Activities Faced by Lecturers` Receptive Skills in Covid-19 Pandemic at STKIP-PGRI Lubuklinggau

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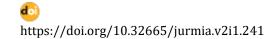*dewisyafitristkipllg@gmail.com

Abstrak

Saat ini, situasi pendidikan masih dalam tahap perjuangan. Ini karena situasi pandemi Covid-19. Situasi ini membuat pemerintah mengeluarkan beberapa kebijakan. Hal tersebut membuat proses belajar mengajar saat ini harus menerapkan Blended learning. Metode ini merupakan hal yang baru bagi sebagian dosen salah satunya dosen di STKIP-PGRI Lubuklinggau. Mereka masih menghadapi beberapa tantangan dalam menerapkan metode ini karena tidak ada pedoman yang signifikan atau tetap dalam proses pengajaran baik di kelas online maupun offline. Berdasarkan fenomena tersebut, penelitian ini bertujuan untuk melaksanakan kegiatan mengajar yang dilakukan oleh keterampilan reseptif dosen pada masa Covid-19 di STKIP-PGRI Lubuklinggau dalam menerapkan Blended Learning. Informan penelitian adalah dosen keterampilan reseptif yang terdiri dari 2 dosen keterampilan membaca dan 1 dosen keterampilan menyimak. Mereka mengajar dengan Blended Learning pada semester genap tahun ajaran 2020/2021. Penelitian ini bersifat deskriptif kualitatif. Instrumen penelitian adalah angket dan wawancara. Instrumen diadopsi dari teori aktivitas oleh Meliawati, Nitiasih dan Budasi (2014). Teknik analisis data yang digunakan adalah reduksi, display dan penarikan kesimpulan. Hasil penelitian menunjukkan kegiatan yang dilakukan dosen selama mengajar dengan Blended Learning terdiri dari 3 bagian yaitu Pra kegiatan, Sementara kegiatan dan Pasca kegiatan dimana masing-masing bagian terdiri dari dua kegiatan yang berbeda antara kelas online dan kelas offline.

Kata kunci: Aktifitas, Kemampuan reseptif, Blended learning, Perspektif dosen.

Abstract

Nowadays, the education situation still in a struggle stage. This is because of the situation of Covid-19 pandemic. This situation made the govermen issued some policy. It made the teaching and learning process in this time have to implement Blended learning. This methos was a new for some lecturer one of them were the lecturers in STKIP-PGRI Lubuklinggau. They still face some challenges in applied this method because there was no a significant or fixed guidline in teaching process both in online or offline classroom. Based on the fenomena, this research aims to carry out the teaching activities done by lecturers` receptive skills in the Covid-19 period at STKIP-PGRI Lubuklinggau in implementing Blended Learning. The research informants were the lecturers` receptive skills that consisted of 2 reading skill lecturers and 1 listening skill lecturer. They taught with Blended Learning in the even semester of the academic year 2020/2021. This research was descriptive qualitative. The research instruments were questionnaires and interview. The instruments adopted from the activity theory by Meliawati, Nitiasih and Budasi (2014). The technique of data analysis were reduction, display and conclusion. The results showed the activities carried out by lecturers during teaching with Blended Learning consist of 3 parts: Pre-activity, Whilst-activity and Post-activity where each part consists of two different activities between online classes and offline classes.

Keywords: Activities, Receptive skill, Blended learning, Lecturers` perspective.

INTRODUCTION

Currently, Covid-19 (Corona Virus Disease) made the world period was not good. The spread was very fast to several provinces and regions in Indonesia. To overcame this, the government issued a policy of the PSBB (Large-Scale Social Restrictions). According to the news on Kompas.com by Galih (2020), PSBB policy is contained in article 4 paragraph 1 PP 21/2020 which reads, "Large-scale social prohibitions include at least: school and work holidays; religious activity; and / or activities in public places or facilities ". Based on this article, this virus has given some impact in many sectors, mostly in education.

