



Article

# The Implementation of Communicative Media for Teaching English as a Foreign Language (EFL) during Pandemic of Covid-19 in Indonesian Senior High Schools

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<b>Article Info</b>	<b>ABSTRACT</b>
<b>Article History:</b> Received: 2021-01-27 Revised: 2021-02-21 Accepted: 2021-03-02	The impact of Covid-19 outbreak in Indonesia compels the government to set urgent policies during the Covid-19 period. Therefore, the Ministry of Education and Culture had announced that schools have to continue carrying out teaching and learning activities virtually, which causes new problems to emerge; one of them is regarding inappropriate teaching media used by teachers. This study investigates the implementation of communicative teaching media in teaching English as a Foreign Language (EFL) during the pandemic in Indonesian senior high schools. As qualitative research, this study uses a literature study approach and questionnaire instrument to obtain data. Forth, the results show that social media dominate the implementation of communicative teaching media in Indonesia. English teachers' communicative media, which are frequently used, are WhatsApp then followed by Google Classroom and Zoom due to the simplicity in the technology used and features that adequately create collaborative, practical, active teaching and learning activities during the pandemic.
<b>Keywords:</b> English as Foreign Language; Teaching Media; Communicative; Indonesia	
<b>Informasi Artikel</b>	<b>ABSTRAK</b>
<b>Kata Kunci:</b> Bahasa Inggris sebagai bahasa asing; Media Pembelajaran; Komunikatif; Indonesia.	Dampak dari penyebaran pandemi Covid-19 di Indonesia mendesak pemerintah untuk memberlakukan kebijakan baru selama masih mewabah. Oleh karena itu, Kementerian Pendidikan dan Kebudayaan telah mengumumkan bahwa semua sekolah harus melanjutkan aktivitas belajar mengajar secara virtual, yang justru menyebabkan permasalahan baru; salah satunya adalah terkait tidak tepatnya penggunaan media pembelajaran oleh para guru. Penelitian ini menginvestigasi implementasi dari media pengajaran komunikatif pada subjek Bahasa Inggris sebagai bahasa asing di tingkat SMA/SMK/MA di Indonesia. Sebagai penelitian kualitatif, penelitian ini menggunakan pendekatan tinjauan pustaka dan kuesioner sebagai instrumen penelitian untuk mendapatkan data. Selanjutnya, hasil penelitian menunjukkan bahwa sosial media mendominasi implementasi penggunaan media pengajaran komunikatif di Indonesia. Media yang paling banyak digunakan oleh guru bidang studi Bahasa Inggris adalah Whatsapp kemudian disusul Google Classroom dan Zoom karena aksesibilitas teknologi dan fitur-fitur yang menciptakan proses pembelajaran yang aktif, praktis dan kolaboratif selama masa pandemi.
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## Introduction

The transmission of the deadly Covid-19 originated from China to almost all countries globally induce drastic changes in all fields, such as; economy, tourism, society, and education (Bartik et al., 2020; Siahaan, 2020; Sufyan et al., 2020). This significant alteration policy requires people to stay at home and not have physical contact with others to prevent exposure and increase deaths. These situations have also affected countries and thus released urgent policies to protect the stability of the country and its people, such as restriction of foreign visits, instruction for social distancing enforced in the regions and public places; malls, offices, tourism locations, and even schools closures (Yunus & Rezki, 2020). It keeps people away from the invisible virus through droplets and makes physical contact. Thus, to avoid the transmissions, all activities and face-to-face meetings quickly turned into remote activities such as work from home and school from home. Recently, at least a thousand hundred schools are closed to prevent the Covid-19 transmissions, and approximately 68 million students & 4 million teachers following government policy to conducting online learning from home. These policies are new challenges for all parties, including teachers and students who have to carry out learning activities in the distance. Therefore, the media's role is essentially needed to connect teachers and students beyond time and space in the implementation. It is also critical for educators to undergo their responsibilities to deliver the lessons, especially in teaching English as a Foreign Language.

Teaching media are supposed to help students achieve success in schools since those are the primary tools used by teachers to communicate in teaching activities before and during the pandemic. According to Clark (2019), the appropriate teaching media will fascinate students' desire to gain knowledge and pursue their natural curiosity as youths for several underlying reasons. Also, the innovation and creativity of teachers are supported depending on the teaching media they use.

Hereafter, media in teaching EFL are essential for fulfilling and matching to students' needs to pass through English competencies (speaking, reading, writing, and listening) and also indirectly oriented towards learning objectives of EFL for Indonesian senior high school students, which to develop communication skill both oral and written as preparation for their future occupation or education (De Araujo, 2018).

Students' experiences in gaining knowledge and upgrading language skills, especially English, during the school period are determined by the teaching and learning processes they passed mostly in the classroom with teachers. Besides that, students also can practice and understand English, which links them to abundantly worldwide information and makes them easier to communicate and interact with people around the world. Hence, to deal with students' needs, the teachers must choose appropriate learning media. One of the various media is communicative teaching media, which can create lively discussions, active-students participation, and collaboration in EFL learning processes during the pandemic. It can be the solution to the issue that emerged caused by the educational sphere's covid urgent policies. The issue was about the students' involvement in the classroom that meagerly low caused by miscommunication and inappropriate media uses based on the Ministry of Education and Culture's survey published by detikNews (Putri, 2020).

