DIGITALIZASION OF ENGLISH LEARNING MEDIA AT UNIVERSITY OF MAHKOTA TRICOM UNGGUL (CASE STUDY)

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ABSTRAK

Various changes in English curriculum starting from the audio-lingual method to the communicative competence used today have not been able to improve students' English skills. The teacher-centered pattern that has changed to student-centered has also not been able to provide significant changes to student learning outcomes at the university level. This study was conducted to investigate the digitalizaton of English Learning at University of Mahkota Tricom Unggul which was troubled in shiffting the learning landscape from offline to online or digital based. It would be done by applying qualitative research. The data was taken from interview of English lecturers and EFL students majoring from D-3 Akuntansi and S-1 Managemen. The interview questions were settled as well based on the digitalization in English Learning and the Problem they met. After analysing the data, it was found that the students commonly used e-learning, Zoom and Whatsapp. E-learning was used by them for creating and sharing the material of the study, Zoom was used for undergoing a class meeting and whatsapp was used to accomodate interaction behind the teaching learning time. The most common problem that they faced in running this digitalization was that the limitation of the digital media device, less internet connection up to less learning system management.

Keywords: Digitalization, English Learning, e-learning-Zoom, Whatsapp.

INTRODUCTION

In the current era of the industrial revolution 4.0 and e-learning 5.0, English competence is mandatory for all learners to keep up with world developments. English which has become the lingua franca (language of instruction) has been used as a General Course (MKU) in all universities that must be followed by all students. However, the English proficiency index in 2020 showed that the English language skills of students in Indonesia are still relatively low – ranked 74th in the world – far behind Singapore, which is ranked 10th or Malaysia, which is ranked 30th. Far behind the other 2 ASEAN countries, namely Bangladesh at 63rd, and Vietnam at 65th. Only slightly better than Cambodia which is at 84th and Thailand at 89th.

Various changes in the English curriculum starting from the audio-lingual method to the communicative competence used today have not been able to improve students' English skills. The teacher-centered pattern that has changed to student-centered has also not been able to provide significant changes to student learning outcomes at the university level (Poedjiastutie, 2019). A change in the design of English learning needs to be carried out, especially in the online learning period like today. Digital-based learning is not only changing the offline learning process (face-to-face) to online (face-to-screen), but there is a need for changes in learning methods and strategies so that they can be in accordance with the learning objectives and needs of students.

Digital Class Integration

Digital classes or often called offline classes (online) are often interpreted as a learning process through Zoom meetings or Google meets. However, the meaning of digital classes is broader than just offline meetings through certain platforms. According to Pathak and Manoj (2018) digital class is a learning process that involves the use of information technology both directly (synchronously) and indirectly (asynchronously). Direct learning can use media such as Zoom meetings or Google meet where teachers and students meet face to face directly through a glass screen, while indirect learning can be done by giving assignments on digital platforms such as Canva, E-learnig and Whatsapp.

In the implementation of offline classes that have utilized information technology, the various digital platforms mentioned above have proven effective in improving learning outcomes and learning motivation of students in regular English classes (Mulyadi et al., 2020; Ubaedillah et al., 2021). In the intensive English program, the digital platform also significantly improves student learning outcomes when implemented in a hybrid learning model using the Task-Based Learning method (Pratiwi et al., 2021; Ulla & Perales, 2021). Thus, creativity and innovation from teachers are needed to integrate this information technology platform so that it can also be effective and efficient in offline English classes during the current pandemic.

Selection and sorting of material based on learning objectives and student needs through needs analysis must be done before migrating offline classes to online. Teachers must be able to determine materials for synchronous and asynchronous classes so that students can still capture the essence of learning materials holistically. Research involving 957 digital-based English class students shows that the use of information technology can encourage students to have autonomous learning where they can accept learning responsibilities as they wish (Waluyo, 2020). In addition, it can also improve learning outcomes gradually.

METHOD

The method that used in this research is descriptive qualitative method. The focus investigation of approach is to know students at higher education perception in using digital media. This research will apply a qualitative method. According to Malik & Harnied in Research Methods (2014, 188) they state "Qualitative research is an umbrella term which encompasses enormous variety in terms of paradigm, appproaches to data and methods for data analysis. Qualitative research is also much electric, in using multiple strategies and methods than quantitative research". Questionnaire was used to know digital media that used in learning English.

DISCUSSION

The very significant development of digitalization in Indonesia in recent years has been able to encourage the creation of a good digital ecosystem. It was supported by the present of the Covid-19 pandemic that has hit Indonesia since the beginning of 2020, it ha s increased internet use and accelerated digital adoption in daily activities.

The questionnaires and interview were used in this research to know the students' perception toward the applications often used, students' feeling and the obstacles faced by them. Based on students' responses, they used many applications for learning English, such as E-learning, Zoom, Canva and Whatsapp. E-learning is the application used to manage the class material, attendant list and recording the teaching learning schedule. Zoom was the most common used by them in accommodating the direct learning or class meeting. According to Matt Mansfield (2016) "Canva is a tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared". So, Canva can be used for learning English in writing. For example, in writing there is a material about advertisement, students can use canva to make brochure, flyer, and greeting card with exploring students' creativity. However, Whatsapp was used to help the interaction or even overcome the students in internet or connection obstacles. The students might chat the lecturer to share the teaching video or somehow to make sure their understanding about the learning material.

However, there are some obstacles they faced in running this digitalization, such as; the limitation of internet conection in certain area and the poor of learning media device they used.

CONCLUSION

Based on the discussion above, it can be concluded that;

1. Students ta University of Mahkota Tricom Unggul applied digitalization in English learning media such as; e-learning, Zoom canva and whatsapp
2. There were some obstacles in running this digitalization, such as the limitation of connection or internet network in their local area and the unsupported media device that they had.

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