In the education world, starting from elementary school to university was closed because of PSBB. STKIP-PGRI Lubuklinggau was one of campus that closed. Start from March 2020-January 2021 this campus has been carrying out teaching learning from home. Based on the decision, virtual classroom was chosen in teaching learning methods. Sufeng and Runjuan (2013) stated that Virtual classrooms refer to Subjects offered via the internet. It was mean that the teaching and learning process collaborates with the use of social media, communication media or other internet technologies. According to Salsabila, Lestari, Habibah, Andaresta and Yulianingsih (2020) there are many platforms from social media such as Google Classroom, E-learning, YouTube, WAG, Edmodo, Zoom, Google meet and other platforms which can be a support virtual classroom facilities.

The implementation of social media has been done by one of English lecturer that interviewed by researcher on February 4, 2021. From the interview, she informed that she used the Facebook Group application as a visual media in her class. She explained the advantages and disadvantages of using FB Group. The advantage was that all students already have a Facebook account and easily accessible. In addition, activities such as question and answer discussions and presenting videos or materials easily applied through Facebook. However, there were deficiencies, namely in discipline (Absent), lack of understanding of the material, violating rules and bad connection. Kalelioglu (2016) also gave his statement that Facebook group makes lecturer create or upload Subject materials such as presentation slides, articles, audio-visual materials, assignment instructions, website links, chat and wall discussions easily. Meanwhile disadvantages of Facebook group showed in the result of his research, it showed that student still have problem in uploading assignment, internet connection, unsuitability, and lack of security for the platform. It was mean that the implementation of virtual classroom was still a problem in education. However, the implementation of online learning in education at STKIP-PGRI Lubuklinggau was stopped at the end of January 2021. This was because Indonesia entered a new normal period.

New Normal is a term for a new life order or guidance for a new life order that can be done in the midst of the Covid-19 pandemic (Fatmawati: 2020). In this time, started from February 22, 2021 teaching learning process done by using blended learning. Innes and Wilton (2018) explained that the simplest definition of the term blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students researching the same content in the same Subject. Based on the explanation, blended learning was a solution in education in the New Normal era. Lecturers and students not only did teaching and learning activities with offline classroom but also should to virtual classroom. The alteration in the implementation of these methods at STKIP-PGRI Lubuklinggau was one week for offline classroom and one week for virtual classroom. Both of these methods were new to lecturers as well. They had to adapt to apply the two learning methods simultaneously.

The adaptation of blended learning was required, because the government initiated its application at this time. This was because blended learning had advantages

which were the reasons to be applied and the reason for the importance of this blended learning in the New Normal in the Covid-19 period. According to Usman (2018), there are several strength of blended learning, including: delivery of material can be done anytime and anywhere, independent and conventional learning, learning is more effective and efficient, increasing accessibility and learning is not rigid. However, in addition to explaining these biases, he also mentioned the weaknesses of blended learning, namely it is difficult to use the media if the facilities and infrastructure do not support it, it is difficult to follow the learning if the internet network is unstable, lack of public knowledge about the use of technology and must have the right strategy if you want learning to run smoothly.

Judging from the weaknesses of blended learning, lecturer activities were also a challenge in this period. Innes and Garrison cited in Innes and Wilton (2018) explained in one of the point challenges of blended learning that this learning does not have fixed guidelines that conform with applicable curriculum that can be used by lecturers as their teaching guide. Of Subject, all existing lecturers would face these challenges. Among them were lecturers who teach receptive skills.

Receptive skills are the ways in which people extract meaning from the Subject they see or hear (Al – Jawi, 2010). Then there were two skills that included in receptive skill. Those were reading skill and listening skill. Reading is a learning activity dominated by the eyes and brain, where eyes receive the message, and then the brain processes to obtain the meaning of the message received (Muchtar, 2019). It was mean that reading skill was skill that was learned to understand information obtained from the process of reading a text. Neither then, Nor (2014) explained that Listening is the first step for the students when they want to understand language particularly English. It was mean that listening skill was skill that was learned to understand information obtained from listening activity.

Receptive skills consisting of reading and listening were very important skills. It can be seen that there were many benefits of these skills. Al-Jawi (2020) mentioned that there are several reasons for learning this receptive skill as follows: (1) For maintaining good social relations; (2) For entertainment; (3) For obtaining information necessary for day-to-day living; (4) For academic purposes.