The survey conducted by the Ministry of Education and Culture showed that the influence of using proper media in language teaching and learning is essential since the improper media used during earlier covid period made the students' involvement was getting lower.

Thus, it is crucial to conduct a study on the implementation of communicative media due to communicative learning that can make teachers and students more comfortable to achieve the objectives of EFL learning during the pandemic.

In the educational sphere, the definition of the word "media" is always closely related to the teaching and learning process since teachers are accustomed to dealing with various media, tools, aids, or instruments to transfer the knowledge and demonstrate the skills they would like their students to acquire. Educators have always intuitively sought to use any media to enhance their teaching practice and provide students with enriching learning experiences to achieve learning objectives. The most common medium for learning is textbook-printed-pages, as it contains lesson materials for a year (Milrad, 1998)

Furthermore, according to Merriam Websters' Collegiate Online Dictionary, medium or media describes a means of effecting or conveying something. However, if understood in the educational context today, it is a channel or system of communication, information, and entertainment or something on which data can be stored (*Online Merriam Webster Dictionary*, n.d.).

Moreover, to be more familiar with teaching media implemented in the classroom, according to Aghni (2018), the selection of media is one of the most critical parts of the learning process in the school. Choosing the wrong type of media causes various effects in the learning process. One frequently encountering is the optimization of the learning and teaching process in the classroom is not maximal. Hence, the result showed that learning outcomes acquire poor results of students' competencies and capabilities. Therefore, by knowing the various types, criteria, and use. Of each media, teachers are expected to optimize the learning process and to teach quality.

According to Weidenmann in Mouton (2011), understanding media in education is divided into two aspects based on its forms. The first is hardware media, a physical tool used in the learning and teaching process, such as a projector, audio speaker, book, flashcards, mobile phone, and many more. It means literally as equipment to sustain the classroom activities. The second is software media; it means the program is forwarded through the hardware, such as applications and video films.

Meanwhile, in proposing a conversational framework for language learning and teaching in a pedagogical dialogue between teachers and students, Laurillard in Mouton (2011) wrote that some teaching media could support and contribute to the pedagogical activities and processes through a conversational framework, such as:

- a) Narrative media (refers to linear presentation tools that are non-interactive and non-computer-based, such as printed books, audio cassettes, television, or film).
- b) Interactive media (is defined as a teaching delivery tools system that provides video, images, text, animation, and audio sound materials with computer control to the students who hear and see and provide active responses and respond to it to determine the presentation's speed sequence).
- c) Adaptive media or computer-assisted language learning (CALL) (is computer-based media that can adapt to user responses. Adaptive programs use a computer program's modeling capabilities to receive input from users, transform the state of the model, and display the resulting output according to user responses and behavior).

- d) Communicative media (is media that serve the discursive level of Conversation Framework or two-way communication. This media has an order to unite some people in a discussion. The discussion may take place between teachers and students or between students. Such as texts/graphics, audio, video, or a combination of those), Productive Media (allows students to contribute and produce something in their learning process through papers, diskettes, files, and networks. Students have the opportunity to create their learning media. For example: making animation, digital models, and maps. In essence, students can build something, and they are directly involved with the subject)

### **Function of Media**

According to Miarso in Marpaung (2015), learning media is anything that is used to transmit messages and can stimulate thoughts, feelings, attention, and the willingness of students to encourage the learning process. Besides, learning media also has several functions:

- (1) To create an active learning situation,
- (2) The use of learning media has an essential role in achieving learning goals,
- (3) The use of media is an internal part of system learning,

The use of media in learning accelerates the learning process. It helps the students understand the material presented by a teacher in a class, using media in learning to enhance education quality.

### **Media Selection Criteria for Effective Learning**

There has been explosive growth in the number and use of social media sites among people for their brandings and entertainment. In some cases, not a few teachers benefit from using social media for teaching media. Those social media are:

- (1) *Facebook's* existence as a social media is popularly used by all ages, from children, adolescents to adults, using Facebook as mere entertainment, exchanging news, and educational purposes. As a social media, Facebook does not specify the possibility of being used as a medium of learning because Facebook's features can support various activities, especially communication (Meinawati & Baron, 2019). The live feature allows users to watch other users' broadcasts from different times and places. The messenger feature allows its users to send messages without knowing each other's phone numbers. The comments and likes feature in each post can also be used as a means of discussion, or its users can find out each other's opinions on something that is posted or set to discuss. Meinawati conducted the research and Baron in 2019, entitled "*The Effectiveness of Using Facebook in Learning English, and revealed an increase in students' ability and learning outcomes in teaching English using Facebook.*"
- (2) *In learning English, Twitter* is essential to have multiple vocabularies that are understood as used in specific contexts. To understand a few terms in learning English as a foreign language, Utimadini et al. (2015) stated that students could take advantage of one of Twitter's features. It is a powerful search engine function, which will automatically refer to the word worldwide use. Furthermore, words widely used

in several topics will usually become trending topics worldwide on Twitter.

