English Teaching Material

by Ahmad Subhan

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ENGLISH TEACHING MATERIALS DURING GLOBAL PANDEMIC: A SURVEY ON ONLINE LEARNING AT VOCATIONAL SCHOOLS IN LAMPUNG

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Abstract
Coronavirus spread around the world affects many things. Education is one of many affected sectors. Indonesia is a country which mostly effected by Coronavirus. Thousand students throughout the nations left the schools and start adapting a distance learning. It forces all teachers and students to learn and adapt to online learning. English teaching materials play a role in providing students with contextual knowledge. By far, English learning materials have only been inserted about moral values and other values. Though, English teaching materials are considered possible to be a means of learning students on issues related to disaster education. This research investigates the media platforms and materials used by English teachers during the pandemic in vocational high schools in East Lampung. The study used Cross-sectional Designs Survey with questionnaires as data collection techniques. Participants of 27 vocational schools of English teachers. The survey was done in the beginning of first semester. The aims are to know the materials and platforms which are used also to see the teachers' understanding regarding the disaster education during a global pandemic. The findings gained are (1) Most teachers use WhatsApp in providing teaching materials. (2) The majority of respondents were aware of disaster education but only limited to COVID issues. (3) English teachers have not understood the overall disaster education. There are three main suggestions of this current work : Incorporating of teaching materials integrated with disaster education, environmental, and natural issues. Maximizing the fore on the application of online learning. Enhancing of disaster education at all levels of education

Keywords: Coronavirus, Disaster Education, English Teaching Materials

INTRODUCTION

Corona Virus transmission makes all sectors of human life change radically. Corona virus was firstly reported at Wuhan- China(Shereen et al. 2020). Then, three months after the first case, WHO stated that the world is facing a global pandemic. WHO notes, the Coronavirus has infected more than 18 million citizens of the world, with mortality rates of more than half a million people (World Health Organization, 2020). The global pandemic obligates humans to start a new life and should coexist with a deadly Virus.

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World Health Organization asked all government of over the world carried lockdown, social distancing, and self-isolation to restrict the covering the illness (Iyengar et al. 2020). Human interactions are restricted, as well as movement and growing economies freefall in the recession waves and growing human resources, has to meet steep paths. Those are all the real force of the global pandemic, Covid-19.

The global pandemic also impacted deadly aspects of the basic human life ranging from the economic, social, cultural, and educational. Education is as a highly impacted sector. ILO records that at least 91.4% of enrolled students across the globe leave school and initiate distance learning or online learning as the solution(International Labour Organization 2020).The institution was later shut down, worried about being the epicentre of the virus spread. The steps of countries differ in addressing the impact of a pandemic on education. From closing all schools and shutting students to implementing technology as a way of adjusting during the disaster (hundred.org/ OECD 2020).

Indonesia is one of the countries attacked by Coronavirus. Demographics of Indonesia as the island nation with the four largest population of the world and more than 68 Million Indonesian students are affected and they have to do online learning during the global pandemic.

In Indonesia, online learning has been running before the existence of a global pandemic. Universitas Terbuka is a prototype of the implementer's learning distance for the students. As a public higher institution, Universitas Terbuka has implemented a distance learning since 1984(Lubis, Idrus, and Rashid 2020). By MOOC, it has provided the source of materials, human resources and a curriculum(Arifa 2020). Meanwhile, other colleges provide e-learning pages as an online learning platform.

Nevertheless, for secondary primary education, online learning is not familiar in the teaching process. Face to face learning dominates learning methods. A global pandemic forces teachers and students to adapt to circumstances so that the knowledge transfer process can continue to run. The process of adaptation with different learning atmosphere raises its challenges, especially in remote and *Blank Spot* area(Azzahra 2020).

The Indonesian government is rotating the brain to maximize education. Through the Ministry of Education and Culture, the government issued a policy package, which is distance learning for all levels of education(Yulia 2020).There were four main points of educational policies issued by the government. First, Studying at home trough online learning or distance learning implement to provide learning experience without being burdened to complete the curriculum target for grade promotion or graduation. Second,

distance learning might be focused on life skills education for example about Coronavirus. Third, Students activities and tasks can be varied among students in accordance with their interests and condition including learning gaps and facilities at home. The last, proof or product activity should be given feedback which is qualitative and useful for the teachers without giving a score or quantitative grade(Nasional 2020).