The researcher interested in the phenomena and problems above. That was because blended learning was a learning method that has just been introduced to lecturers` receptive skill of English education study program at STIKP-PGRI Lubuklinggau. According to the observation conducted by the researcher, it informed that there are three lecturers that taught receptive skills that apply blended learning in this even semester of the academic years 2020/2021. Therefore, they have to taught their teaching subject both in online and offline classroom. That method was a new for them because in the previous semester they taught only by offline classroom or only by online classroom.

Based on the explanation in the background above, the researcher have concluded to conducted research with the formulation, entitled "Activities Faced by Lecturers` Receptive Skills in Covid-19 Pandemic at STKIP-PGRI Lubuklinggau". This research is to find out the activities done lecturers` receptive skills of English education study program in Covid-19 pandemic at STKIP-PGRI Lubuklinggau

RESEARCH METHOD

. In this case the researcher used the qualitative research. Mack et al (2005) state that qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. According to Sugiyono (2017), one of the characteristics of qualitative research is that it is descriptive in which the results and data obtained are in the form of a collection of words or pictures not in the form of numbers. Based on the definitions, the researcher used a descriptive qualitative. This was because the data that obtained were the opinion, behavior, and social context of the population being researched. The goal of qualitative descriptive was a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Vickie & Clinton: 2012). Therefore, the results of this research were not in the form of numbers or tables but rather descriptions words of the phenomena and information obtained.

This research was hol on May 27th, 2021- August 5th, 2021. The research conducted at STKIP-PGRI Lubuklinggau which located on Jl. Mayor Toha, Air Kuti Village, and Lubuklinggau City. It was a place where teaching learning process occur. There, the researcher can met receptive skills lecturers as the subject of the research. They two females of reading skill and one listening lecturers that the researcher have chosen by purposive sampling. Purposive sampling selected based on certain considerations and objectives and not random sampling (Sugiyono: 2017).

In collect the data, the researcher should to determined the appropriate data collection technique. The researcher used two technique in collecting the data, there were questionnaire and interview. A questionnaire was a set of written questions that a researcher creates to collect the required data from respondents. Questionnaire consists of two types of questions. One of them is closed-ended which the researcher will apply. Closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each of the available questions (Sugiyono, 2017). Therefore, the researcher prepared 14 statements take from Meliawati, Nitiasih and Budasi (2014) theories by preparing 2 alternative answers in the form of yes and no. This type is used by researcher because the resource person is easy and fast in answering and makes it easier for researcher to analyze data.

Furthermore, an interview was an activity to seek information by conducting a question and answer session. In this research, researcher applied one type of interview, namely structure interview. According to Mathers et al (1998) structured interviews enable the interviewer to ask each respondent the same questions in the same way. In other words, the researcher will ask the same questions to all research interviewees. This research conducts 3 receptive skill lecturers as the interviewee (2 female of reading skill lecturers and 1 male of listening skill lecturer). These interviewees chosen based on the subject that they teach are receptive skills as the research focus. The interview question contains of 5 questions.

After the researcher has chosen the methods and instruments used in the research, the researcher designs the data analysis. Data analysis is the process of finding and systematically arranging data obtained from questionnaire and interview sheets by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and which ones will be studied, and make conclusions so that they are easily understood by oneself and others (Sugiyono, 2017:244).

According to Milles and Huberman (1994: 10), analysis is as consisting of three concurrent flows of activity: data condensation, data display, and conclusion or drawing verification. Then, the researcher uses it in analyzing the data as follows, Firstly did data Reduction, refers to the process of selecting, focusing, simplifying, abstracting, and

transforming the data that appear in written-up field notes or transcriptions (Milles &

Huberman, 1994). In this research, data obtained from two instruments that the researcher used. The first step, the researcher analyzed the data in the form questionnaire sheets and interview sheet with the transcriptions regarding the teaching challenges and activities faced by receptive skills lecturer in Covid-19 periods from questionnaire and interview that had been carried out by the researcher.

After that, the researcher categorized the data that had been obtained into the scope of the teaching challenges and teaching activities in Covid-19. The challenges were categorized into three, namely culture and learning environment, finding the right design and demanding on time. Then, the activities were categorized into three parts, namely Pre-Activity, Whilst-Activity and Post-Activity. The final step was to made a summary of the data that has been obtained so that it was easy to analyze the data further.