- (3) *WhatsApp* is one of the most influential social media for communication activities and is widely used by countries worldwide, including Indonesians. At this time, maybe active smartphone users have installed the WhatsApp application to send messages, starting from colleagues, family, close friends, teachers, and students. Gon and Rawekar (2017) wrote the research about students from both formal and non-formal education in Indonesia in this digital era had used the application in their daily activities both at school and outside of school, especially as a learning medium during the current Covid-19 outbreak. Learning by using this application helps students to be able to study with their teachers and friends virtually even though they are at home or somewhere out of the schools. WhatsApp medium has many services that can be used, such as sharing pictures and videos, calls and video calls, and voice notes. All of these services can be used in distance learning organized by the users.
- (4) *Instagram*, According to Sesriyani and Sukmawati (2019), Instagram is a social media that focuses on pictures/photos, so it is very suitable to be used as a means of student creativity such as making concept maps, infographics, comics / short stories, and other assignments. Instagram provides a new way for students to learn language and culture critically, in addition to helping students reflect on a meaningful learning process (Chun et al., 2016). Instagram is fascinating with its features to support communication needs in the learning process, such as photos and video sharing. When used in language learning, the upload and pictures/videos are very relevant to help students learn how to write English effectively. In other words, Instagram is useful for assisting students in learning writing. Second, social networks on Instagram, like other standard social networks, depict social life, such as having friends or being called followers on Instagram. Third, personal chat; through this feature, users can interact with other people using the direct message feature. Students can apply this to teachers if students want to ask questions related to information or assignments given by their teachers. Fourth, group chat; through this feature, teachers can use it in the learning process, with a large number of members (students). From here, the teacher can provide material /information related to learning, assignments, pictures, sharing videos (from the teacher's gallery or other users on Instagram), and voice notes.
- (5) *YouTube* is an application that provides information in the form of videos. All people can upload any video on YouTube, and people want to have a registered account. The uploaded video is also visible to the whole world. In the context of learning, YouTube can be used as a teaching medium as it can increase student interest and motivation. Most students are interested in video-visual things compared to general ways such as delivering knowledge, which only comes from books. Besides, a video sharing platform on Youtube allows students to search and provide knowledge and practice independently. Another previous research study about Youtube was also conducted with the title "*The Effectiveness of Using YouTube Media based on various Approaches in Improving Motivation to Learn English.*" The research results state that the use of Youtube as teaching media affects increasing students' motivation to learn English due to students love moving pictures with its informational sounds.

- (6) *Telegram*, Rinasih (2015) explained that Telegram is a new generation application that combines instant messaging with files in the cloud. There are three basic telegram features that we can use to learn these features, including personal chat, group chat, and channel. For personal chat, it is similar to WhatsApp, Line, and BBM applications, which function to carry out personal and group conversations. Group chat functions to carry out conversations in a group consisting of several people. The channel functions as a communication channel or message sender. Channel members can respond to channel content by using the application available on Telegram. Through Telegram, teachers are accommodating in delivering course material by utilizing bots that contain specific commands that can be accessed easily by students to get information quickly with various file formats (pdf, doc, zip, mp3, etc.), the subject matter in the form of video, and audio. It can be accessed quickly, anytime, and anywhere. This made the researchers use Telegram as a learning medium. One of the researchers is Hakim, with the title "*The Use of Telegram to Facilitate Students' Vocabulary Learning.*" This study shows that Telegram has a tremendous influence on student learning progress. Based on the activities carried out in this study, students got some new vocabulary. They made a product either in oral or written form, and students were very active and felt enjoy when using Telegram.

### **Educational applications**

Applications are designed to facilitate people's work. Educational applications are software used as problem solvers in education because they can transcend boundaries, space, and time. It can reach educators and students wherever they are, serve many of them to get learning opportunities, meet the learning needs to keep abreast of developments, and increase effectiveness and learning efficiency. Those educational applications are:

- (1) *Edmodo* is an e-learning platform that provides a safe and easy way to communicate and collaborate between students and teachers, sharing content in text, link images, video, and audio. Edmodo aims to help educators take advantage of social networking facilities according to the classroom conditions. It also has similar design features to Facebook, but from a confidentiality point of view, Edmodo is more private. The research using this media by Hastomo (2016), entitled "*The Effectiveness of Edmodo to Teach Writing Viewed from Students' Motivation,*" states an increase in students' motivation and learning outcomes the Edmodo application.
- (2) *Google Classroom* is a product from Google that makes it easy for students and teachers to stay connected, both inside and outside the classroom. Google Classroom is a blended learning platform developed for schools aiming to simplify the creation, assignment, and sharing of tasks in a paperless way. In using google classroom, teachers can create virtual classes, invite students to join classes, provide information related to the teaching and learning process, provide teaching materials that students can learn in the form of learning files and videos, assign assignments to students, schedule assignments (Stanisavljević-Petrović et al., 2015). One of the studies that applied it stated that using GCR can help students to develop their SDL skills in English lessons (Akib & Uluelang, 2019).
- (3) *Microsoft PowerPoint*, a software that can create an impressive visual form of

