



The investigation of EFL teachers' professional and social competence in english online teaching (In Utilizing ICT Media)

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ABSTRACT

Therefore, this research aimed to describe EFL teachers' professional competence in terms of developing learning material, developing professionalism, and utilizing ICT media, as well EFL teachers' social competence in terms of being inclusive and objectively and communicating effectively in English online teaching. This research applied a qualitative descriptive as the research design. In collecting the data, the researcher applied observation, interview, and documentation. The data was then processed by using the technique of data analysis based on Miles and Huberman involved data reduction, data display, and conclusion drawing. The results showed that EFL teachers' professional competence in developing learning material indicated two categories; semi-material development, and non-material development. Then, EFL teachers' professional competence in developing professionalism continuously indicated that the teachers did self-evaluation, and did self-improvement. In utilizing ICT media, the results indicated that the EFL teachers used mono-ICT media and multi-ICT medias in teaching online. Meanwhile, the results for EFL teachers' social competence indicated that EFL teachers implemented inclusively and objectively as well communicating effectively with the students during teaching online.

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1. INTRODUCTION

The period of Covid-19 pandemic is a time when there are drastic changes in lifestyles. This reality makes schools no longer the only places to learn that the meeting place of teachers and students. Online learning is very different from learning as usual (Riyana, 2008). Online learning is a learning that is done remotely through media in the form of the internet and supporting tools others such as cell phones and computers. Online learning concept has the same concept as e-learning. It is proved that the impact of this pandemic has been felt by teachers, especially for teachers who are not yet competent in

using technology. Changes are so fast that they present anxiety for both educators and students and there is also ambiguity about the implications of online learning for educational equality in general (Adedoyin & Soykan, 2020).

Success in the delivery of education depends on how teachers carry out their role as educators, especially during this pandemic that does not mean that it will diminish the role of teachers, instead this is a challenge and at the same time an opportunity for a teacher to hone their skills. Teacher must meet the qualifications including, which must have pedagogical, professional, personal, and social competence. Absolute competences that teachers must have in this situation are professional and social competencies. It is supported by Permendiknas No. 16 (2007), the teacher must have four competences; pedagogical competence; personal competence; social competence, and professional competence. Professional competence is referred to as the knowledge of subject matter that a teacher needs to master, as well as strategies for its delivery to students (Kurniadi et al., 2020) (A Roy & A Ramadhana, 2021). Government policies in the field of education during the pandemic, demand that teachers be more professional. Teachers innovate in developing plans learning (Fauzi & Didi Suryadi, 2020). Face-to-face learning is eliminated, so that learning is carried out at home through distance learning using online media (Arizona et al., 2020). Even though the teacher using distance learning, but professionalism must be maintained.

By looking at the current online learning phenomenon, it is necessary to consider how the professional competence of this teacher is in conducting online teaching. Start from material preparation, material development, and the use of other online learning media, it must have significant differences from previous conventional learning. This is evidenced by the results of pre-observation made by researchers. The majority of teachers only use one online application in teaching that was only WA application, and this does not reflect the professional competence of teachers

Several studies have shown that online learning that has been done is still imperfect because it feels so new. Various strategies are implemented by educators including through Zoom and this can increase teacher professionalism in determining online learning media (Putri & Eriza, 2021). (Ahmad, 2020), showed the need for an alternative assessment model that supports the distance learning process, including online assessments, portfolios, and self-assessments. Another result was showed that the low number of indicators is constrained by several factors, requiring attention and changes especially for the teacher himself. Media and information skills technology which is one of the means for the operation of a system online learning is one of the factors hampering learning during the pandemic (Rosita & M Rochman, 2020).

In line with professional competence, teachers' social competence in online teaching is deemed necessary for further study. In the process of teaching online, it can be said that the emotional relationship between teachers and students is still questionable. This happens in the current situation the teacher only provides lessons and assignments online without doing intensive communication which is different from the face-to-face learning process. (Hariani et al., 2022) indicated that the teacher's social competence had a positive impact to increase students' learning motivation. It can be concluded that teachers' social competence had been implemented well in the classroom, and it is also influenced to students' achievement.

