

Research article

EFL Teachers' Practices of Online Learning in the Border Area in Sambas

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ORCIDMeutia Eka Tirtasary: <https://orcid.org/0000-0001-8714-2842>**Abstract.**

The purpose of this study was to describe English as a Foreign Language (EFL) teachers' practices in online teaching during the COVID-19 pandemic at the high school level in the Border area in Sambas. The study focused on high schools in three sub-districts: Paloh 1 (Temajuk), Sajingan (Aruk), and Subah. The researchers used online interviews, online observations and document analysis to collect the data. Three English teachers participated in the study. The findings provided information on EFL teachers' efforts to integrate English materials and online learning. Based on the results, the researchers found that most of the teachers used WhatsApp in their learning process. The researchers also found some obstacles faced by the teachers such as network connection problems.

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1. Introduction

Indonesia and Malaysia share an international border in Borneo. Recently, they established 3 State Border Crossing Posts (PLBN), one of which lies in Aruk of Indonesia and Lundu of Malaysia. Through this PLBN, the citizens of both countries can cross the border of both countries. The border area is an area that is generally far from the center of governance with aspects of life social, state, and a nation that has characteristics and its specifications. Higher-level vulnerability if compared to other regions, because it has a role and a value strategy to support upholding state sovereignty. Therefore, the governments need to pay attention to the border area since it concerns with some aspects, especially in the education aspect. Sambas Regency is one of the border areas adjacent to Malaysia and becomes one of 3T location areas. West Kalimantan has three State Border Crossing Posts (PLBN) located in Sambas Regency. It can be concluded that nowadays border area in Sambas district is developing. Currently, teachers are facing a time when they have to teach their students online. This is due to the current situation known as Covid-19. This situation encourage the teachers to learn online teaching using some applications since the role of internet technology is important

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in supporting online learning in current situation. However, the implementation is not without obstacles. Especially for students in the 3T (Frontier, Outermost, and Isolated) area, access to online and offline learning is very limited such as limited textbooks, ownership of smartphones, internet quotas to the limitations of parents in guiding their children. Sambas Regency is one of the outermost districts which is bordering Malaysia. This factor must encourage the teacher to become more creative and effortful to teach their students. The students need an effective teaching-learning process even in a pandemic Covid-19 situation.

The use of technology in online learning becomes important part for teachers to be able to teach their students in current situation. This may be a new challenge for teachers and students. It can be concluded that the role of internet technology is very important in supporting online learning in the current situation. The devices needed to access information are via mobile devices such as smartphones, laptops, tablets, iPhones, and so on. In this section, the researcher would like to describe the role of technology and its use through the efforts of teachers in carrying out online learning. There are several techniques that teachers or educators can apply in teaching activities, especially online learning like today. These techniques aim for testing and distance education, some of which can also be used in teaching and learning activities in English subjects both in competencies for speaking, listening, and critical thinking skills. Online learning can also be done effectively with technology support. It can be emphasized that new technology is developing and spreading rapidly so that teachers only need to adjust to apply it in learning, especially learning English. Online learning is still considered as new medium and paradigm in the process of teaching learning activities since teachers and students do not need to do face to face meeting in the classroom. The teachers and students just need to provide internet connection to join and attend the classroom virtually or online. Online learning also can be done practically since the teachers and students can access it wherever they are as long as the internet connection is good.

From March 16, 2020, until now, WVI (*Wahana Visi Indonesia*) says that the government urges every student to learn from home, both online and offline. However, the implementation is not without obstacles. Especially for students in the 3T (Frontier, Outermost, and Isolated) area, access to online and offline learning is very limited such as limited textbooks, ownership of smartphones, internet quotas to the limitations of parents in guiding their children. Sambas Regency is one of the outermost districts which is bordering Malaysia. This factor must encourage the teacher to become more creative and effortful to teach their students. The students need an effective teaching-learning

