

THE EFFECT OF VIRTUAL TEACHING ON ATTITUDES OF SECOND LANGUAGE ACQUISITION DURING COVID-19 CONDITIONS OF INDONESIAN STUDENTS

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Abstract: The intention of this study is to find out the effect of virtual teaching on attitudes of second language acquisition during Covid-19 condition. Most school quickly closed to protect the students and teachers from the virus. The study findings indicate that Virtual Teaching (VT) marked a positive change in the attitudes of the students. This study was performed both qualitatively and quantitatively. In order to find out the effect of virtual teaching on second language acquisition attitudes, a questionnaire was distributed. It was conducted at the Senior High School level. The questionnaire was distributed among 77 third year students of random Senior High School with a google form sent through WhatsApp due to the outbreak of Covid-19 pandemic. It was designed on five linear scales, with strongly disagreed (1), disagreed (2), neutrality (3), agreed (4), and strongly agreed (5) options which use English and Bahasa Indonesia. Research results show that virtual teaching (VET) marks a positive change in students' attitudes.

Key words: *Virtual teaching, Second language acquisition, Covid-19, Attitude*

INTRODUCTION

English is still the most popular foreign language in schools in Indonesia. For a long time it has been officially taught in Indonesian secondary schools (Jayanti & Norahmi 2014; Kam, 2002; Lie, 2007; Yusny, 2013). Indonesia Secondary schools are compulsory,

so students in secondary schools are expected to complete these subjects. In particular, this topic is defined as important formal education, with approximately 11 million students studying English each year, is highly diverse (Lie, 2007). Indonesia is definitely one of the most interesting markets for teaching English (Tatipang et al, 2021).

The widespread Covid19 pandemic that has affected the world has disrupted every corner of our lives. As confirmed cases of COVID-19 are increasing worldwide, in January 2020, the WHO Emergency Committee declared a global health emergency (McAleer 2020; Velavan & Meyer, 2020). As of February 26, 2020, COVID-19 has spread across all continents except Antarctica. The world press is overloaded with the latest COVID19 news every day in 2020 (McAleer, 2020). As of April 1, 2020, the number of confirmed cases of COVID-19 in Indonesia exceeds 1,500 cases (WHO, 2020).

COVID19 Classes were interrupted due to the worldwide spread of infectious diseases, requiring online learning (Moorhouse, 2020). After March 17, 2020, Indonesia's Minister of Education and Culture directs schools to conduct online learning in areas affected by COVID-19 (Mendikbud, 2020a). Soon after, in response to the spread of COVID-19 and the maintenance of the health of students, teachers and all education officials, Indonesia's Minister of Education and Culture has ordered all educational units to implement online learning from March 24, 2020 (Mendikbud, 2020b). Following this same policy, students study at home and teachers work from home. This completely replaces face-to-face instruction in a classroom setting for online learning (Zein, 2018). Online learning is likely to continue until the end of the semester due to the COVID-19 pandemic. Online learning is becoming a new challenge for both students and teachers. (Cao et al, 2020). According to this, these activities certainly have an impact on education, especially the growth of students.

Digital education or virtual education (VE) is a form of education that uses computers or similar technologies and the Internet to learn inside and outside of an educational institution. Most commonly, interactive instruction for training takes place in an online environment. Teachers and learners should not come to the same place and

face each other. Activities take place in the educational process. The world is conducting a formal education because people's priorities are rising.

The Virtual Teaching has the potential to be the first step towards providing learner's doorstep education, increasing literacy rates (Liando et al, 2021). Circumstances often compel the adoption of this teaching method. When it comes to time management, students and teachers can help each other as they can set the time required for online classes (Maru, Nur, & Lengkoan, 2020). Online learning is characterized as distance learning driven by electronic devices such as tablets, smartphones, and laptops that require an internet connection (Gonzalez & Louis, 2018).

REVIEW OF LITERATURE

Virtual Teaching

The word "virtual" was taken from the Latin word "virtualis". This is a process, not a real or real process. Instead, it exists in lieu of the similar dynamics and expectations of existing processes (Podhajecka, 2018).

UNESCO (UNESCO, United Nations Educational, Science and Cultural Organizations) recommended the implementation of virtual education based on the social distance of educational institutions under the influence of COVID 19 (Bansal, 2020).

Knowledge exchange and management in an online education environment involves multiple technical and methodological aspects. The exchange, communication and management of knowledge or management are the main functions of the virtual education process. The technology, programming software, and other IT resources that manage the educational environment, participants, and communicate authenticity have been used in virtual learning environments (Gadre, Cudney, and Corns, 2011).

