into practice. It is also a part of the existing curriculum that has already become an FKIP ULM provision, particularly in this study, as part of the English language study program curriculum.

Every student receives provisions prior to attending practice school to ensure they are prepared to carry out their responsibilities as candidates for professional and competent educators. Microteaching is a requirement for all FKIP ULM students. FKIP ULM works with schools in Banjarmasin to implement teaching approaches in Elementary, Junior High, High, Vocational High, Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA).

The teaching practice in 2020 gathered 96 students from the ELESP batch of 2017. They were presented with an online teaching and learning environment due to the ongoing COVID-19 pandemic. All students receive provision prior to teaching practice. Before beginning their teaching profession, they received direct training from experts via online training to explore creativity and build accessible media for online learning. Many online media platforms allow online learning, including ZOOM, Google Classroom, WhatsApp, and Telegram. Because these applications reflect both asynchronous and synchronous learning, the researcher conducted a preliminary investigation in 2020 while teaching practice. Based on the researcher's observation and teaching practice, students most commonly use these applications, which also becomes the consideration in choosing the applications as the focus data for this study.

Nevertheless, there is a difficulty with implementing these programs as educational materials. Some teachers believe that using some of these apps, such as WhatsApp and Telegram, is not "learning." However, the essence of learning is not how these applications may be used as learning media but how knowledge can be conveyed more effectively using these applications as learning media.

The researcher's primary goal in this study was to determine the online learning apps used by the ELESP students from batch 2017 throughout their teaching practice in 2020. The researcher chose the students as a sample because they did all their online learning and teaching.

## **Online Learning**

Many academics define online learning as web-based learning sent over the internet or accessible via an intranet or extranet (Chiu et al., 2007). Higher education defines online learning as "teaching and learning using asynchronous and synchronous exchanges via the internet and multimedia."

Online learning methods are separated into two categories: synchronous and asynchronous e-learning, which includes delivering e-content in an online classroom, teachers, participants, multimedia resources, forms of involvement, and a range of other characteristics. For instance, threaded forums, instant messages, and blogs are vital in humanizing online courses by mimicking the classroom experience of knowledge sharing and social construct between students and lecturers (Shahabadi, 2014).

### **Online Learning Application**

Applications are one of the aspects addressed in the learning process of an online learning environment. Within an educational institution, applications are the platform or tools that enable good communication between lecturers and students, resulting in an efficient learning ecology. The application's connections with various internet and mobile networks allow for quick and accurate information sharing between professors and students. The application's use can help students offer content to several users simultaneously. It also provides learners with curriculum flexibility and time spent learning, allowing them to tailor their learning goals and preferences. It is indeed possible that this will lead to more interaction with students. Despite some inherent obstacles brought on by the current crisis, the application may help students learn more effectively.

According to recent online learning experiences, certain educational participants frequently use Google Classroom, Zoom, WhatsApp, and Telegram to hold both asynchronous and synchronous interactions in the online learning context.

## **The Participants' Role in Online Learning**

Online learning can include inquiries, critical reading, discussions, and required responses to lecturers (Pearson, 1999). The lecturer is in charge of sustaining successful student participation in these activities online learning community. International students learning English as a second language may find it difficult to express themselves in an online learning environment because they are hesitant, shy, or discouraged. As a result, in online learning settings where students are expected to discuss and

explore ideas actively, the lecturer must ensure that reluctant, timid, or overwhelmed students understand the objectives and goals of the online learning activities. Lecturers must carefully examine the quantity of instruction offered to students to scaffold their information building when constructing and introducing an online learning environment. According to Orlich et al. (1998), the number of instructions lectures they should provide is determined by the students' prior knowledge levels and interactions. It does not limit or tie students' learning curves.

Moore (1993) further said that students should be self-directed learners who know how to deal with difficulties. Internal motivation is required to deal well with the online learning environment. Harriman (2003) also points out that students' dealing with an online environment is influenced by their age and previous computer experience. Meta-cognitive tasks, including preparation, tracking, and reflection, may encourage in online learning environments. It compelled students to take charge of their education, make decisions, and focus on the repercussions of their actions (Salter, 2003).

