



EFL STUDENT TEACHERS' PERCEPTION AND CHALLENGES TOWARD ONLINE PLATFORMS IN LANGUAGE PEDAGOGY

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Abstract

This research aims to investigate EFL Student teachers' perception and challenges of performing online platforms of Interactive Multimedia on Language Teaching and Learning. This study used mixed methods, qualitative and quantitative in nature. The participants of the study were 15 learners who have involved in the learning process of Interactive Multimedia on Language Learning Class. Questionnaires and interviews were used as data collection instruments. The data were analyzed and interpreted through qualitative and quantitative procedures. The results reveal that the online platforms of interactive multimedia such as Edmodo, PlayPosit, and Duolingo, TED Videos are very helpful and beneficial in improving their pedagogical competence. However, the limited time and facilities coupled with a poor Internet connection were challenges for EFL student Teachers to carry them out in educational process. The results of this study give meaningful insights for policy makers in education such principals in relation to provide the facilities to accommodate English teachers who want to employ online platforms of interactive multimedia in English teaching and learning in the classroom.

Keywords: EFL student teachers, perception, challenges, online platforms, and language pedagogy

Introduction

The development of information technology enables human activities to be implemented quickly, precisely and accurately. , so it will improve the productivity. In addition, the development of technological information has also affected a various lot areas of life, such as in Education that serves as a science supplier.

Quality improvement efforts education and knowledge should offset the rapid advancement of this technology. Therefore, information technology can be used for creating skilled and reliable human resources. In the achievement of that goal, the utilization of various online platforms offers the easy way for English Learning process.

The use of online multimedia in teaching English as a Foreign Language is essential for enhancing the students' learning achievement. The application of interactive multimedia for teaching English is very beneficial for improving students' language skills and enhancing students' learning motivation (Wekke & Hamid, 2013).

Even though, a lot of advantages of online interactive multimedia, there are several weaknesses in using them, such as lack of interaction in the real world between the learners and lectures and lack of control for unmotivated students. Moreover, when students have effortless to get a lot of materials and information from online sources, they will tend to be insensible in accomplishing their assignment (Muslem et al., 2018; Pitura & Berlinska-Kopeć, 2018). Therefore, this research aims to investigate EFL Student teachers' perception and challenges of performing online platforms of Interactive Multimedia on Language Teaching and Learning.

Methodology

The research was conducted by using mixed methods by analyzing qualitatively and quantitatively. The participants of the study were 15 learners in the third year who have involved in 8 meetings of Interactive Multimedia on Language Learning Class. Questionnaires and interviews were used as

data collection instruments. The data were analyzed and interpreted through qualitative and quantitative procedures.

The questionnaire was designed and modified from Muslem et al., (2018) and (Karakaya, 2010). It was applied by using six closed-ended questions. They are as follows;

1. In my view, the use of online interactive multimedia is very beneficial for teaching English than discussion and teaching without it.
2. The process of learning using online platforms can enhance my teaching strategy as an English Teachers.
3. Online interactive multimedia can replace teachers' role in teaching English.
4. As far as I know, online interactive multimedia can be used to manipulate instructional contents and materials effectively.
5. In my view, online interactive multimedia is more effective for teaching and learning than books and other printed materials.
6. I think online interactive multimedia do NOT offer educational/instructional values for learners in learning English.

The questionnaire was constructed by using Likert Scale with five choices comprising (1) disagree (D), (3) neutral (N), (4) agree (A), and (5) strongly agree (SA). The total scores of the questionnaire were calculated based on Excel analysis. The calculation of each question of questionnaire was interpreted that the online interactive multimedia are not recommended for their teaching when the total score of 15 to 40. The score 40 to 55 means that it can be an alternative for student teachers to apply online interactive multimedia for teaching. Also, when their response got the score 55 – 70, they are highly recommended for applying online interactive multimedia for teaching English.

For more detail information, the interview was conducted by asking five students as the representative of the class. The setting for the interview process was

held in the classroom by asking one by one student to be interviewed. I, the interviewer, gave the questions based on the interview protocol. It consisted of 5 items; 1). What do you think about the process of learning using online interactive multimedia? 2). Will you apply when a chance to be a teacher have? Why? 3) What challenges did you face when following the interactive multimedia class?

Findings and Discussion

After students had got the eight meetings of interactive multimedia class. They completed a questionnaire at the last meeting. The results of questionnaire are presented in Table 1.

Table 1. The Students perceptions about Online Interactive Multimedia

Questionnaire statements	
1. The use of online interactive multimedia is very beneficial for teaching English than discussion and teaching without it.	57
2. The process of learning using online platforms can enhance my teaching strategy as an English Teachers.	59
3. Online interactive multimedia can replace teachers' role in teaching English.	34
4. As far as I know, online interactive multimedia can be used to manipulate instructional contents and materials effectively.	59
5. In my view, online interactive multimedia are more useful for teaching and learning than books and other printed materials.	54
6. I think online interactive multimedia do NOT offer educational/instructional values for learners in learning English.	41

The first and second statements of the questionnaire show that most students perceived that online interactive multimedia were recommended to be prepared for English student teachers for enhancing their teaching quality. It also can improve my teaching strategy as an English Teachers. (Shahrokni, 2018; Wekke & Hamid, 2013; Wichadee & Pattanapichet, 2018).

The fourth question dealing with the online interactive multimedia that can be used to manipulate instructional contents and materials effectively, most students agree with that. It can be concluded that for today, the online media are essential to be integrated into teaching, i.e., EFL teaching. (Pitura & Berlinska-Kopec, 2018). In addition, some students perceived that online interactive multimedia are more effective for teaching and learning than books and other printed materials.

However, the statement 3 and 6 shows that the online interactive multimedia cannot entirely replace the role of teachers dealing with emotional interaction and learning motivation. It means the learning of communication in the real world is still necessary for enhancing students' motivation (Asnawi Muslem et al., 2018).

The results of the interview show that 4 of 5 interviewees perceived that online interactive multimedia are very interesting English learning process, they could understand materials easily and quickly got massive information in very short time.

Dealing with the second topic of interview question, i.e. "Will you apply when a chance to be a teacher have? Why?" Three students said that the online platforms such as Edmodo, and playposit, during interactive multimedia class, are very easy to be applied for teaching. Even, two students were very interested to apply them as their research paper for their degree.

However, the interviewee got challenges for applying these online interactive multimedia. When they have got an internship in schools in Semarang, they have no sufficient facilities for applying these media such as poor internet connection (Asnawi Muslem et al., 2018; Shahrokni, 2018), a limited number of computers (Pitura & Berlinska-Kopec, 2018).

Conclusion

The results of this study give meaningful insights for policy makers in education such principals about providing the facilities to

accommodate English Teachers who want to employ online platforms of interactive multimedia in English teaching and learning in the classroom. However, the limited time and facilities coupled with a poor Internet connection were challenges for EFL student Teachers to carry them out in the pedagogical process.

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