After that, the researcher did data display. According to Miles and Huberman (1994: 11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. At this step, the researcher displayed the results of the overall data from the two instruments that have been carried out. The researcher showed which data were in questionnaire sheets challenges and activities that show the teaching challenges and activities carried out by the lecturers, both online learning and offline classroom. The researcher also showed the transcription of the interview activity carried out with all the subject of the research. Then, the researcher explained what part of the data , what category it was and the reasons for categorizing it according to the predetermined category specifically and clearly.

After done data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles and Huberman (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this final step, the researcher concluded the research results based on the formulation of the research problems and the theory of challenges and activities used.

In this research, researcher should to obtain the data were valid. Gunawan (2015) argued that data in qualitative research can be said to be valid if and only if readers of the research report judge it so. This was mean that the data can be said to be valid if the information was appropriate and the reader did not trust the data if the data was true. Therefore, the researcher used trustworthiness in validity the data. To check the trustworthiness of the data, researcher used credibility, dependability, transferability, and confirmability.

FINDING AND DISCUSSION

3 informants of the research answer all item in the questionnaire sheet based on their perception and experience. As mentioned in the method before, the questionnaire had 3 indicators with 14 statements and the interview had 3 indicators to wit 5 question. From those the instruments, the researchers got the result of the activities aced by lecturers` receptive skills in teaching reading and listening betweem in online and offline classroom as the implementation of blended learning.

Table 1. The Summarized Activities of Receptive Skill Lecturer in Blended Learning

	Reading Skill		Listening Skill	
	Online	**Offline**	**Online**	**Offline**
Pre-Activity	- Open class with greeting. - Ask students to list their name and NPM in application that is applying. - Brainstorm students with description to predict the material. - Gave the objective or goal of the material.	- Open the class with greeting directly. - Check students attendance with ask who did not come. - Brainstorm them with question, picture or other to predict the material. - Ask them the previous material. - Explain the objective or goal of the material.	- Open the class by greeting - Invite students to oin zoom meeting or google meeting - After ten minutes, ask student to fill in their name and NPM in google form for checking attendance. - Explain what they will be listen	- Greet te students directly - Check the attendance list - Tell about what students are going to listen - Explain the goal of the listening material that day.
Whilst-Activity	**1. Exploration** - Gave students some question related the topic. - Ask them to guess by answer or predict the picture or question. **2. Elaboration** - Ask students to open and log in application that will be used - Ask them to choose their own text related the material. - Ask them make their reading video. - Ask them to present it by uploading in google classroom. - All students can gave question or suggestion about the presentation. **3. Confirmation** - Give student the question about the text. - All students give suggestion to each students. - Lecturer give command and feedback for their answer or presentation.	**1. Exploration** - Show the students the picture. - Gave brainstorm and background understanding of the material. **2. Elaboration** - Ask students to read the text - Ask them to understand it. - Ask them to present their understanding of the text - Lecturer will check their understanding and comprehend. - Ask them to answer the question related the text. **3. Confirmation** - Give some quiz or ask students to retell or re-explain of the material - Both students and lecturer will discuss the answer of the quiz. - Lecturer give command and feedback.	**1. Exploration** - Give the stimulation about the material. **2. Elaboration** - Send a video, voice or link o voice to the students. - Ask student must to listen it. **3. Confirmation** - Ask students to answer the question about the material or video.	**1. Exploration** - Play the song before continue to the next material. - Explain the material deeply. **2. Elaboration** - Give the voice - Guide student to discuss about the voice. - Ask students to answer the question related the voice. **3. Confirmation** - Lecturer confirms and discuss more about material. - Give a chance to student that still confuse of the material. - Explain again of the material and discuss together with students.

Post-Activity	- Give time to the discussion section. - Give a chance the students to ask question about what they still not understand. - Between students and lecturer discuss about the question. - Ask students to find or read the next material. - Ask student to log out application and saying good bye.	- Lecturer and students discuss the material again. - Lecturer give assignment related to the text or topic. - Close the class with greeting and saying good bye.	- Re-check the attendance list - Tell the students to prepare the next material - Ask student to log out application - Greet and says good bye.	- Re-check the attendance list - Tell the students to prepare the next material - Greet and says good bye directly.