process even in a pandemic Covid-19 situation. Besides the situation of pandemic Covid-19, the teachers automatically learn about literary skills or technology more intensively. In learning the language, especially a foreign language, it is necessary to consider English skill mastery as the priority for the learner of the language. The teachers need to prepare some method or strategies in the teaching-learning process especially utilizing literary skills or an online system so that the teacher will find an effective way to teach English to the students. The material, media, technique, activity should be appropriate to the students' level and syllabus. Hence, the situation encourages the researcher to find out the teachers' practice in the teaching-learning process in the border area Sambas District. Based on the explanation of the background, the researcher identifies some problems of the study as follows: a. How do EFL teachers in Border Area Sambas conduct the practice of teaching learning process through online learning? b. What are the problems faced by EFL teachers in Border Area Sambas in teaching through online learning?

1.1. Relevant literature

1.1.1. The definition of practice

Chia and Holt [1] and Nicolini [2] define that practices are the activities of meaning-making, forming the identity, and producing the order. Those statements show that practice consists of some activities conducted based on the goals or the historical tradition. Therefore, practice is considered to be important in the teaching-learning process. The student can understand and do the material or theory because of doing practice. Based on the experts' explanation above, practice can be considered as an effort to provide the chance to the students for having experience about the material or theory with certain goals by the teachers' guidance.

1.1.2. Definition of classroom practice

The practice in the classroom can be defined as the activity for managing the students in the classroom. Richards and Rodgers [3] refer classroom practice to the teaching process in the classroom applied by the teachers. The teacher should require important matters such as attitude, available instruction time, knowledge, and skills to teach in the classroom. It shows that the teacher must be able to manage the classroom practice effectively since classroom practice plays a crucial role in the teaching-learning process especially in the online system.

Harmer [4] claims that classroom practice and discipline are important components for applying the teaching process effectively. It means that the teacher must provide and manage the classroom effectively since they are an important component for an effective teaching process. Harmer [4] explains that class management is focused on the teacher's behavior and attitude in the teaching-learning process. The teacher gives the approach to the students in the classroom and also motivation to be more active in the classroom, especially English material. Classroom management should be provided to make the students comfortable to learn English.

1.1.3. Effective classroom practice

Classroom practice is done to manage the class so that the classroom will be taught well. It must be designed effectively and efficiently. To achieve the goals of effective classroom practice, Laslett and Smith [5] divide the components of effective classroom practice into management in the classroom, mediation with individuals, modification school discipline, and monitoring school policy. Waxler [6] claims some ways to provide effective classroom practice and states that the practice of the classroom and students must be related directly. The teacher must attempt to handle the students' behavior. He also adds that keeping the students active in the lesson is one of the keys to effective classroom practice. It can be concluded that to make an effective classroom practice, the students must be active in participating in the lesson or material in the teaching-learning process.

Harmer [7] introduces four ways to provide effective classroom practice based on subject or content area as follows:

- a) **All write** is indicated through the students who raise a hand to respond to a question aloud while the other students write down the answer from the teacher's question.
- b) **Pair/Shore** refers to pairing the students into groups and sharing the answer before having a discussion in the classroom activity based on the related material or lessons.
- c) **Check for understanding** is checking whether or not the students have understood the lesson for the student's understanding.
- d) **Do now** is a short task given to the students as entering the classroom such as ice-breaking or quiz to review the material in the previous meeting.