The regulations above are exerted as the government rapid movement in advancing the education sectors to continue to run and to participate in protecting all students by providing education-based teaching materials for the prevention of Coronavirus. Learning materials, must be able to encourage life-skills strengthening. In this period of the pandemic, education must play its role in strengthening student life skills(Selby and Kagawa 2012).

Referring to the results of the research, many academic manuscripts are published as a result of linguistic studies. The high-intensity language services have implemented on the integration of cultural, local context, moral values, and even the value of eligibility on English learning materials(Tuna and Razı 2016)(Nguyen 2017)(Nguyen 2017)(DJEBBARI 2012)(Dewi 2017). Meanwhile, the integration of disaster education will be less adequate in the English subjects. If there is, the scope and use of large is still not widely perceived. Then, the integration of disaster education is found in certain subjects such as Science and Geography(Sampurno, Sari, and Wijaya 2015)(Dewi 2020)

Therefore, the author investigated the learning materials in the English language subjects used by the teacher in online learning during a pandemic in vocational high schools in East Lampung. Furthermore, the current study will find and discuss also the online platforms which are utilized.

RESEARCH METHOD

The research was a survey Cross-Sectional Designs. A research survey was a part of quantitative. Research survey was used to get the information about the English Teaching materials. The questionnaire was utilized to collect data. It was shared through online questionnaire on Google Form. The respondents of the study were 27 English teachers from different Vocational Schools in East Lampung who are doing a distance learning.

FINDING AND DISCUSSION

In this part, the researcher will elaborate two points. First, the platform were and are being used by English teachers of Vocational High School in delivering an English materials.

Second, teachers' understanding referring disaster education and integrated disaster materials to English Teaching materials.

1. Platform of Online Learning

The researcher found that there were a lot platforms which were and are being used by English teachers to distribute the materials during distance learning. The percentages of the platforms are served at the following chart.

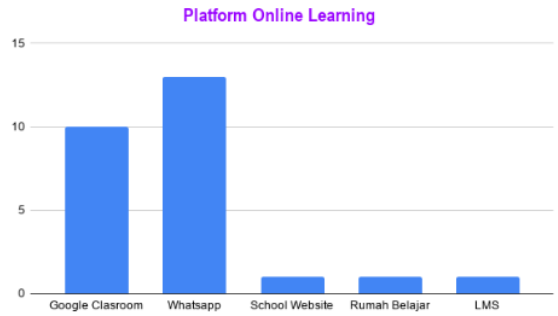


Table 1. Platform were used by English Teachers

The data showed that the majority of English teachers applied *WhatsApp* as tools in transferring teaching materials. The teachers assumed that social media such as *WhatsApp* maked easily to send materials and students can easily provide feedback on each lesson. Even though, other forms of online learning model was like Google Classroom also often used. Meanwhile, the platform like school website and the government-owned platform of *Rumah Belajar* were slightly used by English teachers.

Besides being easy in use, students did not find any difficulties during teaching and learning process through *WhatsApp*. It also has many advantages to be used. There are some features: *Multimedia, Group-Chat, Unlimited Messaging* and *Cross Platfrom Enggagement*(Gon and Rawekar 2017).

As distance learning, the means of adaptation learning media is straightforward and practical to use, reflecting as a large number of students have already placed *WhatsApp* in their gadgets. Supporting the reason, Hootsuite recently published the number of Internet users in Indonesia where 84% of the total population of Indonesians were being active *WhatsApp* users.(We Are Social & Hootsuite 2020).

All respondents said there are some obstacles encountered during online learning trough *WhatsApp*. The classic problems of networking, Internet quota, all teachers provide learning materials in the form of assignments until the constraints of students did not have

Android in following online learning, thus the evaluation of each teaching material was experiencing obstacles. The problems were not only felt by the students, parents also complained because the expenditure on the cost of buying the *Internet package* was much greater than the school at normal times. It dealt with the outcome of various surveys concerning online learning(Sadikin and Hamidah 2020)(Purwanto et al. 2020).

