

Online Technology- Mediated Classroom : How Technology and Pedagogy are Mutually Executed

Zakky Yavani

IAIN Syekh Nurjati Cirebon

Email: yavaniaja@gmail.com

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ABSTRACT

English is the first foreign language that is formally taught in Indonesia. Teachers must be able to use technology as a learning medium. Online learning has been selected for operation in SMAN 8 Cirebon City. In order for students to feel enthused, creative teachers will frequently choose the appropriate strategy. This research investigates how a teacher's actions and technological performance in the learning process and the students perception after doing online learning process. In this research uses descriptive qualitative. The data was provided from students in eleventh grade who learnt online learning. The research was done to find out how the performance of pedagogics and technology in online learning and students perception. The goal is to examine students' tutoring process in an educational context in order to improve teaching and evaluation methods, as well as their learning. The researcher demonstrates a variety of pedagogical actions performed by the teacher, including Narrative, Productive, and Communicative pedagogical actions. There are six aspects to consider when it comes to technological performance: actions, tools, grouping, spaces, timing, and text. Several factors influence its use, including facilities and internet access. Most of the participants agreed that online learning platforms can help improve their language skills and vocabulary. Most of them agreed that the online learning platform can help them in practicing language skills, and enhancing their comprehension of the lesson's material.

Keywords: English online learning, pedagogical action, performance of technologies, Students Perception

ABSTRAK

Bahasa Inggris merupakan bahasa asing pertama yang diajarkan secara formal di Indonesia oleh karena itu, Guru harus mampu memanfaatkan teknologi sebagai media pembelajaran. Pembelajaran daring dipilih untuk dioperasikan di SMAN 8 Kota Cirebon. Agar siswa merasa antusias, guru yang kreatif akan sering memilih strategi yang tepat. Penelitian ini menyelidiki bagaimana tindakan guru dan kinerja teknologi dalam proses pembelajaran dan persepsi siswa setelah melakukan proses pembelajaran online. Dalam penelitian ini menggunakan deskriptif kualitatif. Data tersebut diperoleh dari siswa kelas XI yang mempelajari pembelajaran online. Penelitian dilakukan untuk mengetahui bagaimana kinerja pedagogi dan teknologi dalam pembelajaran daring dan persepsi siswa. Tujuannya adalah untuk mengkaji proses bimbingan belajar siswa dalam konteks pendidikan guna meningkatkan metode pengajaran dan evaluasi, serta pembelajarannya. Peneliti mendemonstrasikan berbagai tindakan pedagogi yang dilakukan guru, antara lain tindakan pedagogi Naratif, Produktif, dan Komunikatif. Ada enam aspek yang perlu dipertimbangkan terkait kinerja teknologi: tindakan, alat, pengelompokan, ruang, waktu, dan teks. Beberapa faktor mempengaruhi penggunaannya, antara lain fasilitas dan akses internet. Sebagian besar peserta setuju bahwa platform pembelajaran online dapat membantu meningkatkan

kemampuan bahasa dan kosa kata mereka. Sebagian besar dari mereka sepakat bahwa platform pembelajaran online dapat membantu mereka dalam melatih keterampilan berbahasa, dan meningkatkan pemahaman mereka terhadap materi pelajaran

Kata Kunci: *Pembelajaran Bahasa Inggris Daring, Tindakan Pedagogik, Penggunaan Teknologi, Persepsi murid*

INTRODUCTION

English is an international language that practically every government requires its citizens to learn. Many factors contribute to students' difficulties in learning English, including attractive or boring teaching techniques and media. Students must acquire four qualities as part of the English learning process. The National Examination is the most essential subject evaluated in the National Examination.

A new online education program has been introduced in New Jersey. Teachers and students are obliged to participate in online learning activities. In Indonesia, online learning is currently obligatory in every school. Technology performance, according to Ahmad, is critical in today's atmosphere (2012). Teachers' technological performance must be mastered, according to a new report produced by the Indonesian Education Agency (Indonesia's Department of Education) People employ new technologies and media to improve and facilitate their ability to share meaning, engage with readily available technological resources, and form large networks.

