

A NOTE OF EFL DEVELOPMENT IN INDONESIAN SCHOOLS: A DOCUMENTARY ANALYSIS IN THE DIGITAL ERA

Azzahrotul Karimah

Universitas Negeri Malang, Malang
emmeaarie@gmail.com

Abstract: Some features of EFL learning at the primary level have evolved in the recent decade. Furthermore, technological advancements and the post-pandemic period have significantly impacted the EFL learning approach at all schools. This qualitative study aims to describe and evaluate information on the growth of EFL in an Indonesian primary school. It is critical to understand the track record of the EFL curriculum at the primary level, as well as all of the components involved, including EFL learning, instructors, students, and media employed. The findings of the document analysis suggest that several aspects are implicated. Furthermore, Google Classroom and the Zoom meeting platform are popular media in the EFL online classroom.

Keywords: Digital Era, EFL, School, Review

INTRODUCTION

The digital era is completed the educational needed, while the time the pandemic era comes and the use of it is highly recommended. As Folostina & Tabacaru (2022) stated that the digitization of education encouraged instructors, students, and parents to develop and improve their digital abilities to continue and ensure efficient learning. They are receptive to and interested in participating in technology-based educational activities. Digital technologies contribute significantly to the removal of educational and social obstacles; they have already become commonplace instruments for completing even the most basic activities in an inclusive education setting.

The skill needed in this digital era (digital literacy) is explained by Baber & Tinmaz (2022) that is more than just knowing how to utilize a digital device or program. It is a research area for sociology, psychology, education, and, of course, technology. Yu (2022) added that although gains have been made, their digital literacy still needs to be enhanced. Digital technology and social governance have the potential to improve online learning outcomes. Teaching methodologies, student-teacher collaboration, gamification, and computer applications can all help to improve online learning outcomes.

The preparation for facing this digital era is already suggested before the pandemic era, Durriyah & Zuhdi (2018) said that preparing student instructors for technological integration is an urgent necessity. Data on student teachers' participation (engagement) with digital technologies and how they could use such tools for literacy education are also required. Furthermore, Morgan et.al (2022) explained that the multiple linear regressions yielded conflicting results for many characteristics of digital literacy. Students indicated the least skill in accessing digital information, particularly in terms of evaluating and recognizing bias and information quality. The highest levels of competency were seen in social literacy skills, such as online communication. There were small gender differences, but job experience and time in higher education had a beneficial influence. The findings underscore the importance of including more digital literacy flexibility and industry-relevant experience in the curriculum.

The following three problem formulations are used to express the goals of this narrative review:

1. How are the situations of teachers and students in the EFL class currently?
2. What are the advantages and significance of using digital in EFL class?
3. What are popular media resources used by instructors in EFL classes?

METHODS

The qualitative research methods are used in this article because this is suitable for this kind of topic, as Ahmad et al (2019) describe that a naturalistic inquiry method known as qualitative research aims to get a thorough knowledge of social phenomena in their natural settings. Instead of depending solely on logical and statistical approaches to investigate human phenomena, qualitative researchers use a range of inquiry methodologies, including phenomenology, grounded theory, biography, case studies, historical analysis, and discourse analysis. This study collected data through digital resources; some relevant articles related to the EFL development in the Indonesian context are collected then selected and processed to the data needed.

The data was collected through digital searching from many sources; this research used qualitative data analysis (QDA) to enrich the information needed. Altheide et al (2008) explained that the QDA is a strategy and research perspective informed by reflexive methodology in a mass-mediated society. Furthermore, Wach and Ward (2013) added that the QDA was developed as part of the Triple-S (Sustainable Services at Scale) program, for which IDS acts as an External Learning Facilitator.

The data collection was then analysed and divided into some topics, Davie & Wyatt (2021) explained that documents serve a purpose and are meant for certain audiences; they are made by persons or organizations within socio-historic settings. In addition, Bowen (2009) describes that the nature and forms of documents, discusses the benefits and drawbacks of document analysis, and provides concrete instances of document used in the research process.