1.1.4. The definition of online learning

Nowadays, the development of technology in obtaining information and communicating increases so high in the various field around the world including the Education field. In the pandemic Covid-19 situation, the teachers have to give an effort to teach the students through the online system. This situation makes the teachers' creativity increasing since the teachers have the responsibility to teach the students and learn more about technology using online systems in such Pandemic Covid-19 so that the learning activities will be effective and flexible. The online system can be defined as e-learning which can be accessed anytime and everywhere, Susikaran and Phil [8] also argue that teaching through multimedia will add teaching ideas as well as good management in class, changing the teaching system known as "teacher-centered" and also develop classrooms efficiently, furthermore, there are so many materials in online resources including media, application or website which can be used by the teacher to manage an online classroom or utilize the class using the literary and online system. Udan and Weggen [9] introduce that e-learning is part of learning which can be done and conduct in distance whereas online is also part of e-learning. The terms of e-learning include various websites or applications such as computer-based learning, web-based learning, virtual classroom, mobile learning, or others while online learning is part of technology-based learning that uses the internet, intranet, and extranet resources. Khan [10] defines e-learning as tools for delivering learning material to anyone everywhere anytime through various technology. The terms of learning are flexible and open to be used by everyone including students. It refers to the students' freedom of time, place, learning strategies, group learning, or independent learning.

1.1.5. The type of online learning

As e-learning is conducted and accessed. Online systems are part of e-learning with the same function and usage to help anyone to learn a certain skill or ability to obtain knowledge anytime and anywhere. Mutia and Leonard [11] state that the term of e-learning comes from two words in English statement as Electronic and Learning. Based on the function and form, e-learning as an online system is divided into three types as follows:

- a) **Web-based learning** refers to learning through web sources. Munir and IT [12] refer to web-based learning as a remote learning system related to technology

and communication in web sources. It means that the students conduct online learning through the website as facilities to communicate with each other.

- b) **Computer-based learning** refers to learning using a computer and can be defined as the activity of self-learning since it is conducted through the computer system. Rusman [13] states that this type of learning should be contained with software, goals, learning material, and evaluations.
- c) **Virtual education** should be familiar for Pandemic Covid-19. San Chee [14] defines virtual education as the activity which conducts an environment where teachers and students cannot conduct face-to-face meeting or distance situation. The teacher provides the learning material through virtual education by using several methods or strategies such as application, learning media, internet, or video meeting while the students will receive the online material and communication from the technology used by the teacher.

1.2. Previous studies

There are some researchers with almost have the same ideas or topics for this research. The first one is conducted by Henny Mardiah [15]. She researched the use of e-learning to teach English during the pandemic Covid-19. The purpose of this study is to discuss utilizing e-learning as a teaching-learning medium for online learning during the pandemic Covid-19 through e-learning. This research also discussed the benefit and the challenge of applying e-learning during the pandemic Covid-19. The researcher collected the data using interviews and literature resources such as online sources. The type of research is a qualitative method called phenomenological study since the purpose of the study was relevant to the researcher's goal in her study. The result of the study suggested that the system of e-learning is considered a relevant teaching-learning method so that the teacher and the students can access it easily. This information can be employed by the researcher as the previous study and determining the teachers' implementation in the teaching-learning process through e-learning as an online system.

The second study was conducted by Ilmi and Fitriani [16]. They study the teachers' perception, plans, and practice on teaching vocabulary in context at SMP N 1 Parakan Temanggung. This study will be relevant to the research's topic since it also describes the teachers' practice. The information in this study is worth so that the researcher can find out how the teachers' practice and the component should be done to measure or describe the study in the same field.

2. Method

This study employed descriptive qualitative research as the research design. The researcher attempted to conduct the study in border Sambas consisting of Temajuk, Sajingan, and Subah. The place was the schools of Senior High School category. They were SMAN Temajuk, SMAN Sajingan and SMAN Subah. Those schools were located in border Sambas. The participant in this study were all the teachers in the High School Category in Border Sambas which consisted of Temajuk, Sajingan, Subah. There were about three high school categories in this area. The participants of this study were the teachers who teach English in the border area in Sambas district. All of them were three teachers from High School Category. The instrument of data collection is the important step in the study because it reaches the main objective of the research questions. The data should be obtained with the necessary information and appropriate with the questions of the study arranged by the researcher. In this study, the researcher applied online interview, online observation, and online document to collect the data.