multimedia and be applied in teaching speaking. By using Microsoft PowerPoint, teachers can shape media consisting of slide images, videos, or even audio into an exciting medium. Microsoft PowerPoint as an attractive medium can encourage students' desire to study. However, if viewed from a more modern perspective, the teacher can control the screen that appears on the student's mobile screen. Students can also carry out their activities independently learn, not be bored in learning and have more knowledge and competence about the language they are learning. The study entitled *the Application of Assure Model Using PowerPoint Media in English Language Learning as an Effort to Increase Motivation and Learning Achievement of Class X Students of MAN Sukoharjo for 2012/2013 Academic Year*, and the result showed that PowerPoint media could increase student motivation, improve student achievement (Hitler, 2014)

*Nearpod* is a web-software mobile learning management system that has been developing since 2012. It can also be a mobile application that teachers can access to manage online learning and evaluate students' exploration in all learning material, including language learning. Its concept emphasizes that the teacher determines whether the learning process is valid or not, similar to teacher-centered. However, if viewed from a more modern perspective, the teacher can control the screen that appears on the student's mobile screen, and students can also carry out their activities independently. Afterward, Nearpod is collaborating with Google Corporation and Microsoft to maximize the integrated features contained. Next, Nearpod is available accessed via iOs and Android devices. The Nearpod concept emphasizes the teacher's system determines whether the learning process is valid or not, similar to teacher-centered (*How Nearpod works*, n.d.).

### Online Meeting Applications

Online meeting applications (OMA) are specially designed to overcome the gap caused by space and time among people through live video conferences.

These days, when physical contact is forbidden. Almost all people benefit from (OMA) for any agendas; online meeting applications are also beneficial to support face-to-face learning in the distance or virtual learning process. The main principles of virtual learning are authority and collaboration. Authority means that the teachers are supposed to determine the material, access to learning resources, the time they have, the media to be used, and the places and steps for learning to achieve learning objectives. Collaborative means to carry out these responsibilities of students are required to interact with other students, teachers, and other available learning resources. The popular online meeting applications are:

- (1) *Zoom meeting*; is an application that supports communication needs anywhere and anytime with many people without meeting physically in person. This application for video conferencing can become easily accessible: PCs, laptops, and android smartphones. Zoom is becoming an alternative to work and distance learning from many organizations and institutions worldwide, including educational institutions.
- (2) *Google Meet* is a video conferencing application, or it can be called an online meeting. It is a product made by Google, which is a video communication service developed by Google. Four features of Google Meet can be used in the learning

process; White Board features (used to explain or convey material in learning), Video Display (can be used as a medium for interaction between teachers and students), many attractive display options (excellent and attractive backgrounds will make other users feel at home and comfortable), can invite up to 100 participants.

- (3) *Skype* is a site on the internet that provides direct communication services where speakers can contact their interlocutors with telephone facilities and online pictures to overcome communication distance limitations. *Skype* features are Call Features, Video Features (Screen Sharing). Additional features, namely *Skype*, can be linked to a Facebook account, making it easier for you to communicate and exchange experiences with other students. Previous research found that Terhune investigates *skype* in his study, entitled "*Language learning going global: linking teachers and learners via commercial Skype-based CMC.*" This study uses qualitative-quantitative research data, qualitative data obtained through student surveys, and quantitative data. The results of this study indicate that the analysis of the experiment for 12 weeks. This study aims to determine students' responses to the implementation of *Skype*-based CMC in language learning (Terhune, 2016)

## Method

This study is designed using qualitative research methods to present descriptive explanations of the phenomena under investigation based on the events experienced by individuals or groups of individuals. According to Kirk and Miller (2011), qualitative research is a particular tradition in social science that fundamentally depends on humans' observations, both in its area and in terms. In addition to obtaining comprehensive research data, the researchers used a literature study approach to review and get information regarding the use of teaching media used by high school English teachers in Indonesia before distributing the questionnaires. In this study, the instrument used to obtain the data is a questionnaire through the online survey tool, *google form*, to inquire the questions regarding the implementation of communicative media used in EFL teaching during pandemic towards teachers and students in Indonesian Senior High Schools. The survey was conducted within three months during October to December 2020.

This study applied two variables, the first variable is the implementation of communicative media for EFL teaching during the pandemic, and the second is Indonesian Senior High Schools. Based on the identified problems regarding teachers' communicative media during the pandemic, the researchers formulated 7 questions asked for English teachers. The questionnaires are about the communicative media they used during the pandemic, how the effectiveness & influences students' participation, and the reasons they used it rather than other media. From the questionnaires' results, the researchers can determine how the implementation of communicative media for teaching English at the senior high school level during the pandemic, using a sample of several teachers and students from eight provinces of Indonesia: DKI Jakarta, West Sumatra, North Sumatra, Riau, West Java, Central Java, Banten, and Sulawesi.



