

ENGLISH TEACHERS' PERCEPTION TOWARD THE NEED FOR LEARNING MATERIALS DEVELOPMENT FOR VIRTUAL CLASSROOM ACTIVITIES

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Abstract

The learning process amid the Covid-19 pandemic should run effectively and teachers need to maximize learning materials avail online to meet the learning objectives. This research aimed to investigate teachers' perception toward the need for learning materials development for virtual classroom activities amid Covid-19 pandemic. This research used survey design employing English teachers at senior high schools in several districts in Regency of Rokan Hilir, Riau. There were 36 English teachers participated in the study. The instrument of this study was a questionnaire consisted of 32 questions, with 5 open questions and 27 questions using a five-likert scale. The questionnaire asked about perception of teachers toward creativities in teaching, development of material, type of material, and online learning activities. To collect the data, the researchers distributed the questionnaire by Google Forms, with support from local English teachers' association. In the data analysis, the researchers used descriptive statistics, by presenting the Mean, Grand Mean, and Standard Deviation. This study found that the English teachers agreed to the need for learning materials development for virtual classroom activities as shown in the grand mean and standard deviation, with 4.02 and 0.647 respectively. It meant that their perceptions were in the level of high category. To conclude, the teachers' perceptions are in the level of high category toward the need for Learning Materials Development for Virtual Classroom Activities and they can be the predictors to stimulate teachers' creativity in using online learning materials.

Keywords: *Material Development, English Learning Materials, Learning from Home, Teachers' Perception, Virtual Classroom*

INTRODUCTION

Mastery the skills of the global language, like English, will depart the users to be global citizens (Cavanagh, 2020; Chen, 2011; Norman, 2021). Rao (2019) asserted that the English language contributes significantly in broad aspects of people's lives, like education, business, job market and technology. In other words, the users can build their capacities by learning technologies, in which English is the medium of instruction, and extend more opportunities to build business and or have a better job.

From the view of English learning at the school setting and context, teachers play role as facilitators facilitating and mediating students in a better learning (Ayustina et al., 2018; Marwanto, 2020). Therefore, the roles of English teachers become more crucial. Yet, at the same time, English teachers are facing challenges to cope with the 21st century education system (Pazzibugan, 2013; Syahdan, 2022; Valerio, 2015). With the fast advanced of technology, teachers cannot longer use traditional way to transfer knowledge but rather they must engage in the technology use (Chun, D., Kern, R., & Smith, B, 2016). Furthermore, they need to propose themselves to be facilitators in learning activities to stimulate students to have Creativity, Critical Thinking, Communication, and Collaboration, by implication that they are able to acquire four dimensions of 21st century education namely Knowledge, Skills character, and metacognition (Center for Curriculum Redesign, 2015).

To fulfill the challenges, teachers are demanded to develop competencies and insights (Barrot, 2019; Mahomed, 2009). In terms of learning materials, they are expected to modify them to meet the need of their students and the learning objectives (Lestari, 2013; Sabarum, 2019). According to Prastowo (2011) stated that learning materials are resources used by teachers and students in the learning process making them learn with or without a teacher and or classmates. In advance, they aim at helping the potential students to become independent and as guidelines for them to direct all activities in the learning process (Silverajah & Govindaraj, 2017). Above all, it is used as the substance of competence that students should be learned or mastered.

Yet, the crisis occurred due to the Covid-19 pandemic has transformed many sectors, including education. Referring to data of Indonesian Ministry of Education and Culture, more than 68 million students should conduct learning from home (*Kemendikbud*, 2020). Further, the Indonesian Teachers Union (*PGRI*) proposed the extension of learning from home due to the high rate of Covid-19 cases and urged the Ministry of Education and Culture to create innovative curriculum for the online learning mode (CNN Indonesia, 2020). It is therefore teachers and students should adapt with the virtual classroom. In advance, teachers should consider the use of appropriate learning materials that maintain students' motivation in the distance learning process (Syahdan, 2021).

Due to the intense use of gadget among teachers and students, the development and usage of ICT-based learning materials should have more emphasis. Negara (2020) asserted that media

selection should take account of the characteristics of students, the dimensions of the learning media used, the facilities and infrastructure available, as well as the effectiveness and efficiency of the media themselves. Consequently, teachers ideally consider the use of online learning materials to enhance learning process (Bolkan, et al., 2016), and develop and make some adjustments to the materials to seize the learning objectives (Fitriah, 2015). This study attempted to answer the research question; what is the teachers' perception toward the need for online teaching material development for virtual classroom activities amid Covid-19 pandemic? To explain this, the researchers presented data gotten from the main questions of the online questionnaire, through descriptive statistical analysis.