The researcher analyzed the data after collecting the data. Based on Dey [17], data analysis is resolving the data processor based on the components collected to find out its characteristic elements and structure. The research analyzed the study based on Miles and Huberman's [18] theory such as data reduction, data display, and conclusion drawing/verification. The validity of the study is needed to measure whether the data collected is relevant or not. Korb [19] states that validity is defined as the ability to collect data instruments to measure what has to be measured so that the data obtained in the study will be relevant. In this statement, it can be concluded that an instrument must have validity as the tool of the data collection to get relevant information and sources. The researcher will use triangulation to measure the validity. the researcher would like to apply triangulation methodology which using similar data sources but using different techniques or methods since the researcher attempts to collect the data using observation, interview, and documents to the same data sources [20].

3. Findings and Discussion

3.1. The practice of teaching learning process conducted by EFL teachers in border Sambas

Based on the data collected, the researcher found that three teachers mostly used WhatsApp application, but sometimes the teachers also used another resources adapted from YouTube or Website. The first teacher from Temajuk said that he used only

WhatsApp application since it is easier to use and access to teach his students online. The first teacher also states that he use worksheet/LKS to be his learning media and resources. The first teacher conduct the teaching learning process through WhatsApp application by sending the task in the group made with the students involved. There must be a possibility that the students cannot understand the material, so the first teacher give the students material from the worksheet/LKS given from school. For teaching speaking, the first teacher asks the students to make video based on the topic given. The second and the third teachers who become the participants of this study also teach the same way by giving the material mostly through WhatsApp application. It can be found that the third teacher teaches her students listening through website link.

There are also some videos sent by EFL teacher in Border Area Sambas via WhatsApp group to teach the students as learning material. The task given and the explanation from the teachers will be done in one day, but for submitting, the teachers spare about a week or some days to submit the task from the teachers. The students can do the task from the teacher manually through writing in the books then the students can take the photos of the tasks to send it via WhatsApp chat or group. There are some reasons why the teachers prefer to use WhatsApp application, one of them is because it is easier, more effective, and practical that does not need a lot of quotas in teaching learning process. In addition, WA can be also accessed by many people. The first teacher states that using WA to teach the students in current situation is effective enough since in his school, he has limited internet connection and must use Malaysian signal named Celcom. Therefore using WA is quite effective and efficient for him to use it. The schools also can use WA to have virtual meeting since it also has Video Call feature. The teachers as the participant states that the lesson plan cannot done maximally since the time of submitting the task and the process is different with face to face. But still, it is done well using WA group by sending the task adapted from students' worksheet/LKS, YouTube link, and Website link.

Based on the data that has been collected and the analysis that has been carried out, the researcher concludes that: first, the teachers can teach the students in teaching learning process easily through WhatsApp since it can support the situation of the area. Second, the type of e-learning applied by three teachers as the participant in Border Area Sambas is virtual education since the teachers used learning media and online resources such as WhatsApp, YouTube and Website link.

3.2. Problems faced by EFL teachers in teaching learning through online learning

There are some problems faced by the teachers in Border Area Sambas. One of them is the network problem. As the first teacher said, he must use Celcom which is Malaysian card to access internet. Meanwhile for the second and third teacher, they do not have any problems to access the internet, but others' problem faced by the second and the third teacher was found that comes from the students who lived in outline of Border Area Sambas. In that situation, the school asks the teachers to not only send the material via online but also print it out and put it into the school's wall magazine and submit it to school. It might be difficult for the students to do the task but they cannot find it in worksheet/LKS, therefore the teachers and school give the effort to make sure that the students can done the task by giving more duration to submit it.

4. Conclusions

From this research, it can be concluded that EFL teachers in Border Sambas conduct their teaching learning well even the location of the students' house is limited. The teachers used virtual education type of E-Learning. Based on finding and discussion, during Covid-19, the three teachers mostly used WhatsApp application. The learning sources used by EFL teachers in Border Sambas to teach the students is student's worksheet/LKS, but sometimes the teachers used another learning recourses adapted from YouTube and other websites.

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