## **2 Method**

This research's design is a descriptive quantitative method because the data is presented in numerical and descriptive form. Its purpose is to determine which online learning apps students prefer to utilize during their online teaching practice. The population of this research is all the ELESPP 2017 batch students who are already doing the teaching practice 2020. The total number of students is 94 students and conducted in the English Language Education Study Program Faculty of Teacher Training and Education, Lambung Mangkurat University.

### *Instrument*

The researcher used a closed-ended questionnaire with multiple-choice answer options and dichotomous questions to conduct this study, which allowed respondents some possibilities for using applications. Using the Google Form-based questionnaire, the percentage of the questionnaire results will then examine the data quantitatively. Furthermore, an interview is also a supporting instrument based on the questionnaire answers to understand how and why students prefer to use online learning apps throughout their teaching practice.

### *Procedures*

The first instrument for gathering data would be a questionnaire. Next, the formation of the questionnaire form, the researcher would distribute it to the respondents using the Google Form platform. The researcher provides statements on students' preferences for online learning apps during their teaching practice. Following that, the researcher will select some of the respondents for the interview based on their questionnaire responses. Interviews are undertaken to obtain more specific and in-depth information.

### *Data Analysis*

By referring to the formulation of the research problem, the data that the researcher has collected is selected, identified, and focused on. After selecting the data, the researcher presented the questionnaire responses, analyzed them using the frequency counts computed, and converted them to percentages directly using Google Form's analyzing tool. The interview's interpretation yields good sentences. Finally, the conclusion is drawn with concepts from relevant literature and the research purpose.

## **3 Findings and Discussions**

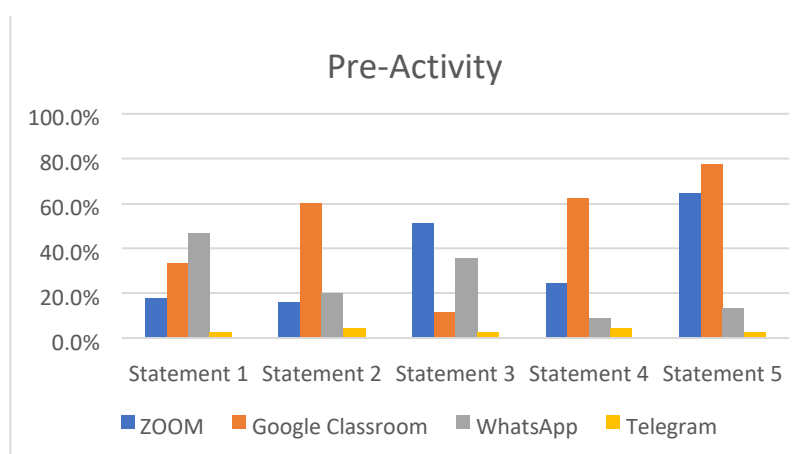
The data consisted of the results from the questionnaire and interview. The researcher collected data through questionnaires and interviews to discover students' preference for online learning applications usage. Questionnaires were distributed to 45 students from the English Language Education Study Program batch 2017, and 45 students filled out the questionnaire that had been distributed.

The questions given in the interviews are open-ended so that researchers can get deeper information to support the data obtained from the questionnaire. The results of the discussions will be explained descriptively.