The data in the table were the information that the researcher had concluded from the data that got from the questionnaire and the intervie section. There are stages of activities did by the lecturer both in online and ofline classroom. There are the result from questionnaire that informants had fill in before as follow:

Table 2. The Questionnaire Results

NO.	STATEMENTS	ONLINE		OFFLINE	
		Yes	NO	Yes	No
1	Lecturer says greeting the students.	3		3	
2	Lecturer checks the attendance list.	3		3	
3	Lecturer tells the students about what they are going to learn.	3		3	
4	Lecturer explains the objectives of the study.	3		3	
5	Lecturer starts showing the picture and asking the students to answer the questions orally based on the picture.	1	2	3	
6	Lecturer gives the material, discusses together and students answer the question based on the material.	3		3	
7	Lecturer asks student to open and log in the website, find the material, read the material and answer the quiz.	3		1	2
8	Lecturer gives feedback about the material that have discussed.	3		3	
9	Lecturer gives a chance for students to ask aquestion about the material.	3		3	
10	Lecturer gives homework for students.	3		3	
11	Lecturer reviews the important point of the material.	3		3	
12	Lecturer asks student to log out the website.	2			2
13	Lecturer tells the next material to the students.	3		3	
14	Lecturer closes the class by saying good bye.	3		3	

Based on the result showed in table above, the researcher determine the research results from the highest number of responses per statement. This data was the conclusion answer from 3 informant of the research. Meanwhile the findings of the research also based on the data or information got from interview section below:

1) How do you do the Pre-activity as the first step of teaching in blended learning between online and offline classroom? *(Greeting, checking the attendance list, telling what students are going to learn, and explaining the objectives of the research).
Informant 1 said:
"Ok, in online and offline is the same. For the first, I greeting, I wait the member of lecturents to follow of the online like of zoom meeting or google meeting or others. After ten minutes of connecting, I greeting to the student and check of the attendance. In online, I check the attendance in the list of the student I use the google form after the meeting. In listening is the small time to me to explain to the student but I explain what they will do of the task,

what will they to listen, that is I explain. But more the explanation of the material, I usually in offline".

Informant 2 said:
"The same one between online and offline, some time I ask them who do not come for the class. And then, I also give some description about our topic for today, and then they should guess what is that. And then I ask them about previous material for them".

Informant 3 said:

"To open my classroom in offline and online teaching and learning, first I greet my student, ask their condition, and then I will checking their attendance. But in checking their attendance list is different between in offline and online. If in online, I have a list of their attendance and they have to write their name and NPM based on their account in each application that I use in teaching and learning process. But, in offline classroom, I just ask them who can not attend the class that day. After that I will brainstorm their understanding about the material that will be given that day. It can be question, it can be picture or many others that can use by them to predict what will be learn by them in classroom that day. After that I will give the objectives or the goals about they will get from the material that day. Of course, I hope by give them the objectives of the learning process, they will be focus in taking my lesson. Both in online and offline classroom".

2) **How is your activity in exploration step between online and offline classroom?**
Informant 1 said:
"it is not differences. In online, we have the limit of the time to explain. Because the any problem. The first problem of the data (internet data), the second problem is connection. We can not to control directly of the student because of we don`t know how the period for the student. May be student say " sir, I`m so sorry sir, because of the lack of the connection", "I`m so sorry sir because the lamp is off". Like I teach today, there are half of student to attend to my online. There are many reason because the connection, because of the lamp off. It is the lack of online. But the good in the offline, of Subject we easy".

Informant 2 said:

"Exploration step in online, I give the students some question that related with the topic and ask them to guess what is that or what are going about. In offline, I show them the picture or give them description and then retell or tell the story related to the topic and ask them to guess what is going about".