## Participants

The research participants were randomly involved through the shared questionnaire by google form, which is announced explicitly for English teachers who teach in senior high schools. The data revealed there are 22 female and 2 male English teachers from various provinces around Indonesia. The online survey received a good response since it collected data from 8 out of 34 provinces in Indonesia. It was recorded there are several participants from the same province, such as Banten, West Java, and Central Java, as many as 5 people each from the teacher participants. DKI Jakarta received 4 participants, next from South Sulawesi got 2 participants while participants from Riau, North Sumatra, and West Sumatra are 1 of each from teacher participants. It results that the provisional research data has a total of 24 participants. Through those 24 participants from 8 different provinces as samples, a study on the implementation of communicative teaching media was used by English teachers during the pandemic era is synthesized and analyzed.

## Procedures

The participants involved answered 8 questions regarding communicative media and its implementation through an online survey tool; *google form*; they were free to choose their preferences and requested to provide reasons based on their experiences and activities during online learning. In overcoming several issues, those are about what communicative media are used by the teachers in the English learning process during the pandemic, the reasons why teachers use certain communicative media in the learning process, whether the media create discussions and collaborations between students and teachers, whether the media are adequately useful for teaching English competencies (listening, reading, writing, speaking, and whether the media used to make students quickly understood the lesson.

To be more detailed, the questionnaire kinds of stuff are taken from the literature review of previous researches, which also mentioned and discussed media for English teaching activity. It sustained researchers' responsibility to provide reliable and valid information to this study.

## Result

This section provides the results of this study, which were gained from a questionnaire purposed to English teachers of Indonesian Senior High Schools. As previously mentioned above, researchers proposed 8 questions in the questionnaire, and the responses are served below as research results:

*The first question* purposed was about asking participants agreement about the definition of communicative media meant and written in this research in the first place. Due to bring out research concerns before asking more questions and responses about it. The responses were recorded. All 24 English teachers agreed that communicative media is a tool to convey information or learning messages to students that can help teachers improve student achievement. To increase students' learning effectiveness during distance learning, it is claimed that communicative media can be a solution in achieving learning objectives. Communicative media is learning media used to deliver material by creating two-way communication to achieve learning objectives.

*The second question* was designed to know the frequency of media used by English teachers during a pandemic by putting 11 kinds of media commonly used by teachers based on reviews of the previous works of literature. Those are; Whatsapp, Facebook, Telegram, Google Classroom, Edmodo, YouTube, Twitter, Microsoft Powerpoint, Google Meet, Zoom Meeting, and Instagram. The participants were requested to choose the media they usually use in their daily teaching activities during the pandemic. Besides, they were also permitted to mention the media they use, which did not be appeared in the options.

**Table 1.** Media used by the teachers in the learning process during the pandemic

No	Media	Frequency
1	WhatsApp	24
2	Facebook/Messenger	2
3	Twitter	0
4	YouTube	10
5	Telegram	1
6	Instagram	5
7	Microsoft PowerPoint	8
8	Zoom Meeting	12
9	Nearpod	1
10	Edmodo	2
11	Google Meet	5
12	Google Classroom	12
13	Gmail	24
14	Google Drive	2
15	Google Form	0
16	Mentimeter	10

The responses were recorded, the participants also revealed some unmentioned media used in the questionnaire, such as Gmail, Google Drive, Google Form, Nearpod, and Mentimeter. Furthermore, WhatsApp voted by 24 of 24 participants, Facebook 2 of 24, Twitter 0 of 24, Youtube 10 of 24, Telegram 1 of 24, Instagram 5 of 24, Microsoft PowerPoint 8 of 24, Zoom Meeting 12 of 24, Google Meet 5 of 24, Classroom 12 of 24, Gmail 1 of 24, Nearpod 1 of 24, Google Drive 1 of 24, Google Form 1 of 24, and Mentimeter 1 of 24.

Based on the data above, the researchers found the most frequent media used was Whatsapp application. Besides that, the infrequently used media was the Twitter application.

*The third question* purposed was about asking participants reasons they have which underlies them to choose and mention communicative media they used during this pandemic era. Participants were requested to write their reasons based on their own experiences, and the result showed a various sample of responses, and below are some of their answers:

**Table 2.** Responses to question 3

Participants (P)	Media
P1	I think because the media I used are adequately cover four competencies. Maybe in technical terms, it needs a teaching agreement between teacher and students to understand what they have to do.

P2	The media are quite adequate because the material's delivery is usually enough to send voice notes to students about the material delivered that day.
P3	It is more effective and less wordy because all the tools include audio, video, and Quiz.
P4	First, the school instructs one of the google classroom applications that must be used for the teaching and learning process during the pandemic. The attendance and absence of teachers, both students, can be seen from the application. Second, the application has been used almost frequently by students, since before this pandemic, it has become more comfortable.
P5	Due to the media I used are the easiest to get signal in remote areas like my school.
P6	Features vary, and tailor material for effective delivery.