Indonesian educators have used technology as a learning resource. Learning media refers to any tool that can be used to communicate messages in order to accomplish the desired results. The use of learning materials is an important aspect of the learning process. Some professors or educators have also used online learning media in their teaching processes Hasnidar's (2020) reference of Djamarah et al. (2010, p. 121).

Online learning is the use of modern multimedia technologies and the internet to improve learning efficiency. Many educators argue about whether online learning benefits pupils or has a substantial impact on their learning according to the European Commission (2001). The Internet and technology have made it possible to create a number of web-based learning tools. Google Classroom, as well as other online platforms, can assist students in comprehending what their teachers are saying. Teachers may use the tools to establish a virtual classroom for students to learn.

According to Kumar (2010), as referenced in Hasnidar (2010) perception is the act of receiving information and changing it into a perception of what we think, see, hear, smell, taste, or touch. As a result, perception plays an important role in motivating lecturers to educate students throughout the learning process, especially in online learning.

Researchers looked into how the activities of teachers in the classroom affect how material is conveyed. Technology could help students improve their English skills while also encouraging them to enjoy learning. Researchers looked into a few major difficulties of using technology in language acquisition. There is no journal dedicated specifically to pedagogical and technology performance in English learning. However, it does focus on technological performance techniques and instruments in learning. There is also a journal dedicated to the use of technology in English teaching for the first time in. The researcher identified the process of

pedagogical action and technological performance in EFL online learning, as well as the students' impressions of using online learning based on the relevant problem.

Pedagogical Action

Teachers are expected to build educational programs both within and outside the classroom, structuring every component of the design to keep students engaged, as if they were professional creative (Akay, 2017). These are content pedagogical. In an educational setting, academics who educate and increase students' learning engage in pedagogical action. Its main goal is to improve our teaching and assessment methods, as well as our students' learning (Norton, 2014, p.6).

A look at the five types of pedagogic action that take place in a classroom. In each category, pedagogical effectiveness takes precedence over device or media type. The research is based on a pedagogy technology paradigm from Laurillard (Laurillard 2012). Students are participating in narrative action when they listen to a teacher explain something, listen to a lecture, or watch a video. When students respond to quiz questions, click on links, or receive feedback on their answers, they engage in the second interactive activity. When a process simulates real-world tasks, such as in a role-playing or online gaming setting, the third type of adaptive action occurs. The fourth type of activity is communicative activity, which includes pedagogical technology that allows students to express themselves through thoughts, comments, and questions. The fifth action, productive activity, happens when students use their own creative effort to demonstrate their understanding of a language learning goal, usually in the form of a presentation or essay.

Performance Of Technologies

Teachers must concentrate on the performance of the technology in the classroom rather than static objects. An information gap's function is to frame a discourse that seeks out missing data (Hinkelman, 2018). It is defined by the International Society for Performance Improvement (ISPI, 2015) as a systematic strategy to improving people's performance and competence in technology. Six key dimensions are proposed in this framework. The first category is actions, which includes narrative, interactive, adaptive, communicative, and productive elements. This dimension describes how the educator act during the teaching practice. The second is grouping, divided into three categories: individual, small group, and large group. This dimension explains how the teacher creates a discussion group on the content and whether or not to employ a discussion forum. Furthermore, there are two types of timings: synchronous and asynchronous, which explains the distance learning approach that separates between pairs, synchronous learning has a set time, and asynchronous learning has no set time. Online learning materials are already available. An additional dimension is a space in a learning area, whether students learn at home using a mobile phone to participate in online learning or the formal classrooms. The next is text. This section discusses how the teacher explains the material when learning takes place, whether the teacher uses paper or uses video, audio to be understood by students. The last is the tools. Tools are about media use in learning, can be either physical devices, software applications, or networked configurations.