FINDINGS AND DISCUSSION

The change of the new curriculum for the EFL in Indonesia has made a point to the development of its learning, especially at the elementary school level. As Madya, (2002) explained that English instruction in Indonesia has been unable to achieve its stated aim of pupils mastering the English macro skills of listening, speaking, reading, and writing. Several causes have undoubtedly contributed to this failure, but the overly centralized curriculum is one of several to blame. The new regional autonomy system allows schools and regions to design their curricula. This will necessitate the formation of English standards to reach the eventual objective of teaching English throughout the country. In addition, Wijaya (2022) added that it is fair to hope that in the future, Indonesian EFL specialists, instructors, practitioners, and policymakers would be able to develop more collaborative networking to better design more qualified and relevant blended learning activities.

Digital Teaching Learning

The development of technology nowadays is very fast, and this positive change is used in the teaching and learning process. Wekke and Hamid (2013) explained that technology in teaching and learning had a vital role in generating a better understanding of students' success. The period coincides with the arrival of COVID disease, which forces the utmost usage of technology. According to Seo and Kim (2022), since the paradigm of education has shifted from face-to-face classrooms to non-face-to-face classes since COVID-19, teaching approaches that can adapt to these changes are needed in the educational sphere. Furthermore, Konstantakis

(2022) stated that the pandemic's effects on the educational process have created new challenges for today's schools that they must overcome in order to comply with the demands of the current digital era.

The discussion about the teaching digital activities as Nugroho et al (2021) explained that the emergency remote teaching activities were carried out by running an online forum and debate, using social media, and devising interactive exercises. Regardless of the facts, the teachers faced several difficulties, such as unfamiliarity with digital platforms, difficulty to offer timely feedback, and a lack of student interest and involvement during remote instruction. In addition, Li and Yu (2022) added that the teachers must be digitally literate in order to satisfy the changing requirements of the currently creative educational model in the future. Furthermore, the study finds that teachers' digital literacy, job happiness, and professional role are all strongly associated, this also supported by Detlor et.al (2022) about the community-led digital literacy.

The importance of digital skills in quadratic equations according to Kim et al. (2022) are aspects of motivation, space-saving, supportive environment, facilitation of thinking skills, and resource diversity. In addition, Hiradhar & Bhattacharya (2022) explained the students' practices in using Web 2.0 tools with new media. These tools include a variety of software applications, tools, platforms, and how to effectively use them to complement classroom activities and make learning ubiquitous. Angelaki et.al (2022) then describes that intelligent classrooms are considered a kind of school-introduced system that emphasizes sustainability and enables high learning experiences, quality content, and high educational efficiency.

In conclusion, digital teaching and learning are a must nowadays because of the condition. The students and teacher learn and 'built' this new kind of learning style while Brevik & Holm (2022) added that there were two connections between informal and formal language instruction and learning. The main uses of English by students outside of the classroom pertain to social media and online games, allowing teachers to design activities that complement the student's existing affinity space. As their study result, students are using English more often and confidently in their classes than before.

Media

The use of media in the EFL learning is important in the learning process, as Kurniawati and Anjaniputra (2018) stated that technology helps teachers provide teaching materials, but teacher behavior and student treatment still play an important role in maintaining a good relationship between teachers and students. Moreover, the study that has been done by Anggeraini (2022) describes that the most common digital tools in online classrooms are Zoom, WhatsApp Group, and Google Classroom. This online learning familiar learners and teachers with EFL's digital media take for example the use of the clips or videos with a short time as Wooten (2020) proposed a way to "split" long clips into smaller segments to explain potential attention deficits, integrate classroom discussions between segments, and encourage students to take an interest in the material.

Zoom

Zoom is a platform for cloud-based video conferencing that may be used for webinars, audio conferencing, and video conferencing, conference recording, and live chat (Barron, 2020). Zoom for education (K12). (Explore. zoom, 2022). Zoom is one of the most popular applications to support online learning through video conferencing. Research has shown that EFL, with its supportive online learning capabilities, is positive about using Zoom. Mu'awanah et al. (2021)

The advantages or the positive vibes that are felt by the user of zoom in the EFL class are delivered by researchers in their study as 1) Kim (2020) Zoom video lectures are popular with students due to their "enhanced interest in and motivation towards learning," "self-directed learning," "active interaction," "ease of access," and "ease of knowledge retrieval," among other benefits. 2) Despite certain drawbacks, Souhila (2021) participation students had generally good opinions about using Zoom sessions. The benefits of 3) Rahmat & Fachrunnisa (2021) include a variety of useful features, high-quality access, and increased flexibility, comfort, and relaxation. 4) M. Nuryanto (2021) revealed that zoom meetings improved EFL learners' motivation and proficiency in English.

