

Muhamad Hasbi, et al.

# ENGLISH

## TEACHING PRACTICES IN

# INDONESIA

### DURING COVID-19 CRISIS



"Each of the stories in this anthology, which is perhaps one of the first documentations of teaching practices during COVID-19, has something unique to offer by way of new tools for classroom use, innovative ways of using existing technologies and adapting face-to-face practices to suit online teaching."

**Introduction: Asst. Prof. Madhavi Gayathri Raman**

# ENGLISH TEACHING PRACTICES IN INDONESIA DURING COVID-19 CRISIS

**Muhamad Hasbi, et al.**

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**Introduction: Asst. Prof. Madhavi Gayathri Raman**

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*Chapter 4*

**UNEXPECTED SITUATION, UNBELIEVABLE  
RESULTS (MY ONLINE TEACHING JOURNEY)**

*"It's the teacher that makes the difference, not the classroom."*

**Hidayah Nor**

**(UIN Antasari, Banjarmasin)**

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**Instructional Design Course**

Being a lecturer of the Instructional Design Course for the fourth-semester students of English Education Department UIN Antasari Banjarmasin was unexpected for me especially when I had to teach them in an 'extraordinary' situation which is during the Covid-19 crisis. As you know, from the name of the course, instructional design aims at training the students to be a good or even an expert teacher manifested in their lesson plan that also require them to know and apply the newest lesson plan format appointed by the government. The students that I taught also had to take many courses in the semester related to teaching English as a foreign language such as TEFL I, An Introduction to Teaching Profession, and Grammar IV in which some of them required them to do teaching practices as the courses aim at preparing them to be expert English teachers in the future. Thus, as one of the lecturers of those courses I needed to think creatively and fast to make the teaching and learning process run smoothly although we could not meet directly in the classroom.

This semester was the second time I taught this course and the format of the lesson plan is different from the previous one. The newest lesson plan of 2013 curriculum revision focused on 4 important things

especially in the teaching and learning activities namely the character education, the literacy activities, 4c's (communication, collaboration, critical thinking, and creativity), and the last one is the Higher Order Thinking Skills from Anderson Taxonomy which consists of Analyzing, Evaluating, and Applying.

Training the students to make a good lesson plan is not an easy work in the pandemic situation because I have already made the syllabus for this course for a face-to-face classroom setting where I have told them that creating and presenting about their lesson plan would be the mid-term exam and doing a 15 minute teaching simulation based on their lesson plan was to be the final exam. For their mid-term assignment, we have already had a group discussion which consists of 10 groups of each class to know the theories of teaching and learning especially about the lesson plan in curriculum 2013, learning domains for objectives, indicators and assessment, English materials for junior and senior high schools (Genre of text types, transactional and interpersonal texts, short functional texts, and song lyrics), methods (integrated skills and scientific approach), and teaching media and learning sources to prepare them in the practice of making lesson plan.

I have 4 classes for Instructional Design course and every class consists of 31-34 students, so you can imagine how I felt about going to teach around 120 students online whereas they had not had any experiences of making lesson plan previously. All we had to do was facing this reality of having the sudden online courses and communicating intensively for their works' correction, revision, and improvement for their projects.

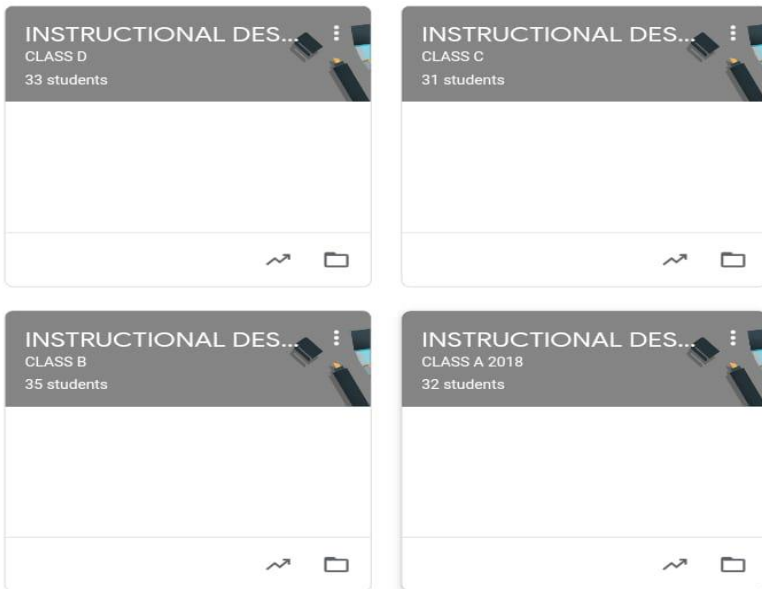
Actually before making a good lesson plan they needed to know about the basic theories and the components (core competencies, basic competences, indicators of competence achievement, learning objectives, methods, media, materials, sources, teaching activities, and assessment) and fortunately we have discussed it priorly in the face to face meetings for about 8 weeks, and the rest of the meetings we did it in online by using various technology tools that I have been familiar about such as Google Classroom, WhatsApp, and Youtube.