English Learning

The terms learning and teaching cannot be separated. Learning may be possible even in the absence of teacher-led activities and other forms of formal education, say Richard and Schmidt. The term learning refers to the process of

transforming any knowledge into action through practice (Richard and Schmidt, p. 298 in Richard and Schmidt, 2002).

Online Learning and Google Classroom

Depending on the people engaged, online learning can take place anywhere and at any time. Teachers and students can use online learning to boost learning and knowledge creation by interacting and interacting with one another (Dabbagh and Ritland, 2005, p. 15).

Google Classroom is a free collaboration platform for teachers and students. Teachers can set up an online classroom, invite students, and then create and distribute assignments. The teacher can share certain teaching materials, assign students tasks, and upload the students' work. According to Okmawati (2020), a teacher can contribute materials on the subject being taught through Google Classroom as cited from Vangie (2020). Google Classroom will make it easier for educational institutions to teach without using biological materials like classrooms, whiteboards, or stationery. Google Drive, Google Docs, Sheets and Slides, and Gmail are just a few of the features available in Google Classroom.

Perception

Signals that go through the neural system due to physical or chemical activation of the sensory system are involved in all forms of perception (Goldstein 2009). According to Hasnidar (2020), as quoted by Barry (1998), perception is the set of processes by which we recognize, organize, respond to, and make stimuli in our environment. The difference in the sky between the two perception theories underscores the importance of sensory and higher cognitive process perception in each.

Indicators Of Perception

According to Robbin (2003, p. 124-130), there are three perception indicators: acceptance, understanding, and evaluation. According to Chee and Phaik (2002), there are more factors connected to students' perceptions of online learning, such as knowledge, social interaction, motivation, and experience, in addition to Robbin's mentioned. In addition to the indicators listed above, some indications support the preceding hands, such as recognize, organize, make stimulus, and respond (Barry, 1998, p. 48).

METODOLOGI

The author employed a descriptive qualitative method to conduct this study. "A qualitative research study is needed to analyze this phenomena from the perspective of distant education students," according to Creswell (2012). The author did qualitative study in which she collected data, analyzed it, and concluded to results in order to characterize the process of pedagogical action and performance of technologies, as well as students' perspectives of online learning. The writer did qualitative research in which she collected data, examined it, and came up with conclusions in order to depict the process of pedagogical action and technology performance, as well as students' perspectives of online learning. To perform the research, the writer went through the following steps: a. An eleventh-grade senior high school class. b. Observe the learning activities using Google Classroom. c. Look into the outcome of the observation. d. Prepare some questions for the student to ask during the interview. b. Verified the responses of the students. c. Investigated and assessed the responses of the students.

The population of the study is made up of students in the eleventh grade of senior high school in SMAN 8 Cirebon City. Ten Senior High School students took part in this research. The data gathering instruments in this study are observation and interview. The steps of data analysis were as follows: a selection-based simplification that concentrates raw validity data into valuable information, making it easier to draw conclusions, a collection of data that is formatted in a logical and intelligible manner, and conclude the outcome.

HASIL DAN PEMBAHASAN

In this chapter, the researcher explains how pedagogical action and performance of technologies executed. The research was conducted using Google Classroom observation and an interview with students about online learning application as a tool for learning. In the second, they asked students how they felt about using online learning in the English learning process.

Table 1. the data of Observation in Google Classroom

Types	Teaching Action	Learning Action	Example Technologies
Narrative	Presenting	Apprehending	Watching video
Productive	Coaching	Expressing	Publishing and Production
Narrative	Presenting	Apprehending	Watching video
Narrative	Presenting	Apprehending	Instruction Reading
Communicative	Facilitating	Discussing	Discussion board posting
Communicative	Facilitating	Discussion	Messaging
Communicative	Facilitating	Discussion	Messaging
Communicative	Facilitating	Discussion	Messaging
Interactive	Questioning	Exploring	Pair-work dialogues,
Interactive	Questioning	Exploring	Pair-work dialogues
Interactive	Questioning	Exploring	Pair-work dialogues
Adaptive	Modelling	Practicing	Video recording