Based on the result of the research, the researcher found four applications: WhatsApp, ZOOM, Telegram, and Google Classroom. The results are related to the expert's opinion that supports this research results. Furthermore, this study has four dimensions: pre-activity, while activity, and postactivity. The findings from the questionnaires and interviews are described below:

### Pre-Activity

This dimension discusses pre-activity in using online learning applications. It is one of the critical factors in teaching and learning activities. There are five indicators related to pre-activity; for more details, the results of the questionnaire on the dimensions of pre-activity can be seen in Figure 1 below: Figure 1. Students' Preferences Category in Pre-Activity



Statement 1 discusses the student's preference in introducing learning material before getting into the lesson. As a result, the highest percentage value in this statement is 46,7%, who choose WhatsApp as their response. Most students decide to use WhatsApp as the application to introduce the material before starting the lesson. It is due to several reasons, such as it is easy to use and uses fewer data. It is supported by student 7, who said that WhatsApp is straightforward and reachable because the students at their school use WhatsApp as their daily social application. As stated by the student as follow:

*"Since WhatsApp is an app that most students use for daily chat, they open it whenever the teacher wants to notify something before the learning, they would know immediately. So, it makes WhatsApp helpful."*

As WhatsApp appeared to be the most approachable application for the students, particularly in pre-activity, this finding was then found to be compatible with the statement by Justina (2016) that by using WhatsApp, teachers can quickly remind the students of class schedules or assignments before the class begins. On the other hand, students can promptly provide updates on whether they are present to attend the course.

Statement 2 discusses the encouragement to interact with other students in online learning. As a result, the highest percentage value of this statement is 60% who choose Google Classroom as their response. It concluded that most students used Google Classroom to check their presence. The most reason why Google Classroom is preferred is that with Google Classroom, we can directly see and control the students. As stated by student 2:

*"I used Google Classroom because I can check the presence of the students directly, so I can know whether the students are following the class or not."*

This essence of using Google Classroom is compatible with the statement by Neo (2004) that it is significant for the teachers to have the responsibility of tracking the student's presence and absence and assessing the material and assignments for the students in online learning. However, since it would

be a different process from face-to-face learning, Google Classroom has made this activity more effective for teachers and students.

In statement 3, the application's usage for students to present their apperception. The highest percentage value of this statement was 51.5%, who chose ZOOM as a medium for students to present their apperception. It means that students have doubts that students still can be active in learning or not in this online learning. Students feel they can still actively participate in learning activities even though they are done online because there are indeed demands for students to participate in learning activities actively. Apperception is giving the students preparation before they get the lesson. Generally, a teacher typically does an apperception setting in the pre activities, like repeating the previous lesson material. As stated by student 12:

*"ZOOM is a video conference application where we can see directly in the students' faces, voices, because of that student can give their apperception directly to the lesson."*

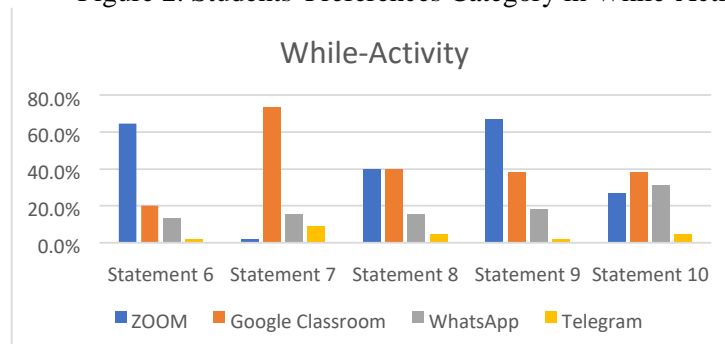
The same applied with the Zoom application commonly preferred by the students in presenting the apperception. Giving apperception in pre-activity is essential as it could attract students' attention to the lesson. Students stated that Zoom helped them directly see students' responses to the teaching material. This finding is also compatible with Guzacheva's (2020) statement that Zoom allows teachers to examine and evaluate students' skills through rich interaction by using the screen-sharing feature to help students improve their intercultural skills.

Meanwhile, the results also showed that the least preferred online application by the students in pre-activity was Telegram. Some students stated that Telegram was less efficient than the selected applications. According to the results and in terms of its used quantity, Telegram was not used as much as students used WhatsApp, even though these applications have similar features. Moreover, students stated that Telegram is not a practical application to control students' presence lists and present students' lesson material or assignments due to its limited features compared to Google Classroom or Zoom.