Informant 3 said:

"My subject is extensive reading. It means that they must read longer passage that consist more than one page. And in exploration, it is the first part of whilst activity in teaching and learning process. This activity for exploration related to my opening, it is brainstorming where I as a lecturer give them question, picture or other media that use by them to predict what will be discuss, what will be learn by them in the classroom. After that, they will explore their understanding by brainstorming by answering my question or by predicting the picture or media that I have given them. I also give them activity that can actived their brainstorming, their background understanding about the material that will discuss in that meeting. For the first meeting the theory of the kind of text. It can be definition of the text and then what is the goal of the text, generic structure of the text and others. After that, for the next meeting, I will give them topic and then they can choose their own material in reading. They have to comprehend what they read, after that they

can retell or explain what they have read in the classroom. So it is the exploration in whilst-activity.

3) How is your activity in elaboration step between online and offline classroom?
Informant 1 said:

"In online, I have stated before. I lack more interaction for them because I lack of the explanation for them. In the offline, we have the connection, interaction. But in online, in listening, I try to my brain to show and to find the the media maybe. In offline, we have the feedback. I have been teach you about the listening yaa, if you don`t understand , I ask one person and other person give feedback. But in online is lack up".

Informant 2 said:

"In online class, I ask them to make a video of their reading (short reading). For example, for one paragraph and I ask them to uploaded in the google classroom. We can check together, which one is the good one, which one is still have many revision. In the offline, I ask them to read text and then checking their comprehension skill and also the pronunciation in reading text".

Informant 3 said:

"Elaboration is activity when teacher elaborate student and discussion. Where the students can get the skill in teaching and learning process. In extensive reading, after the student choosing the reading text based their own interest but still in the same text type. They have to comprehend the reading text and share their understanding to their friends. In that occasion, other students can give question, or suggestion for other students after they presenting their understanding or comprehend about the choosen material. This activity is done both in offline and online teaching and learning process. So there is no different activity in elaboration between offline and online of extensive reading subject".

4) How is your activity in confirmation step between online and offline classroom?
Informant 1 said:

"It`s the same for exploration, elaboration and confirmation, this is the same period, I think that is problem".

Informant 2 said:

"In online class, I give them some questions, so I know their comprehension of the text that I have given to them. In offline learning, I give some quiz or ask them to retell the story or to re-explain what is the text tell us about. So we have discussion between one group to another group."

Informant 3 said:

"Confirmation is the last stages for whilst-activity in teaching and learning process. In extensive reading, after the student share their comprehension about the text to their friend in classroom for in offline and in the group application use by this class for extensive reading in online and offline teaching and learning process. After they presenting or sharing their comprehension about the text to their friend, as a lecturer I give command or feedback for their performance. It can be about their article or reading material chosen by them or about their performance in presenting about the text".

5) How is your activity in Post-activity in the last time of class between online and offline classroom?

Informant 1 said:

"In the post-activity online and offline is the same. I closing the meeting. Before I closes the meeting, I check the attendance again and I give the explanation again, and what is next material for the student to should prepare for the next. And to remember it again".

Informant 2 said:

"In online learning, we have discussion section. What they do not understand or they agree or disagree with the text. And then, checking the student understanding also. In the offline, we conclude the material and sometimes if it is needed, I give them some assignment to related to the text or the topic".

Informant 3 said:

"To close my class in extensive reading both in offline and online, I will give feedback not for each student but for all students all presenting for that day, after giving the feedback, I will give the next topic, the next text type that will be discuss by them in next meeting. Don`t forget, I also ask them to find or read the next material because it can be their basic theory, basic understanding related to the topic that will be discuss in the next meeting. Then, I will close the teaching and learning process by greet them and saying good bye".

CONCLUSION

From the findings of the research that have been found and discussed in the previous chapter, the researcher concluded that from the total informants 3 included reading and listening lecturers, They got the result of activities of teaching learning by lecturers receptive skills that applying blended learning in Covid-19 period at STKIP-PGRI Lubuklinggau. From the results of instruments that are the answer by respondents in questionnaire and interview, the researcher find out the series of activities between in online and offline classroom for reading and listening which consists of three parts, they were Pre-Activity, Whilst-Activity and Post-Activity.

The researchers sugget to the others researcher that want to do the similar research about analysis activities of lecturer or about the blended learning shoult to have rich data source and information. One of them was this jurnal that can be a source or reference for the next research.

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