Even though there have been many studies about EFL teachers' competence especially on professional and social competence in teaching, but competency studies and their relationship with English teaching online are still limited. The majority of existing studies focus on conventional teaching. As stated above, the researchers wanted to raise the side of the teacher's professionalism and social relationship of teachers during the pandemic. Because there are not a few teachers who do not carry out their obligations during this pandemic and have a negative character in their environment especially to their students and student's parents. This current study aims to describe

EFL teachers' professional competence and EFL teachers' social competence in English online teaching.

2. RESEARCH METHOD

This study employed a qualitative descriptive method. Qualitative method is a research procedure to obtain description data including utterances, and behaviors that can be observed by people or subject themselves (Zulkhairi et al., 2019). The data sources were the EFL teachers in MAN and MAS in Parepare which the total 6 EFL teachers. The data were collected by observations, interviews and documentations during teaching online.

The data collection processes by using observations were the researchers joined in the learning-teaching process in this case through online teaching. The researchers did the observations during teaching online by Zoom video conference and Google Classroom. Then, the researchers also did interview session with EFL teachers by giving two parts; about professional competence and social competence. Besides using observations and interviews, the researchers also used documentation by taking of the capture of the teaching process in WA group.

The procedures of data analysis by using Miles and Huberman analysis data. Firstly, the researchers collected data about EFL teachers' professional and social competence in English online teaching thought interview and observations then the researchers transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data was the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researchers displayed those data in the form of descriptive. After displaying process, the researchers then concluded or verified the validity data to get the perfect conclusion about EFL teachers' professional and social competence in English online teaching.

In this current study, the researcher used triangulation in order to check the validity of the data. (Oktavianti & Novitasari, 2019), theorized that triangulation is a technique which is applied to check the validity of the data by employing the element outside the data. (Sukaesih et al., 2020), mentioned three kinds of triangulation methods for qualitative research namely, source triangulation, technique triangulation and time triangulation. Therefore, the researchers only applied two kinds of triangulation methods. The first was the triangulation of data sources. The results of data were compared from one respondent to another, especially the result of interview (MADJID, 2020). The researchers evaluated the results by checking out the perception or statement that is come from the respondent, if there were some unclear statements or opinion the researcher asks the respondent feedback again in order to obtain a valid data. The second triangulation method was the triangulation of techniques. In this process the researcher compared the results obtained from each kind of procedure of collecting data such as interview, observations and documentation. The comparing was needed in order to obtain a valid data as the findings of the research.

3. RESULTS AND DISCUSSIONS

3.1. Results

After the data were collected and classified, EFL teachers' professional competence in developing learning material categorized in two, namely semi-material development and non-material development. Then, in developing professionalism continuously, the researchers found two types, namely self-evaluation and self-improvement. Next, EFL teachers' professional competence in utilizing ICT media were two categories, namely mono-ICT media and multi-ICT medias. Meanwhile, the results for EFL teachers' social competence indicated that the EFL teachers implemented inclusive

and being objective, as well as communicated effectively with the students during teaching online

3.1.1 EFL teachers' professional competence in English online teaching

3.1.1.1 Developing learning material

Developing learning materials is to choose the learning material based on students' level development and to process the learning creatively according to students' level development (Permendiknas No. 16, 2007).

3.1.1.1.1 Semi-material development

Semi-material development is a material development that the EFL teacher arranged, combined, and developed the learning material by their selves by combining materials from the textbooks with other sources. The EFL teacher arranged the learning material based on the syllabus or curriculum and combined it with other sources such as from Internet, Web or the current issues. It can be seen from the response of the interview below about how the EFL teachers arrange their learning material during online learning:

Excerpt 1:

" ... during this online learning period, we both know that all teaching and learning activities are limited to virtual meetings only. So, inevitably the material must also be shared with students via virtual. And, for the material that I use, I definitely use the material provided or in accordance with the curriculum. However, seeing from the enthusiasm and readiness of the students, I took the initiative to modify the material according to the students' interests. What I mean is, I take some material which is interesting and appropriate to the students from various sources, some I quote from the web, other textbooks, news or issues that are booming, so that students are more enthusiastic in following this online learning ..."