The result from the 24 responses was simplified and categorized into two categories. The first category is that the media is accessible, which also inferences as simple and easy to use. Meanwhile, the second is effective and adequate found based on the impact of the use of communicative media in achieving learning objectives in the process of using the media, the atmosphere of the practical learning process shown by students and the learning outcomes make the teachers conclude that the media they use is appropriate and can help them deliver English lesson material.

**Table 3.** The reasons why respondents (teachers) used communicative media.

Reasons	Frequency
Simple and Easy	14
Effective and Adequate	10

There were 14 participants who answered that the media used were simple and easy in their teaching processes. In comparison, 10 other participants said they used the media because they were more effective and adequate in teaching during the pandemic era.

The fourth question was purposed asking participants' point of view, which lies in their experiences as users of the teaching media, whether the media they used during the pandemic have features in creating two-way communication between teachers and students, such as discussion and collaboration. The result showed the 21 of 24 teachers agreed that the communicative media they used in teaching English during the pandemic succeeded in creating collaboration and discussion, and online activities.

**Table 4.** Media make students actively participated in discussions and collaborations.

Voting	Frequency
YES	21
NO	3

Meanwhile, the remaining 3 of 24 English teachers responded disagree because they still need extra effort to make two-way discussions and collaborations. The result showed various responses, and below are some of their answers:

**Table 5.** Responses to question 4

Participants (P)	Responses
P1	Yes, because when learning, there must be a discussion process to solve a learning process problem.
P2	Yes, because students respond to these assignments. Then ask what things they do not understand. Except for the students who were at the pesantren, they used the offline method during the pandemic. Yes, of course, because there is a comment column to respond to content created in it.
P3	Yes, this media provides a means for students to discuss with their friends and also with me in understanding the subject matter.
P4	No, because of the lack of student facilities and the signal in the area is difficult.
P5	Yes, because in these media, especially WhatsApp and Zoom, it is designed to allow for interaction, discussion, question, and answer: verbally or in writing. Zoom is a face-to-face online medium, while on WhatsApp, there are chat features and voice notes that can be used to interact.
P6	Yes, because students respond to these assignments. Then ask what things they do not understand. Except for the students who were at the pesantren, they used the offline method during the pandemic.
P7	Yes. Because it can be done as efficiently as Google meet, Whatsapp, etc. The teacher can know and hear students' speaking exercises or student opinions in discussing a material.

*The fifth question* was purposed to investigate whether the media used adequately to convey all aspects (listening, reading, writing, speaking) in the learning processes. There were several responses from the participants, and they answered YES totaled 17 teachers, while those who answered NO totaled 7 teachers. Below are some of their answers:

**Table 6.** Responses to question 5

Participants (P)	Responses
P1	Yes, because the media has features that are quite multifunctional in learning media.
P2	Yes. Because with this application, students can find out about speaking, reading, listening, and writing.
P3	Yes, because the features available in these media allow students to have a direct conversation (speaking). Listening material can also be played when Zoomed or sent via WhatsApp. Likewise, reading and writing materials can be shared via WhatsApp and explained via Zoom.
P4	Not all, because some are limited.
P5	Not. Because they still need other media so that the distance learning process can run optimally.
P6	No, they are especially speaking. Because the online learning process cannot be as optimal as offline, this is not an excuse but a challenge. So, other English teachers and I are still looking for a solution for this.
P7	Yes, because in this situation, writing dominates for learning.

**Table 7.** The media adequately conveyed all aspects (listening, reading, writing, speaking) in the learning processes.

Voting	Total
YES	17
NO	7

The teachers were given closed questions, yes-no questions, including reasons related to whether the media they use can help achieve learning objectives. As shown in the table below, 17 participants agreed that they used the communicative teaching media adequately to cover all English competencies.

*The sixth question* was purposed to the participants in closed and opened forms. They were requested to choose whether the media used make it easy for students to understand the learning material during the pandemic era.

**Table 8.** The media used make it easy for students to understand the learning material.

Voting	Total
YES	17
NO	7

**Table 9.** Responses to question 6

Participants (P)	Responses
P1	Yes. Because they show good results and practice.
P2	Hopefully yes. Many students stated that learning via Zoom helps them understand the material because it is almost similar to face-to-face offline learning.
P3	Yes. Especially in video form. Feedback from students is different.
P4	Hopefully yes. Some students stated that learning via Zoom helps them understand the material because it is almost similar to face-to-face offline learning.
P5	Yes, with video media from YouTube, PowerPoint in the LMS and supported by Video Zoom Meeting, students can understand the material better.
P6	No, a lot of the shared material (maybe) is not read. Only a few students actively participate in learning and discussion.
P7	No, because according to students, students feel more difficulty understanding learning that is difficult to understand by doing distance learning. It is better to have face to face to better understand.

*The seventh question* was purposed to the participants to know students' attitude during virtual class when using the communicative media makes students more active in the learning processes.