Table 2. Data of observation of Technological Dimension

Technological Dimension					
Action	Groupings	Timings	Spaces	Text	Tools
Narative	Individually	Asynchronous	home and mobile	Video	software application
Productive	Individually	Asynchronous	Home & mobile	Printed	software application
Narrative	Individually	Asynchronous	home and mobile	Video	software application
Communicative	Large group	asynchronous	home and mobile	Audio and Video	software applications

Communicative	Large group	asynchronous	home and mobile	audio and Video	Software applications.
Communicative	Large group	asynchronous	home and mobile	Audio and Video	Software applications.
Communicative	Large group	asynchronous	home and mobile	Audio and Video	Software applications.
Interactive	Large group	Asynchronous	home and mobile	Audio and Video	Software applications
Interactive	Large group	Asynchronous	home and mobile	Audio and Video	Software applications
Interactive	Large group	Asynchronous	home and mobile	Audio and Video	Software applications
Adaptive	Individually	Asynchronous	home and mobile	Audio and Video	Software applications
Interactive	Large group	Asynchronous	home and mobile	Audio and Video	Software applications

Researchers found several types of pedagogical actions taken by a teacher when the learning process in the Google classroom. These include Narrative, Interactive, Adaptive, Communicative, Productive. Research was conducted using observation techniques in google classroom as the media used for this situation.

Narrative

Teachers use three types of teaching to teach students. In teaching action, the teacher presents the material by presenting a video. In reading instruction, teachers ask learners for learning materials but they must follow the teacher's instructions. This type of narrative is carried out by the teacher three times in learning.

Narrative learning is a process of presenting and apprehending ideas or arguments in the classroom during the learning process. Teachers can use technology to help students learn English by sharing video links for them to watch. In the video, the teacher uses animation so that students can understand the material quickly. An educator can combine face-to-face and online narratives in an acceptable blended language approach. For example, a series of live face to face lectures could be performed and the videos available to students online. Interactive whiteboards could also be used for interactive whiteboards as cited from Hinkelman (2018).

Productive

The researchers found only one use during the observation activity. This type of pedagogical action is usually done when learning writing. The teacher asked

students to write poetry or essays that the students themselves make without plagiarizing from the internet.

The world of education in Indonesia cannot be separated from learning in schools, says Tarigan. English Language and Literature is one of the fields of study that must be studied in schools. Writing poetry is one kind of writing skills that are implemented. Teachers should be skilled in presenting the material to understand and understand what to learn.

Communicative

Teachers can view students' skills in speaking skills by way of practice through Gmeet. Students can send messages or video calls via Gmeet to interact with the teacher or with other students. The teacher would share a link in the Google classroom to join the speaking class. This type is carried out by the teacher four times in the learning process. Communicative action technologies allow learners to communicate with others. For oral communication courses, teamed and small group conversation is an efficient approach. Online discussion groups, small group conversations, and video connection connections would bring speech functions to the beginning stages of the learning process in writing classes.

English has become the essential language in the country. Many people use it as a means of communication, making it easier for people from many nations to contact and communicate with one another. English is essential in various fields, including business, politics, culture, communication, and education.

Adaptive

Using technology that can be changed to fulfil the students' skill or interests is an adaptable activity. Adaptive actions may take place when students engage in role-plays and games, for example, that are cooperative, puzzle-solving, exploratory, and adventurous (Westecott, 2003, Thorne & Reinhardt, 2008) as cited in Hinkelman (2018).

Modeling is used in music education with implicit learning in mind. It can be done live or via recording, in group setting or in instruction. When used inappropriately, it can be a crutch that prevents students from learning. The best use of modeling is to introduce new musical concepts and performance (Haston, 2007).