## The Use of Google Classroom in My Online Classes

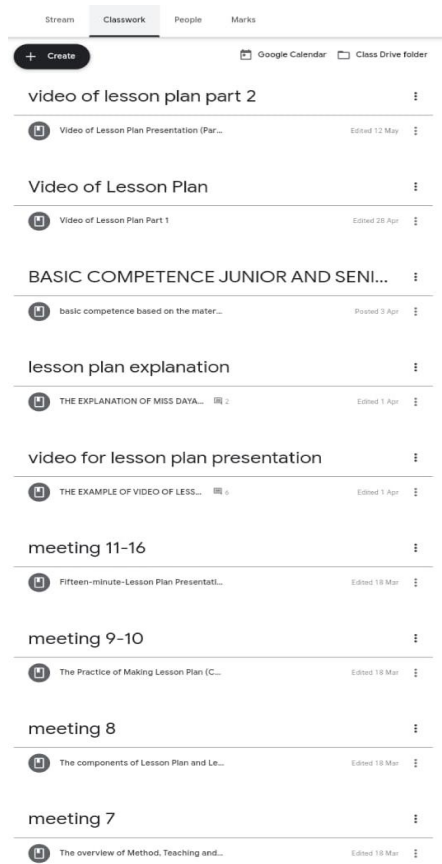
The first learning management system (LMS) that comes into my mind when I knew that I had to teach online for the rest of my meetings for the instructional design course is Google Classroom. I have used it before for other courses that I have taught in the previous semester and I think this LMS is really practical for me, and my students of 4 classes have already known about how to operate it. Thanks to their previous experiences attending Google Classes with other lecturers, I did not have to explain about this LMS to them; even their by-code enrolment to my Google Classrooms was without obstacles. Since I taught 4 classes, I have made 4 Google Classrooms so I could manage the classes and control the works of the students of each class easier. Below are the pictures of my classes.

The first thing that I did with my students in our Google



Classroom was the students had to post their teaching and learning activities for their group teaching project related to their teaching text types. For your information, my students and I had arranged the schedule for group teaching and I asked them to do teaching practice in the classroom for about 15 minutes so that they would not feel nervous

anymore when they have to teach individually by using their plan. However, the group teaching practice in the classroom had to be dismissed due to the rector's mandate on doing study from home instead (the letter from the rector was issued on March 16, 2020 and our schedules for the



group teaching in 4 classes were on March 17-18, 2020 yet Covid-19 happened and reached Indonesia).

Furthermore, I have divided the students into 10 groups for writing their 15-minute teaching and learning activity plans on the text types topics taught in junior and senior high school, so now they had to post it in our Google Classroom without having to practice the teaching because of the pandemic issue. Many students had prepared well for their teaching practice in a group and they had already divided who would do the opening, main, and closing activities but they had to change the plan and just write and imagine what they wanted to do in the real classroom. Besides, I had also posted all the

Instructional Design course materials based on the syllabus in the Google classroom of each class because it could remind the students about the materials they have learned and I also tend to be organized person so I would feel satisfied if my classrooms had complete materials and it would be easier for us to find the information whenever we want.

I use Google classroom as the tool for my asynchronous learning but I also have synchronous learning with my students based on our

schedule in real class and we did the synchronous classes in WhatsApp group that I will explain below.

## The Use of Whatsapp Application in My Synchronous Online Classes

Before deciding to use it in my classroom, I had asked the representative of each class to discuss with their friends and think of which applications they feel easier to use for online learning. All 4 classes chose WhatsApp so they created WhatsApp group gathering all the members of the classes and me into those groups. For your information, not all of the fourth-semester students lived in the cities or areas with strong internet connection, so they had to struggle searching for the good places for their online learning.

The description of our activities in WhatsApp groups was for individual presentation of their lesson plan that they already made and consulted with me through my WhatsApp number before. We also had questions and answers session on the WhatsApp group to exchange suggestions or corrections towards their friends' lesson plan which have been presented. I always sent reminder on WhatsApp Group for the students one day before the course and I provided the consultation time for my students and always reminded them at the end of the classes