Teachers had various experiences and challenges during the teaching process through the online platform. The first one is from Radimani, & Khaferi (2020) that stated that three studies show the obstacles in using zoom as an online class. They had a lot of problems, especially in the rating part. It is Very Difficult for learners to Technique Evaluate and evaluates instruments correctly. Moreover, Rahmat & Fachrunnisa (2021) added that the main obstacles to adopting Zoom Cloud Conference are poor networks and the use of large allocations, the learning status is inconspicuous, and the learning is not perfect, and students are less likely to do in laziness. At last, Kim (2020) found that some learners giving zoom video lectures had "mechanical failures and defects," "poor audio quality," and "need to add custom features for efficient education." I'm dissatisfied. "

Google Classroom

One of the most widely utilized virtual classrooms for EFL lessons in Google Classroom. According to Khalil (2018), Google Classroom is a different Google Inc. tool that is utilized as an online learning platform: With Google Classroom, teachers can easily set up courses, give homework, make announcements, solicit student comments, and submit course materials for students to read. Google Classroom is very practical and simple to use, and it can be utilized in any course at any university. In addition, Syafi'i, A. (2020) describes Google Classroom as a networking platform for teacher-student interaction, collaboration, homework, grades, class discussions, notifications, rating sharing, and ratings. The goal is to enable educators to harness the power of social media to customize the classroom for all students. The benefit of using Google classroom is also stated by Nhat (2021) Google Classroom can be used as an example of technology with solid teaching methods for the benefit of our students.

Teachers may make tasks, have students submit them, grade them, and then return the graded assignments using the Google Classroom suite of online tools. Designed to facilitate digital learning and do away with paper in the classroom (Www.techlearning.com). Additionally, Ridho et al's results from 2019 demonstrate that studying using the Google Classroom application keeps students' perceptions positive, allowing us to teach and learn English as a Foreign Language (EFL) in the classroom.

The positive attitudes toward using this google classroom are described by some studies. First, Albashtawi & Al Bataineh (2020) stated that the students have shown a positive attitude towards using Google Classroom in terms of ease of use, usefulness, and accessibility. Second, Sujannah et al's (2020) research has shown that EFL students who are taught using blended learning with Google Classroom have better writing skills than other groups. Third, Fonseka & Peralta (2019) showed that using this platform has the benefit of facilitating the teaching and learning of writing for students and teachers. The last study is from Rosyada & Sundari (2021), in their study explained that most students said they were happy with the practical features of Google Classroom for attending academic writing courses. The students were happy with the easy-to-recognize and easy-to-use features of Google Classroom. Google

Classroom features also provide clear instructions, and hands-on instructions, and the most valuable features are reminders of assignments to students.

The obstacles or negative attitudes show in the study of Octaberlina & Muslim (2020). According to their study's findings, students face three challenges when studying online: a lack of knowledge about e-learning, a sluggish internet connection, and a medical condition that causes eye strain.

CONCLUSIONS

The digital era has many excellent attitudes and vibes to offer the advancement of EFL learning. Technology is there to make learning easier, especially for EFL students. A little amount of knowledge concerning digital use and EFL in Indonesia is offered in this study. These days, English classes take on a variety of settings due to the challenges that both teachers and students must confront and overcome. Zoom and Google Classroom are digital tools that are often utilized for online classes. According to previous research, there are advantages to employing digital technology in EFL classes since it allows students to love English and feel more at ease there. Because this study's outcome is far from ideal, the following researcher suggested exploring.

ACKNOWLEDGMENT

My gratitude to Prof. Dr. Nurul Murtadho, M.Pd., and Dr. Hariyanto, M.Hum as advisors and lecturers in the Basic Education Language and Arts class. May Allah bless both.