### While-Activity

This dimension discusses the while activity in online learning. More specifically, students' preference in using the online application in terms of ongoing teaching practice is presenting/assessing, controlling students' activity in their learning process. There are five statements related to the while activity in online learning. For more details, the results of the questionnaire can be seen in Figure 2 below:

Figure 2. Students' Preferences Category in While-Activity



Statement 6 discusses the application to present the lesson material in my teaching process. For the result, the highest percentage value of this statement is 64,4% who choose ZOOM as the response. Most students used ZOOM as a medium to present the lesson material. It is supported by statement student 1:

*"Google Classroom is very easy to use for presenting lesson material. You can set up a very basic Google Classroom class in minutes but anticipate taking some time to create online learning that is useful for both students and teachers. Also, I can watch my students directly when presenting the material."*

The highest percentage for statement 7 is Google Classroom, with 73,3%. Ratio means that almost all students prefer Google Classroom as the present media for any written assignments. In

Google Classroom, it is so easy to check written works presented by the students in one place and make sure that the students are already showing it. As stated by student 2:

*"I prefer to use Google classroom for the assignments to the students because with Google classroom, I can see, I can correct, and gather the assignment in one place. Rather than using any learning applications, we can also make sure if the students already did the assignments by themselves or not."*

The highest percentage for statement 8 is a draw because ZOOM and Google Classroom got the same rate, 40%. These two applications are the most chosen by the student to use as media to present practical assignments. A practical task can mostly be a video, speech, storytelling, or drama. ZOOM can be provided since it is the platform of a meeting so that the students can present their practical assignments directly, with the teacher watching them simultaneously. As it is stated by student 13:

*"Because in ZOOM, I mean like I share screen the answer on the ZOOM share screen then the other students can listen, like if something like we do the check the answer if the other student got another answer, then we can discuss it, just that."*

The highest percentage for statement 9 is 66,7%, which is gained by ZOOM. ZOOM is the most used application to control students' activity. With ZOOM, the teacher can see the activity in the class directly because there is an available camera feature there so that the teacher can control the whole class situation. As stated by student 10:

*"Because I can control their activity, control their attitude. So, it can be rich to monitor the activities of these students. So, I can control them directly by seeing their face, their attitude, whether they pay attention or not, that is all."*

The highest percentage for statement 10 is 38%, which Google Classroom gains. As stated above, Google Classroom is the most used application for students to present their assignments. Google Classroom has many features that allow teachers and students to submit and check the work efficiently. As stated by student 3:

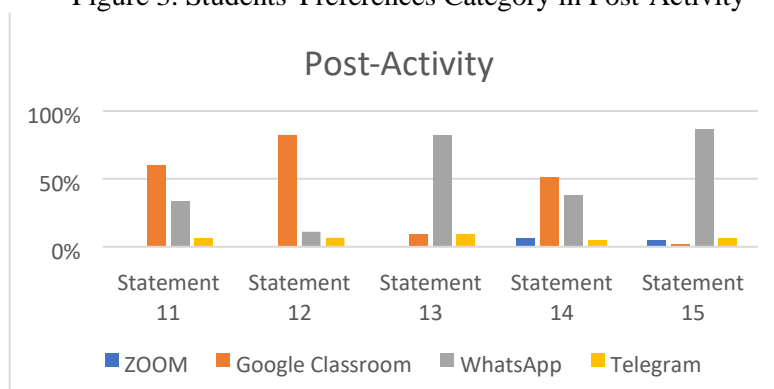
*"With Google Classroom, I could apply many kinds of assignments for the student in just one place, and the students could present the assignment itself easily."*

According to these findings, students mostly preferred Zoom and Google Classroom to control students' activities and present the lesson material and assignments. As discussed in the first indicator, both applications significantly benefit the teacher and students' interactions. It is also stated Pearson (1999) that the teachers are responsible for maintaining students' involvement in the online learning activity. Using an interactive application such as Google Classroom or Zoom indeed becomes one of the effective ways to keep the participation of all the participants in the teaching and learning process. On the other hand, the students rarely preferred online applications such as WhatsApp or Telegram during while-activity since both are messenger-based applications and were ineffective indirectly controlling student activity.