METHOD

This study was a quantitative in nature, using survey by means of its design as it provides a quantitative or numeric description of opinions of the participants. According to Creswell and Creswell (2018) the quantitative research is approach for testing objective theories by examining the relationship among the variables. Whereas, the survey is a design which collects data by using standard questionnaire, form administrates, using telephone/ smartphone, use Google Forms to share questionnaire.

Using convenience sampling technique, the number of participants involved in this study were 36 out of 50 English teachers, with 7 males and 29 females. The participants taught English at senior high school levels and were spread out in some districts of the Regency of Rokan Hilir, Riau. They filled out a questionnaire, with 32 questions, comprised of 5 open questions of online learning implementation and of 27 close-ended questions of level of agreement on the need for learning materials development (five-Likert scale using strongly disagree to strongly agree). After taking pilot test, it was distributed through Google Forms.

To analyze the data collected through the online questions, the researchers used descriptive statistics (Creswell, 2012). It included Percentage, Central Tendency (Mean and Grand Mean), and Variability (Standard Deviation). To categorize the findings, the researchers used Mean score interpretation scale:

Table 1. Mean Score Interpretation Scale

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Medium
3.21 – 4.20	High
4.21 – 5.00	Very High

Source: (Moidunny, 2009)

FINDINGS AND DISCUSSION

To begin with, the findings of open questions showed that the teachers employed virtual classroom in which learning activities done by their students were from home. In the findings, the researchers found that most teachers used Whatsapp group as the learning platform. Furthermore, it showed that more than 50% of the participants (20) frequently used materials from internet for learning supplement.

Derived from close-ended questions, this study found some major findings on teachers' perception toward the need for online teaching material development for virtual classroom activities amid Covid-19 pandemic:

1. Supporting teachers in teaching reading

In this section, the researchers analyzed question number 6 (Q6);

Table 2. Descriptive Analysis for Question 6

		Frequency	Valid Percent	Mean Score	Std. Deviation
Valid	Neutral	3	8.3		
	Agree	22	61.1		
	Strongly Agree	11	30.6	4.22	0.591
Total		36	100.0		

From the table 2, this study found that the participants showed their agreement toward the need for material development for teaching reading in the context of virtual classroom activities.

In details, the table shows that 61.1% of the participants agreed they could be creative in developing and varying the reading material available on the internet to broaden students' insights. In advance, this study found that almost a third of the participants (30.6%) chose strongly agree on this question item. Referring to table of mean score interpretation, the teachers' perception toward this question item, with Mean score equals to 4.22 (SD = 0.591), was in the high category.

2. Supporting teachers in teaching writing

Derived from the analysis, the researchers found some results for question number 12 (Q12);

Table 3. Descriptive Analysis for Question 12

		Frequency	Valid Percent	Mean Score	Std. Deviation
Valid	Neutral	8	22.2		
	Agree	23	63.9	3.92	0.604
	Strongly Agree	5	13.9		
Total		36	100.0		

Table 3 showed that the participants showed their agreement toward the need for material development for teaching writing in the context of virtual classroom activities. In details, the table shows that 63.9% of the participants agreed they could develop teaching materials on writing skills and choose the right material for students by using material available on the internet. In the meantime, 13.9% of the participants stated that they strongly agree on this question item. Referring to table of mean score interpretation, the teachers' perception toward this question item, with Mean score equals to 3.92 (SD = 0.604), was in the high category.

3. Supporting teachers in teaching speaking

In this section, the researchers analyzed question number 18 (Q18);

Table 4. Descriptive Analysis for Question 18

		Frequency	Valid Percent	Mean Score	Std. Deviation
Valid	Disagree	1	2.8		
	Neutral	6	16.7		
	Agree	23	63.9	3.94	0.674
	Strongly Agree	6	16.7		
Total		36	100.0		

From the table 4, this study found that the participants showed their agreement toward the need for material development for teaching speaking in the context of virtual classroom activities. In details, the table shows that 63.9% of the participants agreed they could develop teaching materials on writing skills and choose the right material for students by using material available on the internet. In the meantime, 16.7% of the participants stated that they strongly agree on this question item. Referring to table of mean score interpretation, the teachers' perception toward this question item, with Mean score equals to 3.94 (SD = 0.674), was in the high category.