REFERENCES

- Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). *Qualitative vs. Quantitative Research*. population, 1, 2.
- Albashtawi, A., & Al Bataineh, K. (2020). The effectiveness of google classroom among EFL students in Jordan: An innovative teaching and learning online platform. *International Journal of Emerging Technologies in Learning (IJET)*, 15(11), 78-88.
- Altheide, D., Coyle, M., DeVriese, K., & Schneider, C. (2008). *Emergent qualitative document analysis*. Handbook of emergent methods, 127-151.
- Angelaki, M. E., Karvounidis, T., & Douligeris, C. (2022). Towards a Smart Classroom Enabled Sustainability Education: A Conceptual Model. In *Interactive Mobile Communication, Technologies and Learning* (pp. 497-509). Springer, Cham.
- Anggeraini, Y. (2022). Exploring the Implementation of Digital Tools in Online Classroom. In 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021) (pp. 246-249). Atlantis Press.
- Baber, H., Fanea-Ivanovici, M., Lee, Y. T., & Tinmaz, H. (2022). A bibliometric analysis of digital literacy research and emerging themes pre-during COVID-19 pandemic. *Information and Learning Sciences*.
- Barron, S. 2020. *Everything You Need to Know About Using Zoom*. <https://resources.owllabs.com/>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*.
- Brevik, L. M., & Holm, T. (2022). Affinity and the classroom: *informal and formal L2 learning*. *ELT Journal*.
- Davie, G., & Wyatt, D. (2021). Document analysis. In *The Routledge handbook of research methods in the study of religion* (pp. 245-255). Routledge.

- Detlor, B., Julien, H., La Rose, T., & Serenko, A. (2022). Community-led digital literacy training: Toward a conceptual framework. *Journal of the Association for Information Science and Technology*.
- Diem, C. D., & Abdullah, U. (2020). Promoting multiculturalism: Teachers' English proficiency and multicultural education in Indonesia. *Indonesian Journal of Applied Linguistics*, 10(1), 46-58.
- Durriyah, T. L., & Zuhdi, M. (2018). Digital literacy with EFL student teachers: Exploring Indonesian student teachers' initial perception about integrating digital technologies into a teaching unit. *International Journal of Education and Literacy Studies*, 6(3), 53-60.
- Edwards, L. 2022. *What is Google Classroom?*. <https://www.techlearning.com/>
- Folostina, R., & Tabacaru, C. D. (2022). Digital Communication in the Inclusive Classroom. *In Basic Communication and Assessment Prerequisites for the New Normal of Education* (pp. 226-242). IGI Global.
- Fonseca, K. A. B., & Peralta, F. S. (2019). Google Classroom: An effective virtual platform to teach writing in an EFL composition course. *International Journal of English Language Teaching*, 6(1), 27-35.
- Hiradhar, P., & Bhattacharya, A. (2022). ICT Beyond the Classroom: New Media and Learning. *In ICT in English Language Education* (pp. 63-74). Springer, Singapore.
- Khalil, Z. M. (2018). EFL students' perceptions towards using Google Docs and Google Classroom as online collaborative tools in learning grammar. *Applied Linguistics Research Journal*, 2(2), 33-48.
- Kim How, R. P. T., Zulnaidi, H., & Abdul Rahim, S. S. (2022). *The Importance of Digital Literacy in Quadratic Equations, Strategies Used, and Issues Faced by Educators*. *Contemporary Educational Technology*, 14(3).
- Kim, H. (2020). The efficacy of Zoom technology as an educational tool for English reading comprehension achievement in EFL classroom. *International Journal of Advanced Culture Technology*, 8(3), 198-205.
- Konstantakis, M. (2022). From physical to digital classroom using digital storytelling and serious games to increase children's participation: An interactive lesson plan through Padlet web tool. *Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση*, 11(8B), 21-32.
- Kurniawati, N., Maolida, E. H., & Anjaniputra, A. G. (2018). The praxis of digital literacy in the EFL classroom: Digital-immigrant vs digital-native teacher. *Indonesian Journal of Applied Linguistics*, 8(1), 28-37.
- Li, M., & Yu, Z. (2022). Teachers' Satisfaction, Role, and Digital Literacy during the COVID-19 Pandemic. *Sustainability*, 14(3), 1121.
- Madya, S. (2002). Developing standards for EFL in Indonesia as part of the EFL teaching reform. *TEFLIN journal*, 13(2), 142-151.
- Morgan, A., Sibson, R., & Jackson, D. (2022). Digital demand and digital deficit: conceptualising digital literacy and gauging proficiency among higher education students. *Journal of Higher Education Policy and Management*, 1-18.
- Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Exploring EFL students' perception on using zoom during learning from home period. In proceeding aiselt (*Annual international seminar on English language teaching*) (Vol. 6, No. 1).
- Nhat, N. T. H. (2021). Developing bottom-up listening skills in a Google classroom-based EFL module. *AsiaCALL Online Journal*, 12(3), 47-57.