In the form of signs and symbols, language is a means of conveying ideas and emotions. Information is encoded and decoded using these symbols and symbols. The

world has many languages spoken. Their mother tongue is the first language a toddler learns. The language he or she was born and heard.

The actor, or any other language he has learned, is called a second language. Second Language Acquisition (SLA) refers to the study of how students can learn a second language (L2) as well as a first language (L1). Second language acquisition is the process of learning in some languages after the second, third, and fourth languages, which is your native language.

All languages other than your native language are also known as Second Languages (SL) or Target Languages (TL).

There are many ways to learn a second foreign language.

Covid-19

Coronavirus disease is an infectious disease caused by the newly discovered coronavirus disease (COVID-19). Most people infected with COVID-19 will develop mild to moderate respiratory illness and recover without special treatment. The elderly are more susceptible to serious diseases, and those suffering from basic diseases such as cardiovascular disease, diabetes, chronic respiratory diseases and cancer are also more susceptible to serious diseases. Getting a good education about the COVID-19 virus, the diseases it causes and how it spreads is the best way to avoid and slow its spread (WHO, 2020).

Nearly every sector of life has been impacted by COVID-19; even the area of education was not spared. There was a typical way of educating the students before this pandemic, as mentioned earlier, face-to-face teaching. Students used to go to schools, colleges, universities, etc., and then to their respective educational institutions. They are in class with teachers and receive instruction with active participation. Then COVID-19 began to spread. The World Health Organization recommends ensuring social distancing in almost all situations. Almost every organization has taken precautions to maintain social distancing. Almost all countries have entered a “blocked” state and

ceased operations (Gandolfi, 2020). Most of them have adopted the virtual presence of employees. The children are taken very seriously and the government is advised to close their educational institutions.

The attitudes toward virtual learning

If the student does not have a positive attitude towards learning a second language, the learner will not be able to learn the second language. Therefore, attitude is an important part of second language learning. Learning English has become a guarantee for the future of students. As a second language, there are several aspects that will affect English learners. As Kaballa and Crowley (Weinburgh, 1998) said, students prefer to pick up and read a foreign language book and try to speak in this language. Every learner is different in language learning. It will affect everyone's attitude. According to Stern (Jarvis, 1985), the cognitive elements of language learning are more successful among students than other ordinary skills.

When a student finds that second language learning is his future and life considerations, almost all studies have concluded that the success of language learning is affected by affective variables (Eveyik, 1999; Gardner et al., 1985; Skehan, 1989; Spolsky) , 1989). The behavior of students is sometimes different. Due to COVID-19, face-to-face learning has ceased. Virtual learning is very different from face-to-face learning. It is different from a face-to-face learning environment. Therefore, the students have some major questions about this. These concerns have changed their perceptions of attitudes.

RESEARCH METHOD

This study was performed both qualitatively and quantitatively. In order to find out the effect of virtual teaching on second language acquisition attitudes, a questionnaire was distributed. It was conducted at the Senior High School level. The questionnaire was distributed among 77 third year students of random Senior High School with a google form sent through WhatsApp due to the outbreak of Covid-19 pandemic. It was

designed on five linear scales, with strongly disagreed (1), disagreed (2), neutrality (3), agreed (4), and strongly agreed (5) options which use English and Bahasa Indonesia.

FINDINGS

The data that has been obtained from the questionnaires in this study are described in a table which is then analyzed using a predetermined formula. The description of this data can be seen in table 1.

Table 1. Questionnaire responses about virtual teaching

No	Statement	1	2	3	4	5
1.	It is easy for the students to join the Virtual class (Sangat mudah bagi siswa untuk bergabung di kelas virtual)	8	11	18	31	9
2.	I enjoy the virtual class in the pandemic of Covid-19 (Saya menikmati kelas virtual di masa pandemic covid)	6	6	28	26	11
3.	Virtual Teaching is better than face to face Teaching (mengajar virtual lebih baik dari pada bertatap muka langsung)	12	19	17	21	8
4.	Virtual Teaching is carried out without any interruption (Pengajaran Virtual berlangsung tanpa gangguan)	12	29	20	11	5
5.	Audio-video quality is satisfactory for virtual learning (Kualitas audio-video memuaskan untuk pembelajaran virtual)	6	28	25	15	3
6.	Virtual Teaching fulfills English language learning needs (Pengajaran Virtual memenuhi kebutuhan pembelajaran bahasa Inggris)	6	13	34	20	4
7.	Virtual teaching can be helpful in learning English (Pengajaran virtual membantu belajar Bahasa Inggris)	3	5	17	42	10
8.	Students do not pay attention properly in the virtual learning (Siswa kurang memperhatikan dengan baik dalam pembelajaran virtual)	4	4	25	25	19
9.	Virtual learning is the best solution in this pandemic of Covid-19 (Belajar virtual adalah jalan keluar terbaik untuk belajar di masa pandemic)	4	6	10	16	41