Besides the excerpt 1 above, semi-material development also can be seen from the documentation which is taken from WA Group as follow:

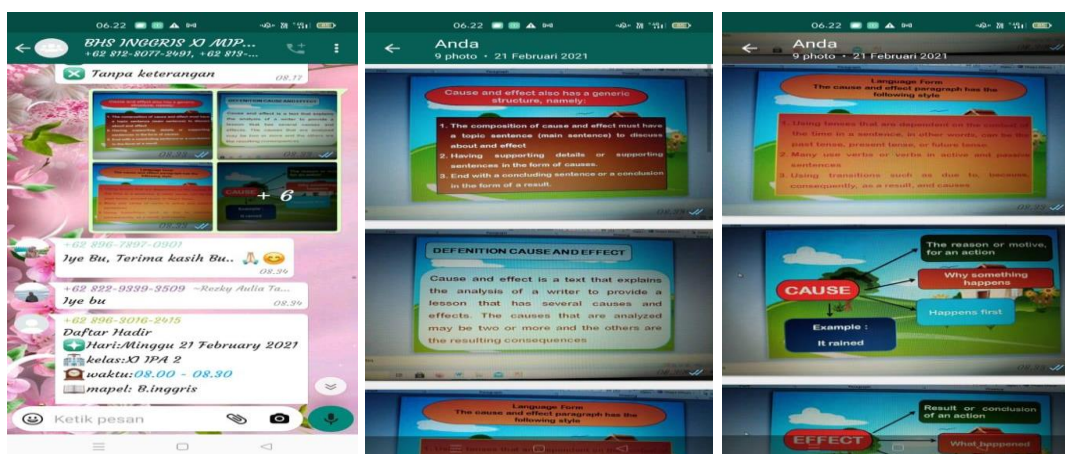


Figure 1. The Example of Semi-Material Development

The EFL teachers arranged and developed their materials based on the textbook then combining it with other sources. It can be seen also, the EFL teachers modified the learning materials to PPT form to make it colourful and interesting.

3.1.1.1.2 Non-material development

Non-material development means EFL teachers only directly adopted learning material from the textbook, whether she/he took a photo of learning material or directly typed it to Google Classroom or WA group. It can be proved from the response of the interview:

Excerpt 2:

“... the material I use to teach online is the same as the material I use in person in the class. All I did was take pictures of the material in the textbook and then I sent it to the students in their WA group. After submitting, I explained myself to the students through the text in the WA application. And for the assignments, I also took it from the textbook and then sent it back to the students via the WA”.

It can be also seen from the observation in google classroom, the EFL teachers adopted and typed the learning material from the textbook:

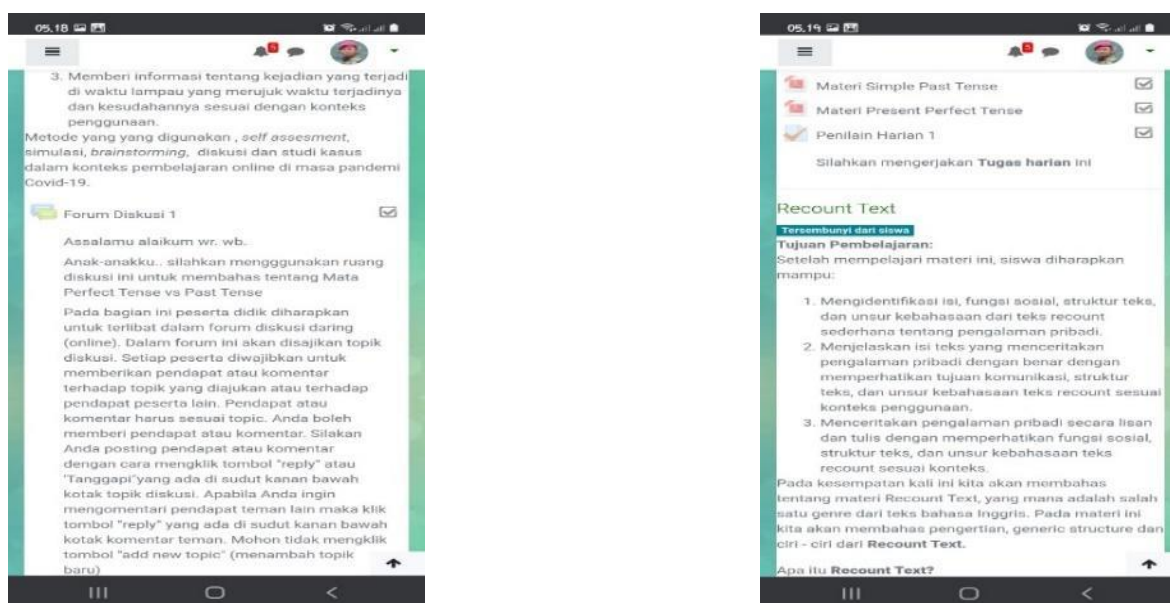


Figure 2. The Example of Non-Material Development

In this case, EFL teachers did not develop learning material at all. But EFL teachers attempted to utilize the media in delivering learning material to the students (Google Classroom) beside using WA group applications.

3.1.1.2 Developing teachers' professionalism continuously

Developing teachers' professionalism is the teachers do self-evaluation and assessment during online learning (Fitria et al., 2019).

3.1.1.2.1 Self-evaluation

The teachers did self-evaluation by changing their method in teaching online if she/they felt the particular method was less successful. It can be seen from the response of the interview about how an EFL teacher developed their professional competence:

Excerpt 3:

"... to continuously improve my professional competence, I think constantly to see the development of my students. If I feel that the method I used at the meeting was not well absorbed by the students, then I evaluated the method and then tried using another method. For example, at the first meeting, I asked students to have virtual discussions via Zoom conference, but with limited time and place, then at the next meeting I tried to reduce these activities..."

The EFL teachers realized that every student had different cognitive abilities and individual differences. Nevertheless, the EFL teachers did not make a written report about her self-evaluation and assessment. So, it was difficult to know their progress in teaching online. Meanwhile, other EFL teachers did not do self-evaluation during this online teaching. The EFL teachers did not consider whether their method was suitable for students or not, Hence, most of their students still got confused about the material especially in learning online.

3.1.1.2.2 Self-improvement

The researchers found another category of developing professional competence based on the interview session with the EFL teachers is by actively joining some seminars about professional competence and joining several teaching trainings. The EFL teachers shared similarities in terms of developing their teaching quality. It is said by the research subject through the interview session:

Excerpt 4:

"... during the current pandemic, of course, taking part in training may be considered very minimal. However, I still try to take part in seminars or training via online or Zoom applications held by several institutions or foundations..."

Another EFL teacher also responded:

Excerpt 5:

"... so, during this pandemic may be in terms of increasing professionalism can be said to be very complicated. With the lack of freedom, many activities are carried out online. Perhaps it can be said that participating in online teaching training activities is one of my efforts as a teacher in improving my professionalism ..."

The researchers also found EFL teachers' other ways in developing their professional competence that is the teachers continued their study to graduate program which correlates with their previous study. It can be seen from the teachers' response:

Excerpt 6:

“ yah, since this covid pandemic period, all of the activities must be limited. But, I always try to make self-improvement in teaching. One of the efforts I do; I continued my study and I have finished it”

Another EFL teacher added:

Excerpt 7:

“ I think that continuing my master education (S2 Program) and having completed it is one of my efforts to develop professionalism while teaching. During lectures, we always face what is called a review of the Education journal and English teaching, and that really helps me as a teacher”

The researchers can sum that EFL teachers in developing professional competence categorized in two; EFL teachers did self-evaluation by making evaluation of online learning method which is suitable for the students, and EFL teachers did self-improvement by joining some education seminars and continuing their graduate study.

3.1.1.3 Utilizing information & communication technology (ICT) media

Using ICT media in teaching and learning process especially online learning could develop students' motivation in teaching and learning process and also can help the EFL teachers to deliver the material virtually.

3.1.1.3.1 Mono-ICT media

In teaching online, the EFL teachers were forced to do the learning process virtually, therefore all the teachers have utilized ICT media. For the first category is mono-ICT media, the researchers found that teacher only used WA group in teaching. In can be seen from the responses of the interview:

Excerpt 8:

“ from the beginning of online learning, I only used the WA media application. Because only this application is easily accessible by students in their respective homes. For other applications that I know of, such as zoom, google classroom, Edmodo, I think it is very difficult to use, especially since each student's knowledge is different in operating the media, for sure. Maybe only one or two students can use it. So, to make it easier for me to convey the material, I only use WA media ...”