- Nugroho, A., Haghegh, M., & Triana, Y. (2021). Emergency remote teaching amidst global pandemic: voices of Indonesian EFL teachers. *VELES Voices of English Language Education Society*, 5(1), 66-80.
- Nuryanto, M. (2021). Fostering Success and Motivating EFL Learners Using Zoom Meeting: A Synchronous Learning Strategy. *Anglophile Journal*, 1(2), 1-12.
- Octoberlina, L. R., & Muslimin, A. I. (2020). EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic. *International Journal of Higher Education*, 9(6), 1-9.
- Rahmat, A., & Fachrunnisa, N. (2021). An Analysis of Applying Zoom Cloud Meeting Towards EFL Learning in Pandemic Era Covid-19. *British (Jurnal Bahasa dan Sastra Inggris)*, 10(2), 114-134.
- Raja, F. D., Suparno, S., & Ngadiso, N. (2022). Teachers' attitude towards translanguaging practice and its implication in Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 11(3).
- Ramadani, A., & Xhaferi, B. (2020). Teachers' experiences with online teaching using the zoom platform with efl teachers in high schools in kumanova. *Seeu Review*, 15(1), 142-155.
- Ridho, D. M., Sawitri, I. D., & Amatulloh, N. A. (2019). Students' perception Toward Google Classroom Application In Efl Classroom. In *Prosiding Seminar Nasional Pendidikan* (Vol. 1, pp. 1325-1332).
- Rosyada, A., & Sundari, H. (2021). Learning from home environment: Academic writing course for EFL undergraduates through Google Classroom application. *Studies in English Language and Education*, 8(2), 710-725.
- Seo, S., & Kim, C. (2022). Online face-to-face instructional design model for Software Education using Virtual Classroom. *Journal of The Korean Association of Information Education*, 26(1), 75-84.
- Sholeh, M. B., Salija, K., Sahril, S., Basri, M., & Dollah, S. (2022). Task-Based Language Teaching: Indonesian EFL Teachers' perceptions. *Proceeding NASELLLT*, 1(1), 144-155.
- Souhila, B. (2021). Zoom sessions in distant learning: Algerian EFL students' perceptions and attitudes. *Arab World English Journal (AWEJ) Special Issue on Covid*, 19.
- Sulistiyo, U. (2016). English language teaching and EFL teacher competence in Indonesia. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 396-406.
- Syafi'i, A. (2020). Google Classroom as learning platform in teaching writing. *British (Jurnal Bahasa dan Sastra Inggris)*, 9(1), 48-64.
- Tajeddin, Z., Khatib, M., & Mahdavi, M. (2022). Critical language assessment literacy of EFL teachers: Scale construction and validation. *Language Testing*, 02655322211057040.
- Triastuti, A., & Riazi, M. (2020). Indonesian EFL teachers' content conceptualization and course organization: A portray of text-based teaching. *Indonesian Journal of Applied Linguistics*, 9(3), 526-535.
- Wach, E., & Ward, R. (2013). *Learning about qualitative document analysis*.
- Wekke, I. S., & Hamid, S. (2013). Technology on language teaching and learning: Research on Indonesian pesantren. *Procedia-Social and Behavioral Sciences*, 83, 585-589.
- Wijaya, K. (2022). Investigating Indonesian EFL Teachers' Perceptions on Blended Learning Strategy Amid Post-Covid-19 Era. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(1), 1-12.
- Wooten, J. J. (2020). Integrating discussion and digital media to increase classroom interaction. *International Review of Economics Education*, 33, 100174.
- Yu, Z. (2022). Sustaining Student Roles, Digital Literacy, Learning Achievements, and Motivation in Online Learning Environments during the COVID-19 Pandemic. *Sustainability*, 14(8), 4388.

Yuan, R., Liao, W., Wang, Z., Kong, J., & Zhang, Y. (2022). How do English-as-a-foreign-language (EFL) teachers perceive and engage with critical thinking: A systematic review from 2010 to 2020. *Thinking Skills and Creativity*, 101002.

Zakharova, T., & Agarwal, M. (2022). *Digital collaboratory. Children's Geographies*, 1-13.

---. 2022. Zoom Services Description. <https://explore.zoom.us/>