77 students participated and answered the questionnaire. In response to the first statement, 8 students strongly opposed, 11 students disagreed, 8 students were neutral, 32 students strongly agreed, and 9 students strongly agreed. means that most students can easily join the virtual classroom.

Response to the bulletin number. 2. 77 students confirmed their answers. 6 people strongly opposed, 6 strongly opposed, 28 were neutral, 26 strongly agreed, and 11 strongly agreed.

This involves students enjoying virtual teaching during the Covid19 pandemic. In response to Statement No. 3, 12 people strongly disagree, 19 disagree, 17 neutral, 21 strongly agree, and 8 strongly agree.

This response indicates that virtual learning is significantly better than face-to-face teaching. In response to the 4th statement, 12 students strongly opposed, 29 students disagreed, 20 students were neutral, 11 students strongly agreed, and 5 students strongly agreed. It can be concluded that the virtual teaching was conducted under interruption.

Response No. 5, 6 people totally disagree, 25 disagree, 28 neutral, 15 agree and 3 totally agree. According to the answer, the audio and video quality is not suitable for virtual learning.

The response to Statement No. 6 on virtual learning meets the needs of English language learning. 6 people totally disagree, 13 people disagree, 34 neutral, 20 people agree and 4 people totally agree.

Students may encounter difficulties in virtual classrooms due to poor connectivity or poor quality of the network. In response to Statement No. 7, 3 students strongly opposed, 5 students disagreed, 17 students were neutral, 42 students strongly agreed, and 10 students strongly agreed. This means that virtual teaching is only useful in certain situations.

In response to the No. 8 statement, 4 people strongly disagree, 4 disagree, 25 neutral, 25 strongly agree, and 19 strongly agree. indicates that most students don't pay enough attention to virtual.

There is a lot of interference in virtual learning related to the student's environment. The response to Statement No. 9 strongly disagree with 4 people, disagree with 6 people, neutral with 10 people, agree with 16 people, and strongly agree with 41 people. students firmly believe that e-learning is the best solution for this Covid19 pandemic.

Research results show that virtual teaching (VT) marks a positive change in students' attitudes. They understand the importance of virtual teaching during the covid-19 conditions. Due to the poor connection of internet sometimes they find problem and interruption it will affect the Audio-video quality. If the connection is poor, it won't be satisfactory for virtual learning, but if the connection runs smoothly, the students enjoy the process of virtual learning. It also can help the students to fulfill English language learning needs.

Basically, the students feel enjoy to learn English language if the internet connection runs smoothly. Many activities can be accessed in virtual learning. Students do not pay attention properly in the virtual learning if the connection is bad. The main important thing is Virtual learning is the best solution in this pandemic of Covid-19. So, the students must enjoy the virtual learning activities. They understand that they have to study. Virtual learning is the best solution during pandemic of Covid-19.

In the meantime, Virtual Teaching has some disadvantages. Some students are not good in the use of technology. Sometimes they have no compatible handphone or laptop, so the video and audio will be interrupted. Most of the students understand the importance of virtual learning and adapt themselves in the technology conditions specifically, under the Covid-19 conditions. They recognize that under the Covid-19

conditions and the use of technology to catch the learning process, the teaching-learning process should be continued.

CONCLUSION AND SUGGESTION

The objective of this study is to find out the effect of virtual teaching on attitudes of second language acquisition during Covid-19 condition. This study has found that a positive change in the attitudes of the students can be seen clearly. Here are some ideas to develop a better and constructive role of Virtual Teaching and Learning.

- 1) The internet and relevant new technologies used in Virtual Education should be offered to teachers and students.
- 2) Computers and other tools used in virtual teaching should be made easier for students.
- 3) Government support for its implementation in the high school setting should be given.
- 4) Training should be added for the teachers to create lots of activities in engaging students' attention.
- 5) Virtual Teaching should be well prepared.

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