Google Classroom is an e-learning platform with a variety of functions. Teachers can transmit a video relating to the topic or task in the form of a song. The teacher could then assign grades after the students have completed the assignment. E-learning promotes adaptive learning and assists in the development of student abilities. Students report the results of their assignments to the teacher for a specific value, which is recorded by the teacher. The teacher then uses the video link as a reference when it would record the song.

Interactive

Teachers highlight the interactive action of technologies when they direct students to use libraries or self-access centers, search the Internet, respond to quizzes or complete problem-solving exercises.

Teaching and learning can be facilitated by using interactive learning technologies on digitally native students. Technology with digital media native students can be more effective and efficient than traditional methods. The word "interactive" emerges in two strands of educational research discourse: pedagogy and innovative educational technologies.

Teachers in the have created a new way of teaching that encourages students to work and interact without the need for teacher supervision. Students can write or speak to communicate their perspectives in Google Classroom and Google Meet. This type of oral skill can enhance their English speaking skills. Teachers are only using communicative, productive, interactive and narrative types of pedagogical action. Technology at this point is very important in all fields, especially in education at this age. In learning activities used technology as a support tool in the learning process. The Technological dimension can be seen from the table.

Action

This section describes the actions of a teacher during learning so that learning takes place. The types contained in this section include Narrative, adaptive, communicative, productive, and interactive. When teaching using Google classroom, the teacher's actions mostly use communicative actions, which can interact face-to-face and send messages. Usually, this action is done when the teacher will test the student's ability to understand the lesson in the learning process. In terms of the actions taken by the teacher, only use the narrative type, the productive type, and the last and the last one is communicative.

The performance of the technology in learning is that the teacher uses video as a supporting tool to explain the material to students; the last one is the teacher gives direction to students through the Google classroom, while for feedback, students must collect summaries through Google classroom.

Grouping

Teachers should divide students into several groups to work together in understanding the material or assignments. Some students use different types in each lesson, including individually, in large groups. For example, when the teacher gives an explanation using video to understand the material. Other factors, such as distance from home, which is quite far, cause students to study alone. As for the use of this type of large group is used when the teacher explains which involves many people to take part in learning activities.

Teachers can help students make groupings by creating virtual and offline groups. Pilgreen (2000) found that the involvement of others helped students focused on reading in a study of "sustained silent reading" Students may use similar techniques in writing instruction, such as collecting details, brainstorming ideas.

Timings

Timing aims to ask when the learning time is taking place. Synchronous is the time used when learning activities are directly in the classroom. In Asynchronous, the teacher adjusts to the material to be delivered to the student's condition. For example, a teacher uses more learning time online through Google classroom.

Spaces

Spaces are meant to show the place or room used when learning takes place. These other spaces have always been part of language learning, especially when there is homework. In the current condition, it does not allow students and teachers to be in one room as a whole. For this reason, classrooms are made through Google classroom. Then, students can study at their respective homes via their respective smart phones.

Text

Text is an order of the words used to provide information, explain the meaning, and so on. For example, when the teacher will deliver material to be conveyed in a

lesson, the teacher will use the text. Besides, teachers can use power points as a medium to convey information in learning activities that have been discovered by researchers, such as printed video, as well as audio and video at the same time. However, here mostly use video, video, and audio, and the last one is printed. An example of using video is that the teacher asks students to understand the material through the video link that the teacher has provided via Google Classroom.

Tools

Teachers can control the development of students in learning by using tools and devices. The term 'tool' can refer to either hardware or software with the ability to perform particular functions. In this case, the teacher uses internet-based technology and uses Google classroom and Gmeet application. Google classroom and Gmeet as technology media used during learning are included in the software. Google Met is an application that is made to support virtual learning activities that require the internet to access them. Google Classroom and Google Meet are two new versions of Google Hangouts and Google Chat. Both have the advantage of making video calls to interact face to face with students. The program is easily accessible via the Google website (Nagele, 2017). A teacher can freely develop and share an assignment with learners.