The EFL teacher actually capable in some ICT medias such as, Zoom video conference, Google classroom and Edmodo on teaching, but she/he considered the students' ability in using these medias.

3.1.1.3.2 Multi-ICT medias

Meanwhile, multi-ICT medias mean EFL teachers utilized more than one ICT media in teaching online. Besides using WA group application in sharing and teaching, the EFL teachers also used Google Classroom in sharing learning materials. They were also found in utilizing Zoom video conference in teaching virtually. Even though the EFL teachers were limited by time in teaching through Zoom, they have optimized other ICT media in teaching. It can be seen from the observation and documentation below:

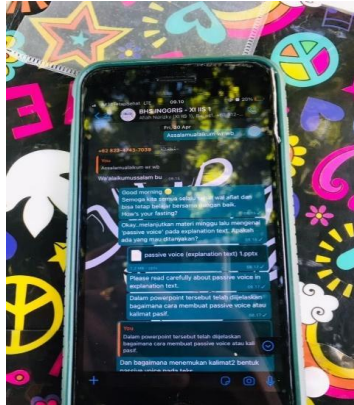


Figure 3. The Example of Multi-ICT Medias (Using WA Group)

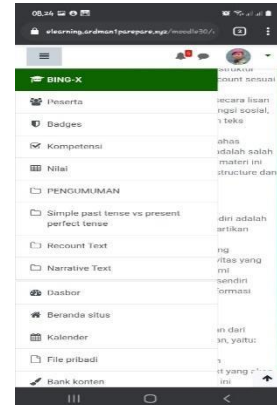


Figure 4. The Example of Multi-ICT Medias (Using Google Classroom)

When the EFL teachers were asked about what ICT application did they use in teaching online, the teacher responded:

Excerpt 9:

“... by online learning that we are doing today, of course the use of ICT media plays an important role. During this pandemic, I as a teacher only used at least two ICT media applications when teaching, namely the WA application and the Zoom application. As I said earlier that I distributed learning materials at certain meetings to students in the WA application group, then I directed students to switch to the Zoom application to meet virtually, even though the time required was not the same as the usual meeting in class. However, during this online learning period, the zoom application really helped me as a teacher to keep face-to-face with students even though it was just a virtual one ...”

3.1.2 EFL teachers' social competence in English online teaching

3.1.2.1 Being inclusive and objective

Teachers' social competence has some sub-indicator according many experts. Teachers' social competence involved teacher' competence being inclusive and objective, and communicating effectively especially during this online teaching (Permendiknas No. 16, 2007). Being inclusive is an open attitude by accepting every student as part of their students and can build communication which is dialogical to the students (Sulastrri, 2014). Based on the data gained from the observations, the teachers had implemented inclusive competence in teaching online. The teachers showed an open attitude by giving an extra attention to the students who she/he thought needed more explanation about the materials. It can be seen from the teachers' response about how the teachers implemented inclusive competence to the students:

Excerpt 10:

“ ... in communicating with students during this online learning, an extra energy is needed in explaining the material to the students. In this case, if the students need more

explanation about the material, then I am be willing to give extra explanation to my students”

The response above indicated that the teachers did not show discriminatory attitude towards the students. The teachers also gave attention to all students without exception.

3.1.2.2 Communicating effectively

Relating to communicative effectively competence, the teachers need to be often trusting, not suspiciously in the learning environment. Based on the data gained from the interview and observations, the teachers actively used clear and easy language for students to communicate as well did not harsh words when teaching online. The teachers also gave the instruction and explaining the material clearly to the students through WA group. It can be seen from the capture of WA group:

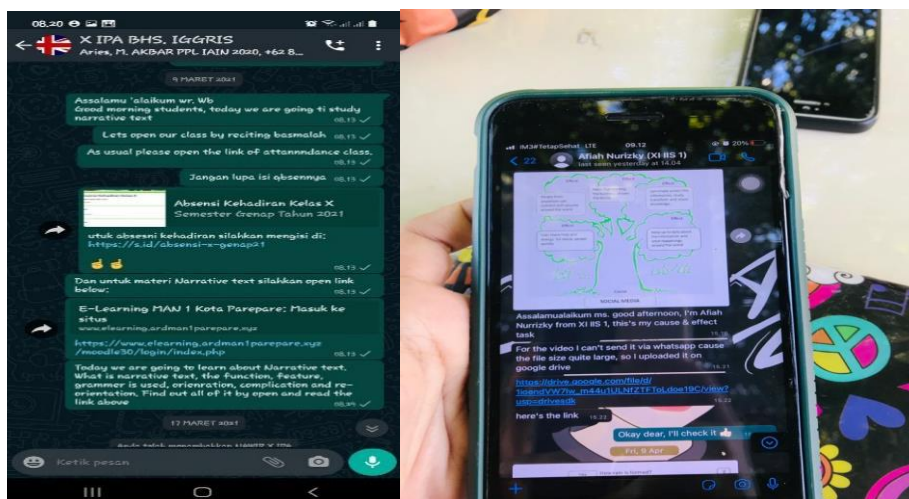


Figure 5. The Example of Communicating Effectively during Online Teaching

The data above indicated that the teachers has tried in communicating effectively with the students without using harsh word and explaining the material clearly.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily (Grieshaber, 2020). The discussion can be made in several sub-chapters.

4. CONCLUSION

EFL teachers' professional competence in term of developing learning material creatively, the teachers were categorized in two; Semi-Material Development where EFL teachers organized and modified the learning material with other sources such as the Internet and other textbooks. While the second category is Non-Material Development means EFL teachers directly adopted the learning materials to WA group, and Google Classroom, where the EFL teachers only captured it in a photo or directly typed the material into the applications. Relating to developing professionalism, the researchers concluded that the EFL teachers did two types in developing professional competence; Self-Evaluation and

Self-Improvement. Self-evaluation means the EFL teachers evaluated by changing the method in teaching online if she/he felt the particular method was less successful. Meanwhile self-improvement means the teachers shared similarities in terms of developing their teaching quality, such as joining online seminars and joining several teaching trainings, reading some education and English journals about the material especially in learning online. In utilizing ICT media in teaching online, the EFL teachers were forced to do the learning process virtually, therefore all EFL teachers have utilized ICT media even some teachers only used WA group application. The results showed that EFL teachers in utilizing ICT media categorized into two; Mono-ICT media means EFL teachers only used one ICT media in teaching English during this pandemic; and Multi-ICT medias is EFL teachers utilized more than one or two ICT media in teaching online. Even though there were many limitations in using ICT media, the EFL teachers realized that using ICT in the teaching and learning process, especially online, could develop their students' motivation in learning online.

Furthermore, EFL teachers' social competence showed an inclusive competence by using easy and clear words. EFL teachers interacted with the students without using harsh words. In communicating effectively with the students, the EFL teachers communicated politely and clearly in the implementation of the teaching online process meant that the EFL teachers provide and arouse the social needs of the students.

In this research, it is hoped that it can provide broad and up-to-date insights to teachers, especially in improving their professional and social competence in teaching English online. One of the efforts of a teacher in improving professional competence, especially in online teaching, it can take advantage of technology-based learning media such as zoom conferences, google classrooms or WhatsApp as communication media application. Based on the results of this study, during the pandemic when the teaching and learning process was carried out virtually, the teachers used or utilized technology-based learning media properly and efficiently. As for the social competence of teachers, in view of the research results that in teaching English online, teachers remain inclusive and communicate effectively while still utilizing technology-based learning media, so that it can become an initial idea for other teachers. This can also be a new reference for other teachers to use technology-based learning media in the online teaching and learning process.

In process of the research, there were several findings of limitations experienced by the researchers. So, that can be a consideration for future researchers in conducting research in accordance with increasing the professional and social competence of teachers in teaching English online or in utilizing technology-based learning media. The first limitation was the respondent's ability to understand and respond to research questions and honesty in answering questions, so that there was a possibility of inaccurate results. Another limitation, namely the limited research time, lack of energy and ability of the researcher. And the last limitation in this study, researchers only focused on increasing the professional and social competence of teachers in teaching English online, so further development is needed in increasing the personal and pedagogic competence of teachers as well.

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