**Table 10.** The media made students more active in the learning processes.

Voting	Total
YES	12
NO	12

**Table 11.** Responses of question 7

Participants (P)	Responses
P1	Yes, especially students who have an interest in speaking English because the media used allows interaction both spoken and written. Yes. Mostly if a quiz is made, the children are very initiative.
P2	Yes, the activity can be measured from their response to the content presented by other groups.
P3	Yes, students play an active role in Zoom Meetings & Assignments in LMS Google Classroom.
P4	No, most students did not participate in the discussion.
P5	Not many students do not participate due to the limited internet quota.
P6	Not so make students active because it is difficult to understand.
P7	No, because every student is different; some are enthusiastic when participating in online learning, some are not due to piling up tasks.

Finally, the eighth question was to know whether the teachers' media can increase students' learning motivation in their learning processes. The researchers got various reasons from the participants' data, and 14 teachers agreed that the communicative media they used could increase the students' learning motivation in their class. In comparison, 10 other teachers answered no to their disagreements.

**Table 12.** The media used by the teachers can increase students' learning motivation in their teaching processes.

Voting	Total
YES	14
NO	10

**Table 13.** Responses of question 8

Participants (P)	Responses
P1	Yes, because during this pandemic, it can provide quite different learning and students learn more independently.
P2	Every two weeks, I always provide motivational videos to students via YouTube or motivational words from various motivators.
P3	Yes, students like the videos and pictures that I provide in PowerPoint to become an attraction to increase their motivation to learn. I do not forget to motivate students in zoom meetings to keep their enthusiasm for learning and understand that they are not alone in this Distance Learning.
P4	Not. Because what motivates us is ourselves. Counting several months of using this media, not a few students feel bored and bored.
P5	Not because of a lack of interest in student learning in remote areas.
P6	No, on the contrary, I think because some only fill out the attendance list.
P7	Yes, several. Like Google art and culture (but this is not communicative) because of the exciting content.

## Discussions

Communicative teaching media in teaching English as a foreign language subject during the pandemic has been implemented by all participants from Indonesia, which were

randomly involved within the last three months of the year 2020. Wardani et al. (2018) argued that online learning could make students more active in the learning process and make the learning process more enjoyable. If the teacher can make the learning process fun, students will be interested in following the learning process. According to online survey responses mentioned in the previous section, WhatsApp is the most frequently used by English teachers. Furthermore, the lack of students' enthusiasm during *school from home* was noticed and improved since the Kemendikbud survey published the problem caused by teachers' inappropriate media.

Meanwhile, smartphone or android-based application media can support the development of students' English competence because media like this provides flexibility to users without being limited by space and time (Qian et al., 2018). Teachers, hand in hand, create innovations and extend their creativity to make possible changes to deal with millennial students at the senior high school level. Based on the survey results, it can be inferred that most teachers use social media, such as Facebook, Instagram, WhatsApp, YouTube, and Telegram as learning media. Social media currently controls the connection of communication between each individual when a pandemic situation forces everyone to limit direct communication. Not merely that, high school students nowadays are part and object of advanced technology and information. That issue is used as much as possible by teachers to attract students' attention and engage their enthusiasm under challenging situations.

Additionally, some teachers take advantage of social media and still used media that specially designed for education, such as Google Classroom, Nearpod, Edmodo, and Mentimeter. Those media are widely announced and recommended by many well-known educational institutions. However, the popularity of educational applications is lesser. The online survey responses showed that the readers can also find that there are still inadequate educational media features since teachers and students preferred social media rather than educational apps and still using other media to support a compelling and effective learning process. Those supporting media well known as Online Meeting Application (OMA) included zoom meetings, google meet, and skype to create an active and communicative learning atmosphere and support discussions.

The extension of communicative media implementation was investigated by proposing an open and closed questionnaire within eight questions, giving participants the freedom to answer based on their experiences. Therefore, in this section, several important points will be highlighted and discussed in a simple explanation.

The first is about the concept of communicative media itself, which is the main topic in this research. If the media is understood in broad terms as humans, materials, or events build conditions that enable students to acquire knowledge, skills, or attitudes Michaelsen and Meidow (2020). The communicative one was chosen through various media in education due to communication is a key in having a mutual relationship between two figures. As a medium that is expected to be part of a teaching and learning process in schools, the internet is expected to be able to provide support for the implementation of an active learning communication process between teachers and students as required in a learning activity (Wang et al., 2007). On the other hand, lack of communication often caused many problems in people's lives, as the ministry of education also figure it out during the pandemic era when people are prohibited from gathering to communicate and share their ideas closely.

Furthermore, to fix problems regarding communications needs tools to be the intermediary with appropriate features to the lacks; therefore, the communicative media

meant to be the problem solutions arises during Covid-19 between teachers and students. The use of communicative media plays an essential role in delivering subject matter in the current pandemic situation; the media is used to connect communication in the learning process. Therefore, teachers need to know more about the media features that they will use to deliver course material to students. These teachers' innovation and creativity are achieved because of the learning media's supporting and attractive features. In communicative media, the main concern is how information, knowledge, and ideas are packaged in a learning topic and discussed in an interactive discussion session to understand the material presented efficiently.