Online learning is a teaching and learning concept that uses electronic applications to support teaching using internet media. There are several indicators to find out perception in finding students' perceptions, including acceptance, understanding, evaluation.

Students' perceptions of the use of Google Classroom during Covid-19 are shown in the description of the discussion. A description is supplied for each component in the independent variable to make data analysis easier. The following is a summary of the interview's findings.

Acceptance

Students who choose neutral with indicator items have the most influence on students' views of acceptance. When asked if they understood the content explained by the teacher through Google Classroom, the majority of students responded with an indifferent response. Furthermore, Google Classroom is easily accessible to students. Google Classroom, which was held at SMAN 8 Cirebon City, can indeed be accessed using a computer, laptop, or smartphone. Teachers and peers can easily discuss educational materials with students.

Using the usefulness indicator

This categorized of indicator is students' views about e-learning. Ten students who take an active role or always follow the online learning process were utilized as samples in a study conducted by a researcher. The researchers questioned ten students about their perceptions of online learning and why they didn't comprehend it. They were then used as samples. They were then asked to respond to the questions posed by the researcher, such as: "How do you understand online learning?". The SMAN 8 Kota Cirebon e-learning website is very simple to use. Google Classroom is also easily accessible to students and teachers. Students who agree with one of the indicators have the most influence on students' perceptions of ease of learning.

Experience

Because the use of online learning in elementary, junior high, and senior high school is so limited, many learners believe it is a new thing to them. The

researcher said, "What are your feelings on online learning as a new technology?. As technology advances, more types of media are now available for use in the learning process. Students at SMAN 8 have received new experiences with media that can be utilized as learning media. Some of these programs can be used as a learning medium in the future.

Interest

In this indicator, the researcher asks the following question: "Does using online learning motivate you to be more interested in participating in the teaching and learning process? Why?" and the second question Do you like learning by using Google Classroom? From the results of several student interviews, they responded that online learning is a new medium that makes a person more interested in following the teaching and learning process. Although there are one or two students who give different answers, overall the answers given can be concluded that from online learning students feel more interested in following the learning process.

The Covid-19 quarantine is looking at the interest in e-learning during the time of quarantine. This can be attributed to the findings of Pavlovic, Vugdeliya, and Kojic (2015), who claim that educators should employ other social media tools such as Gmett.

Organize

According to Barry (1998, p. 48), followed by Hasnidar (2020) in his research perception is a series of processes by which we perceive, organize, react to, and generate stimuli in our environment. In Google classroom, it can make it easier for students to get material provided by the teacher to learn. The researcher asks questions such as: Q: "How do you use Google classroom during the learning take place? In the question above generate responses from students themselves, including the following:

Usually, I use Google classroom to send assignments that have been given by the teacher. The problem is that the time for collecting has been determined by the teacher beforehand".

Another respond like:

"As a supporting tool to keep the learning process carried out. In addition, in Google classroom, there is a feature to communicate or exchange ideas between students and teachers or with other students, namely by writing in the comments column".

The students said that the use of Google classroom for media technologies that are currently in use is very easy to use. Students also said that Google classroom could access material that had been given by the teacher to be understood by students. The students' conclusion was that it was a technological medium used during this pandemic situation.

KESIMPULAN

The teacher's pedagogical process when online learning takes place is by using narrative, productive, and communicative, interactive and adaptive. The performance of technologies including: action. in this point there are 3 actions that used by teachers when doing online learning process, like narrative, productive and communicative. Another point is grouping: individually and large group. Text uses

power point. For the Space. Teachers and students can study at their respective homes via their smartphones. Lastly the tool the teachers' uses Google classroom and Gmett as a tool in online learning.

The student perception of using online learning in the eleventh grade of SMAN 8 have a perception that online learning can be said to be an ineterest learning media when supported by adequate infrastrucatur such as good internet. then online learning can motivate students to imprpove their learning using online learning and generate new experience for student themselves.

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