The screenshot shows a WhatsApp chat interface for a group named 'ID Class D/18'. At the top, there are navigation icons for back, search, and a profile picture. Below the group name, there are three tabs: 'MEDIA', 'DOK', and 'TAUTAN', with 'DOK' currently selected. The main content area is divided into two sections: 'TERBARU' (Newest) and 'BULAN LALU' (Last Month). Under 'TERBARU', there are five items: an MP3 file 'GABUNGAN KELAS D.mp3' (3.7 MB, 14.40), a PDF file 'HAFIZA NURLATIFA - 18010103...' (10 pages, 646 kB, 08.50), a PDF file 'Lesson Plan (Syifa Mardatillah (...))' (576 kB, 08.38), a DOCX file 'lesson plan Raudatul jannah.do...' (8 pages, 133 kB, 08.37), and a DOCX file 'Lesson Plan Ulpiyani.docx' (34 kB, 08.32). Under 'BULAN LALU', there is one item: a DOCX file 'LESSON PLAN RIA ADITYA.docx' (1 page, 0.91 MB, 08.30). To the right of the chat, there are three YouTube video thumbnails with titles and links: 'MY LESSON PLAN FOR TRANSACTIONAL TEXT (SMP) - PASSIVE VOICE | AKHMAD ZAINI...' (https://youtu.be/DdwWkoMhNjM), 'LESSON PLAN...Bla...Bla...Bla This is my explanation about my Lesson Plan. I'm sorry for pronunc...' (https://youtu.be/sttt9a2oVb4), and 'Lesson Plan ID Kelebihanku yaitu kebanyakan mempunyai kekurangan)' (https://youtu.be/QwPOBfDE7Jg). At the bottom right, there is another YouTube video thumbnail titled 'Instructional Design Lesson Plan' (www.youtube.com).

This is an example of the questions and answers session that happened through WhatsApp group:

Jabal:

*I like the way Insan presents the lesson plan by focusing the view on the material. And the question, is there any types of formal invitation that can be made for students based on activities in the school?*

Insan:

*Thank you jabal,*

*You mean here types of invitation like 'what' formal invitation right (e.g. wedding party invitation, graduation invitation or something like that? Is it?*

*If so, I think the invitation to a Graduation party is better.*

The examples of my comments toward students' lesson plan draft and presentations that they sent to the WhatsApp group

*The last one is Anisya's video...I like it so much the way you presented your lesson plan and watched you make me imagine that we are in the real classroom presentation. Thanks to your friends because they gave you some suggestions to improve your lesson plan.. you have already consulted with me but maybe I haven't checked about that...*

*Ok..those are my comments..please for the presenters give your comments for your friends..time is yours...*

The response of the lecturer toward students' comment:

*That's very good questions and you are careful in reading the basic competencies draft I think... Dilah has consulted with me about his lesson plan..and that is my mistake...I did not see carefully about the number of basic competence because the sentences are correct..thank you laila for your correction...*

Before starting the lesson, I also gave the students time for about 15 minutes to prepare themselves to be ready in the online class and we had a presence list to fill to confirm their attendance in class. There are many varieties of online presence list that I could do to make sure that my students ready for example listing their names and students' registration numbers on the list that I shared before. The example of my method in recoding their presence in WhatsApp Group is as follows:

*Good morning students...*

*Today we are going to have the online course for Instructional Design  
Class A from 10.20-12.00*

*Before we start our lesson today, please write your name and SRN(NIM) below.. I will give you 15 minutes to write from 10.20-10.35. thank you...*

Another way was to record their voice and said that they presented in the group and of course I as the teacher gave my example on how we did it. For our last meeting, I asked the students to take their pictures (the newest picture of that day) and sent it to the WhatsApp group by attaching their motto for the remembrance of our online class memories. These are some examples of the students' motto in my classroom and also our pictures together online.

*"Do not regret your past. Learn from it. Regrets only make a person weaker." (Mukhlis)*

*"Just do it in silence, do more your work than your lips." (Sam)*

*"When the world changes to be harder, change your life to be stronger." (Almira)*

*"Intention, patience, and strong determination are the keys to success." (Istiqamah)*

*"Keep looking for what is your fondness and love whatever can be loved." (Julia)*

*"Trust yourself. You have survived a lot and you will survive whatever is coming." (Miftah Nurjannah)*

*"Stop worrying about the future, give thanks for today and live with as well." (Ismawati)*

Next question is, how did I have my students do their presentation? How could I know that the students did a good presentation? What were the ways I did to give comments and assessment for them? To do that presentation, I asked the students to make the video of their presentation and I gave the examples on how to do it by recording my presentation and uploaded it to YouTube, and this will be my next discussion on how I used YouTube in the online classroom.

### **The use of YouTube in the Instructional Design Course**

The last technology tool that I used for my online classes during Covid-19 is YouTube. For now, I am sure that all of people have known about YouTube and my fourth-semester students have experienced doing the activity of making videos and uploading them to YouTube for their

other courses, so we decided to use it for the Instructional Design course, too.