Despite of those problems, in many studies, the teaching and learning English through *WhatsApp* showed positive results (Awada 2016)(Salem M. Alqahtani et al. 2018)(Asmara 2020). Nonetheless, the teacher should aspire to either employ or combine other online platforms in order the students also get the new acquaintances during pandemic. The teacher might use a free online platform which has the Learning Management System. It is going to obtain students become discipline and sovereign students due to the deadline on its system.

2. The Teachers' Understanding about Disaster Education

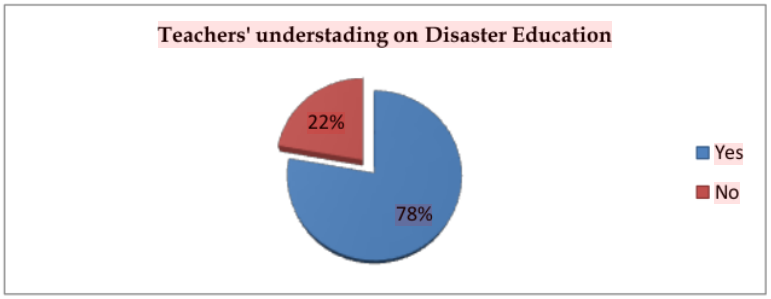


Chart 2. The Teachers' Understanding

The data above elaborated that 73.1% of English teachers of Vocational Schools at East Lampung comprehended about disaster education. While, 6 English teachers alleged they did not comprehend the disaster education and they just understood that there was a disaster education.

It pointed out, the massif campaign referring to disaster education had not been working in whole educational levels at vocational schools. The researcher bravely admitted that English teachers of Vocational schools also did not have any prior references about other disaster educations in providing English teaching materials such as response to natural disasters: floods, earthquakes, tsunamis, climate change, and environmental issues have vanished from blending on learning materials. Consequently, there are no sustainability learning programs and combinations.

Table 3. Teachers' Opinion Regarding Disaster Education

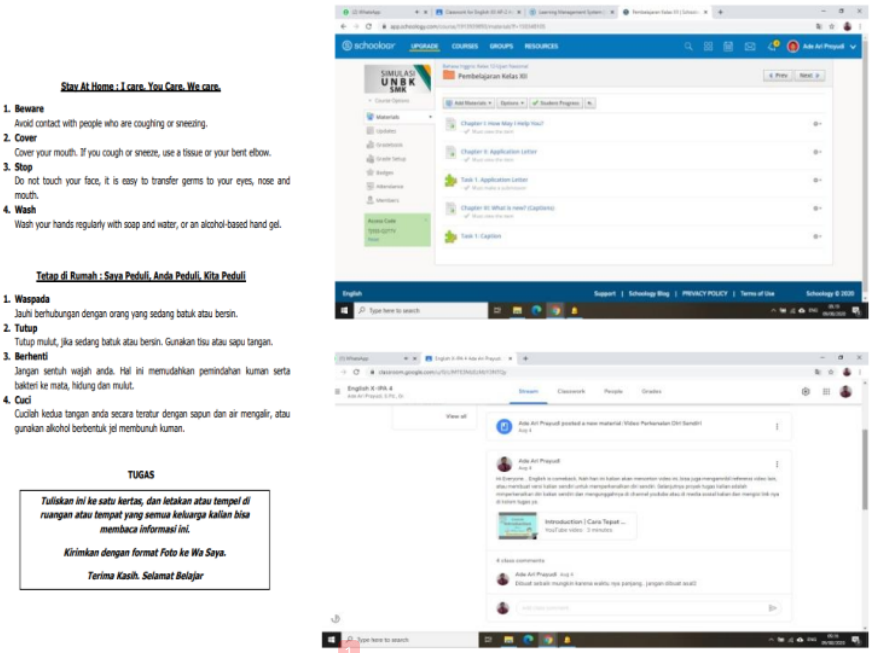
Questionnaire	N	Very Important	Important	Less Important
According to you, how important the disaster education during pandemic?	27	8	16	3