## Post-Activity

This dimension discusses post-activity in online learning. More specifically, Students' preference in using the online application in terms of the post-activity in their teaching practice, such as giving any other instruction outside the learning process, developing the lesson material, and staying in contact with the students. There are five statements related to post-activity in online learning. For more details, the results of the questionnaire can be seen in Figure 3 below:

Figure 3. Students' Preferences Category in Post-Activity



Statement 11 shows the application to instruct students to submit their assignments (homework). Google Classroom gains the highest percentage with 60% percentage. It means that Google Classroom is the most used to instruct the students to submit their homework. It is because Google Classroom was designed to submit and collect online learning assignments. In Google Classroom, the teacher can also add an instruction before submitting students. As stated by student 2:

*"Before I command my students to submit their homework, I used Google Classroom to add some instructions for them."*

In statement 12, describe the application to sort the score/results of students' assignments. The highest percentage in this statement is Google Classroom, with 82,2% percentage. It means that most ELESPP 2017 students used Google Classroom to score the result of the assignment. It is because there is a grading system in Google Classroom. As stated by student 3:

*"Through GC, you could set something like the correct answer. So, GC could even show the result of every student's assignment right away, except for essays or something like that."*

According to this finding, it has been found that students preferred to use Google Classroom to instruct students were submitting their assignments and sorting the results of students' assignments. They reported that Google Classroom has a feature to help students submit their works and calculate students answers quickly; hence, they did not have to sort the score manually.

Statement 13 shows the percentage of applications used to give the students any instruction or announcement outside of the class hours. The highest rate of this statement is WhatsApp, which gained 82,2% percentage. Because WhatsApp is very reachable, almost every student uses it as their daily communication app. As stated by student 9:

*"In WhatsApp, we could always relate to the students. Nowadays, kids always have a phone, right? Moreover, through WhatsApp, we could give them any information right away, so there is no something like one person does not know about that, and something like that. That is why."*

Statement 14 shows the percentage of application usage to revise students' lesson material. The highest rate of this statement is Google Classroom, with a 51% percentage. In Google Classroom, the teacher can use the features to revise, modify, and change the lesson material. As stated by student 2:

*"I can modify the material or the assignment in Google Classroom."*

In statement 15, the application's usage is to contact the students. WhatsApp gains the highest percentage with 86,7%. The main reason is that WhatsApp is the easiest and very reachable, and almost all the students use WhatsApp as their daily social media application. As stated by student 13:

*"You know, on WhatsApp, we can chat personally, right? It also makes the students feel free to ask a question privately, because of that I using WhatsApp is a good application."*

Furthermore, students mostly preferred to use WhatsApp because the students most used this application to communicate. WhatsApp also provided the most efficient way for students to announce any other instructions or contact the students they taught directly and vice versa. These results were then found to be compatible with the statements by Neo (2004) that influential online teachers need to use the online technologies properly to change instruction, upgrade content, and stay in contact with the students.

#### 4 Conclusion

This research aimed to find the online learning apps used by the ELESPP students' batch 2017 when they did the teaching practice 2020. Based on the findings and discussions, it can be concluded that the researcher found that applications that are used in the teaching practice 2020 are: Google Classroom, WhatsApp, Telegram, and ZOOM. All of the applications mentioned above are used by English Language Education Study Program students' batch 2017 in doing their teaching practice program. Students have their preferences, for synchronous learning, they use ZOOM, and for the asynchronous learning, they prefer to use Google Classroom. The use of applications is following the learning needs of students during the Covid-19 pandemic. Using online learning applications to stay connected and complete learning activities during the Covid-19 pandemic is beneficial to both students and teachers. The most used application by ELESPP batch 2017 students on teaching practice 2020 is

Google Classroom. Essential on the findings, Google Classroom is rich with features that provide the online learning process.

## 5 Acknowledgements

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