As the lecturer, I had the responsibility to always give a clear example of the ways to do the projects that I asked from the students. I decided to make some videos of my explanation of lesson plan, basic competences, and lesson plan presentation and uploaded to my own YouTube channel and then I shared the links to my students through the WhatsApp group. After that, the students watched my videos and could imitate my presentation or even made theirs even more interesting and creative. And you know what, my students were creative and they amazed me when they made the video presentation of the lesson plan and uploaded to YouTube in which avergaley they produced a really good videos more than what I have expected before with very good editing abilities by using many video editing applications such as Kinemaster, Filmora, Inshot, etc. These are the links of my presentation on my YouTube Channel and also some examples of my students' presentation in their own channel.

- ✓ <https://www.youtube.com/watch?v=oD8y2Y8S7M4&feature=youtu.be>  
(Example of lesson plan presentation by Miss Dayah)
- ✓ <https://www.youtube.com/watch?v=LZz2Y6pTUmk>  
(All about lesson plan format of Curriculum 2013 Revision)
- ✓ <https://www.youtube.com/watch?v=v6DwdmG3rZU>  
(How to determine basic competences for your materials)
- ✓ [https://www.youtube.com/watch?v=awQ6V03oS\\_s&t=5s](https://www.youtube.com/watch?v=awQ6V03oS_s&t=5s)  
(Lesson Plan Presentation by Jabal Jamalullail)
- ✓ <https://www.youtube.com/watch?v=B3gsU9N1RuU&t=1s>  
(Lesson Plan Presentation by Anisa Dwi Tiara)
- ✓ <https://www.youtube.com/watch?v=uypoz7Gu3Y4>  
(Lesson Plan Presentation by Muhammad Sam Bahri)

For the final test project of making the video for the fifteen-minute teaching practice, I discussed it with other lecturers who taught An Introduction to Teaching Profession and Grammar IV and we made the decision for the video [roject and did it collaboratively. It means that the students could make 1 video for fulfilling their final assignments for those

3 courses. However, the focus of our assessment is different so it had to cover the demands of our three courses. As the lecturer of the Instructional design course, I focused on assessing the matchness between the work of their lesson plan with their video.

Because of the condition that we did not expect before, the students could not practice the teaching with the real students or cooperate with their peers in making video thus we thought creatively to solve this problem together. The solution offered by my students was that they made the videos without the real students and did it as creative as possible such as using properties like dolls or toys and made them as their students or they could use the application to make them in different versions, for example, in version 1, they pretended as the teacher and another version they acted as the students; or whatever it is as long as everything would be solved and they still could practice teaching.

Surprisingly, two of my students were very creative and they made the videos in a very interesting way and even submitted their assignment in time (before the deadline). I cannot imagine that they could do it perfectly without the real students and just use editing application and still the results were very amazing. These are the links to the sample videos submitted by the students for their final test project.

✓ <https://youtu.be/ws6-iA0UgGU> (Russilawati)

✓ <https://youtu.be/nGEvD5FL5wk> (Nur Khofifah)

The last thing I say, even in the unexpected situation, we have to think creatively to reach unbelievable results like what my students and I did in our online course. Remember that we as the teachers are the ones who will make the difference in our classroom by what we have done in our own ways. We have to fight against whatever facing situations to obtain the best results in the teaching and learning process, and to make a better future for the students.



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Hidayah Nor  
Ima Dyah Savitri  
Jordy Satria Widodo  
Luluk Isna  
Nahar Nurun Nafi  
Niki Raga Tantri  
Nur'afifah Hasbi Nasution  
Nurjadid  
Nurul Hasanah Fajaria  
Nur Kholis  
Nurul Umi Ariyanti  
Praptika Septi Femilia  
Priliani Rukmiyanti  
Puji Sri Rahayu  
Rita Asminarseh  
Teguh Adimarta  
Thohiriyah  
Trisnawati  
Tryanti R. Abdulrahman  
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Vijay Kumar  
Wahyu Fajar Setiyawan  
Winda Syafitri  
Yansyah  
Zena Abdulameer Mohammad

## ENGLISH TEACHING PRACTICES IN INDONESIA DURING COVID-19 CRISIS

“Do you find troubles in setting up and operating your online classes during the COVID-19 quarantine? Do you want to know how other English teachers have conducted their online teaching successfully? Are you still confused and indecisive about how to design your future online classes well? Do you need an insightful reference to inspire your future virtual teaching?” This book you are holding has all the answers for those and many other questions related to the practices of technology-enhanced language teaching.

Consisting of 35 chapters by Indonesian and foreign language teachers and lecturers, this book narrates how they designed, prepared, ran, assessed, and reflected on their virtual language teaching practices which are not only very related to you as they are written during the Covid-19's Study From Home period, but also very aspiring because this book (a) provides good examples of how to conceptualize and navigate your online courses, (b) recommends many useful websites and applications for online learning, and (c) offers solutions to possible challenges you might face again when having your online classes in the future.

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