4. Supporting teachers in teaching listening

In the analysis, the researchers found some results for question number (Q24);

Table 5. Descriptive Analysis for Question 24

		Frequency	Valid Percent	Mean Score	Std. Deviation
Valid	Neutral	6	16.7		
	Agree	25	69.4	3.97	0.560
	Strongly Agree	5	13.9		
Total		36	100.0		

Table 5 showed that the participants showed their agreement toward the need for material development for teaching listening in the context of virtual classroom activities. In details, the table shows that 69.4% of the participants agreed they could develop teaching materials on writing skills and choose the right material for students by using material available on the internet. In the meantime, 13.9% of the participants stated that they strongly agree on this question item. Referring

to table of mean score interpretation, the teachers’ perception toward this question item, with Mean score equals to 3.97 (SD = 0.560), was in the high category.

In further analysis, the researchers display data in term of overall score (Grand Mean) and Standard Deviation of major questions surveyed in this study. The summary is as presented in the table 6.

Table 6. Descriptive Statistics for Major Questions

Questions	Statements	N	M	Grand Mean	Std. Deviation
Q6	I can be creative in developing and varying the reading material available on the internet to broaden students’ insights.		4.22		
Q12	I can develop teaching materials on writing skills and choose the right material for students by using material available on the internet.		3.92		
Q13	I can develop teaching materials on writing skills by combining existing material in textbooks and material available on the internet.		3.97		
Q18	I can develop teaching materials on speaking skills and choose the right material for students using the material available on the internet.	36	3.94	4.02	0.647
Q19	I can develop teaching materials on speaking skills by combining material in a textbooks and material available on the internet.		3.89		
Q24	I can develop teaching materials on listening skills and choose the right material for		4.07		

students by using material available on the internet.

Q25	I can develop teaching materials on listening skills by combining the material in a textbook and the material available on the internet.	4.13
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Table 6 showed that the Grand Mean was 4.02 and the Standard Deviation was 0.647. It means that the participants agreed on the need for material development for all English skills (reading, writing, speaking, and listening) for virtual classroom activities. In advance, the participants agreed toward the need for developing teaching materials on three English skills (writing, speaking, and listening) by combining existing material in textbooks and material available on the internet in the context of virtual classroom activities. They were illustrated in question numbers 13 (Mean = 3.97), 19 (Mean = 3.89), and 25 (Mean = 4.13). Overall, the data displays that teachers' perception was in the high category.

The findings above showed that the teachers perceived that they need to have creativities in developing English materials. They need the internet for finding online learning materials and develop the current printed material (textbook) to support virtual classroom activities. Dao (2014) highlighted that the impact of the development of modern technology and the internet lead educators and students have more opportunities to search for borderless information to support their learning process.

The teachers must provide learning activities based on the learning objectives. Yet, some teachers relied on the use of English textbooks to scaffold activities of speaking in their learning process. Indeed, some materials in the learning resources are not satisfactory and not contextual for students' language development (Wulandari et al., 2020). In the students' perspectives, the use of materials for speaking, as wells for other skills, taken from internet was influential and helpful for their English skill Development (Wahyuningsih, 2012).

Taking into account the dispute on effectiveness of online learning activities amid Covid-19, it is essential that teachers focus on the delivery of the process and maximize its effectiveness. Their role as facilitators requires them to employ a wider variety of learning techniques (Herbimo,

2020), vary materials for learning (Syahdan, 2018) and warrant students' consistent participation in the classroom (Panjaitan & Hasibuan 2022; Hartini & Silvia, 2022). As well as developing students' critical thinking skills, teachers should ensure that assessments are carefully designed (Syahdan, 2014), and online assessment methods are therefore designed to minimize doubts about their efficiency in determining the truthfulness of assessments (Perwitasari, et.al., 2020).

CONCLUSION

This study concludes that the participants, English teachers, show their agreement toward the need for material development for teaching reading, writing, speaking and listening in the virtual classroom. It was illustrated in the result of the Grand Mean, with 4.02, and the Standard Deviation, with 0.647. Also, the participants agree toward the need for developing English teaching materials on three English skills (writing, speaking, and listening) by combining existing material in textbooks and material available on the internet in the context of virtual classroom activities. Referring to Mean Score Interpretation Scale, the teachers' perception is in the high category.

Derived from the study, the researchers claim that the findings are very useful for the predictors to stimulate the teachers' creativity in using online learning materials. Yet, the findings are only limited in the perception of teachers toward need for teaching material development for teaching reading, writing, speaking and listening in the virtual classroom activities which lack aspects and models of the teachers' creativity in using online learning materials. Therefore, this study recommends future researchers to cover the aspect and employ different research designs for developing research in this area.

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