The second is about the fact that communicative media must have a user-friendly feature. Considering participants' responses, which prefer WhatsApp as social media to conduct the class rather than using Edmodo or Mentimeter as educational media, the main underlying reasons they are given are social media more user friendly than other media. Thus, a teacher in carrying out the learning process must choose media suitable for use with the material to be given to students. (Huang et al., 2020). Additionally, teachers are already exhausted with lesson plans and administrative responsibilities. Therefore, the easiness of using teaching media is essential for them, especially during the pandemic. Besides that, communicative media in this research require features that successfully create an effective learning process that deals with learning objectives. In English, the objectives focus on four competencies; reading, listening, speaking, and writing. Furthermore, in senior high school level, which expects students to communicate both orally and written as their basic competence (De Araujo, 2018). Teachers are responsible for conveying comprehensive material to share knowledge and competencies that their students must acquire necessary communication skills, which means they must frequently be practiced during their learning process.

The third point is about creating collaboration and discussion using communicative media as the central stereotype of having two-way communication between teachers and students. An active teaching atmosphere, resulting in a critical dialogue between students and teachers and students and students, and fostering a collaborative atmosphere among students will undoubtedly provide more value to the teaching process. So that student success in learning can increase maximally (Nadzirah, 2017). Furthermore, it is also beneficial for students to practice how to communicate well; collaboration and discussion can also hone their critical thinking skills. Communication media require features that can support the questions and answers sessions for teachers and students, such as a virtual face-to-face feature, voice notes, and text messages. The discussion process can be carried out orally and in writing. Besides, the teachers can also provide feedback when the students do not understand the materials given in class, and they feel ashamed to convey their ideas/thoughts to other students.

The fourth is about the impact and influence of communicative media on students learning process, and they are the object of education itself. Learning media can function to accelerate the learning process. This function means that students can capture goals and teaching materials more easily and quickly (Ippakayala & El\_Ocla, 2017). The use of inappropriate media caused problems with students' understanding and motivation in learning activities they should undergo. According to participants' responses, the communicative media they used during the pandemic has a positive influence on students' enthusiasm for learning; this is due to the use of media features made into exciting and unfamiliar to students. Creating a learning situation that is not monotonous and boring takes teachers' creativity and innovation in making subject matter the center of student attention.



Students are more interested and motivated when they are in the learning process using this kind of media.

Additionally, most participants agreed that those communicative teaching media used could make students understand the material given because the teachers' media features are adequate in delivering material. Students can provide learning outcomes and good practice. Students who understand the learning material can convey their oral and written form during quizzes, QA sections, discussion, exercises/practice in class.

Furthermore, the challenge of undergoing distance learning is that teachers cannot directly monitor their students' psychological condition due to limitations rules. In the offline classroom's learning process, teachers can quickly motivate students who have low motivation to learn by encouraging activities. However, in this distance learning process, the role of the media used by the teachers is the primary key in the classroom (Beldarrain, 2006).

Students' successes in learning also depend on the material presentation model. The model of presenting material that is fun through the media is not dull, engaging, and easy to understand by students certainly has a positive effect on learning success (Kobayashi, 2017). The communicative media could increase students' motivation in the learning process because students feel more interested in new or unfamiliar media introduced to them, primarily if the media was delivered using exciting and varied content. Therefore, the students are more excited to provide learning material for the upcoming meeting. They certainly hope the teachers can be more creative to make exciting content using the media's features. Most students are more interested in their teachers' visual material content because it can attract students' attention and increase students' motivation to learn English. Sometimes, when the learning process was taking too long duration, it also makes students feel bored and unmotivated in the learning process due to the delivery of material using ordinary content, such as the teacher only explaining the lesson material through conventional techniques. Teachers could provide the material by using voice notes or audio recordings without the presence of other additional content. It makes students feel less enthusiastic in learning participation; therefore, the teachers have to be more creative in delivering material using features that contain exciting content during the pandemic era.

## Conclusions

The implementation of communicative media in teaching English as a foreign language in high schools in Indonesia during the pandemic shows that there has been a shift in the use of learning media. It uses media specifically designed for education and the use of social media and online meeting applications in distance learning activities. WhatsApp dominates the most considerable use of media like social media, which was initially designed as a Messenger Application. However, the need to achieve learning goals has made teachers maximize WhatsApp features as a communicative medium used during the pandemic. WhatsApp is an alternative media used by all participants in this study because WhatsApp is the easiest, simplest, effective, and adequate medium in delivering English subject matter.

Besides, WhatsApp is a medium that is more familiar to teachers and students and is also the most supportive in terms of technicians such as network/internet connection problems, and the quota internet capacity used is not large. The teachers' communicative media positively influences students of 22 participants on their learning outcomes, such as

providing useful feedback. Students find it easier to understand the teacher's material by utilizing communicative learning media as the intermediary. Students become more active in the discussion and collaboration process than before. They are more motivated in the learning process because they can present course material with exciting content from the media features used. The teacher also uses various communicative media because the more features of the teacher's media will make the teaching and learning process more varied, attract students' attention, and not monotonous. This study's results indicate that sort of fact; therefore, as researchers concerned with education, this research is intended to consider educators and policymakers to strive to improve and increase their abilities and creativity in implementing learning media, especially in the language field.

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