The outcomes of the questionnaire also revealed the basis that 30.8% of English teachers reflected that disaster education is very important. The bulk of 61.5% of English teachers replied is important, while 7.7% have not discerned that disaster education is less important. Although, The Ministry of Education and Culture has actually designed a disaster education starting from a few years ago by publishing a disaster response Pocketbook in collaboration with The National Disaster Mitigation Agency (BNPB). It is as a reference for students, teachers, stakeholders and local governments in responding to natural disasters, learning during disasters and learning activities after the disaster(Amri 2017). One of the reasons that the preference recognized appropriate is the inadequacy of information and the absence of socialization that make the teachers in the remote areas found difficult to receive reading materials and references concerning the education of disaster.

3. English Teaching Materials during Pandemic

The outcome of a questionnaire from 27 English teachers in East Lampung showed the type of material used in the pandemic obtained results with the following description.

English teachers answered that only occasionally affording and integrating teaching materials in English subjects during the online learning. The teachers assisted mainstream materials like *social distancing*, *use a mask*, and *wash the hands* while outside of the home. When the researcher asked about disaster education in the wider discussion and coverage, they have not grasped the concept of learning and education disaster. While some of them do not present the blended materials about Coronavirus in their English teaching materials in the new semester.



Pictures 4. English Teaching Materials were used as Pandemic

In the situation of the global pandemic as it is currently facing, integrating disaster material on learning, particularly English language learning is a need. Education is expected to be a way to overcome the spread of viruses that are increasingly unstoppable. The problem is whether English teachers understand the education of disaster or even get stuck on the routine conveying routines of the same logs as teaching in normal conditions, which is precisely the essence of a learning process that does not invent anything. Not to mention during online learning, problems and obstacles emerge as a challenge in the implementation of learning in the midst of stressful conditions.

To undertake the circumstance and numerous problems in the online learning adaptations. It is necessary to create learning materials in the form of books that contain material based on a disaster education perspective(Honesti and Djali 2012). The book does not only contain with many hard materials, those can fill games which were successfully helpful in preventing the disaster(Tsai et al. 2015). If experts prognosticate that pandemic will transpire every hundred years, then the design of education at all levels of education should be based on a perspective of disaster, both natural disasters and non-natural disasters such as pandemic which is now being challenged by all countries in the world.

The writer showed that the disaster education has successfully been adopted in Indonesia. Natural Disaster Teaching Module (NDTM) was used as media in teaching English at Junior High School in Aceh after earthquake and tsunami in 2004(Erizar & Azmi, 2017). Thus, the teachers do not only transfer the science items in each of English teaching material but have also to design the learning materials as an education that responds to the some critical issues like disaster education (Hauschild, Poltavtchenko, and Stoller 2012). Disaster education is an amalgamation of the teaching materials of each subject in formal education and disaster education. Disaster education is designed to teach materials taught in learning, whether learning using face-to-face methods or distance learning can be used to reduce the risk of disaster(Muttarak and Pothisiri 2018).

From the finding and discussion above, the researcher offered *Content-Based Instruction* or it was well-known as *Content And Language Integrated Learning* (CLIL) is a reference for English teachers in composing language learning, which can be encountered at the level of education from basic education to higher education.

CONCLUSION AND SUGGESTION

Until this writing was produced, online learning advances to run with challenges and adaptations that teachers and students must endure. The teaching process is not merely a science-based transfer, but the knowledge is able to bring benefits for the students ' real life.

The sense of a pandemic must be maximized to reform the education. Presume, if there is no current technology, how the sector of human life continued. The scheme of education and the integration of teaching materials on language instruction is urgent. Besides, the impact of language mastery for the sustainability of the students must also be given as an understanding of the education of life skills.

The researcher has ideas as a conclusion. First, provisioning of teaching materials integrated with disaster education, environmental, and natural issues. Because, the issues are requiring a thick portion in the educational environment, especially for vocational school students. Second, developing access to teaching platforms. Governments and educational institutions should plan and maximize the fore on the application of online learning. Last, increasing the socialization of disaster education at all levels of education. The disaster cannot be divined when it will attain and will be closed.

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