

The impact of online English teaching in community service in Kerambitan village, Tabanan, Bali

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ABSTRACT

This study is aimed at describing the impact of online teaching for the people of Kerambitan Village, Tabanan regency, Bali for the program of community service which has been conducted during Covid-19 pandemic. There will be two main discussions in this study, namely the improvement of the knowledge about technology, especially the platform of online class and the discipline on using the platform as the positive impacts and the limitation of expressing gestures and body language in addition to the limitation of making eye contact in speaking practice as the negative impacts. This study is an empirical study that has been done for six months in a program named PKM (Program Kemitraan Masyarakat), a community service with the focus on teaching English for tour guide in supporting Kerambitan Village as a village tourism.

Keywords: *online teaching, community service, improvement.*

INTRODUCTION

Since the World Health Organization (WHO) declared the world has been hit by a global pandemic outbreak caused by a virus called Corona Virus Disease 19 (Covid-19) the world has been increasingly shocked because the spread of Covid-19 is so fast that it has resulted in many human victims due to its spread through human contact. Covid-19 has become one of the causes of anxiety felt by the entire world recently, including the Indonesian people.

In Indonesia, the number of people infected with Covid-19 shows an alarming number and has caused a fairly high death rate. The spread of Covid-19 is also so fast that it is very worrying and affects all aspects of life such as economic, social, including education. The world of education in Indonesia has also felt the impact of this pandemic. If conditions like this continue to increase, then it can be ascertained that the impact on the education sector at all levels of education, both formal and non-formal. With the increasing number of people infected with Covid-19 and the high mortality rate, the Indonesian government has implemented several policies so far. According to the President, the most important thing that needs to be done is to implement social distancing, namely by reducing the mobility of people from one place to another, maintaining distance, and

reducing the crowd of people who are at great risk to the spread of Covid-19. The policy of learning from home, working from home, and worshipping from home needs to be intensified to intensify the spread of Covid-19 while maintaining services to the community, basic needs, health services, and other public services (Ministry of National Secretariat, 2020). The Ministry of Education and Culture (Kemendikbud) has followed up the President's policy direction by instructing online learning and working from home in order to prevent the spread of Corona Virus Disease (Covid-19).

Community service, as one of the three pillars of higher education in Indonesia in addition to education and research, during the pandemic should also be conducted online. After the new normal era, the community service was then conducted directly in the village of Kerambitan by applying a tight health protocol, such as wearing face mask, washing hands and also social distancing.

This study is aimed at describing the impact of online teaching for the people of Kerambitan Village, Tabanan regency, Bali for the program of community service which has been conducted during Covid-19 pandemic. There will be two main discussions in this study, namely the improvement of the knowledge about technology, especially the platform of online class and the discipline on using the platform as the positive impacts and the limitation of expressing gestures and body language in addition to the limitation of making eye contact in speaking practice.

METHOD

This study is an empirical study that has been done for six months in a program named PKM (Program Kemitraan Masyarakat), a community service with the focus on teaching English for tour guide in supporting Kerambitan Village as a village tourism. There were ten participants participated in the program. Since the program was conducted during the covid-19 pandemic, the class was held via Zoom platform meeting, Google classroom and also WAG (WhatsApp Group). The participants are heterogeneous. Some of them are businessmen, one student and one driver.



Pic 1: Online class via Zoom Meeting Platform.

RESULT AND DISCUSSION

In carrying out *Tridharma Perguruan Tinggi* (Three Pillars of Higher Education comprising Education, Research and Community Service) during the Covid-19 pandemic, the program

has become a unique struggle, especially in community service since as the name of the program, the community is involved in the program. Teaching English online for the people of Kerambitan village during the Covid-19 pandemic has given both positive and negative impacts. At the beginning, some participants found difficulty in using the online platform but after few weeks they started enjoying the online class.

The mastery of speaking skills in English is a priority for many second or foreign language learners. How best to approach the teaching of oral skills has been the focus of methodological debate. Teachers and textbooks make use of variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, questioning strategies) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards, 1990). In online class, the above approaches could be applied.

In designing speaking activities or instructional materials for second or foreign language teaching it is necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

There are three core issues need to be addressed in planning speaking activities for an oral English course. The first is to determine what kinds of speaking skills the course will focus on, the second is identifying teaching strategies to 'teach' each kind of talk, and the third is determining the expected level of performance on speaking task and the criteria that will be used to asses student performance (Richards, 2009). In this program, the assessment was done by recording the speaking practice as the result of the community service program.

Followings are the impacts of the online teaching done in the community service in Kerambitan village.



Pic. 2: Online class via WAG platform.

The positive impacts

The improvement of the knowledge about technology, especially in using the platform of online class and the discipline on using the platform.

Since online class was the only choice during the Covid-19 pandemic, the choice of online platform has become very popular all over the world. Every cloud has a silver lining. The difficult situation during the Covid-19 pandemic has given a very wide chance for learners and teachers to improve their knowledge in using the technology especially the use of online class platform.

The community service program which has been conducted in Kerambitan village, Kerambitan district, Tabanan regency with ten participants, used the platform Zoom Meeting, Google Classroom and WAG for the class interaction. The participants said that they were so happy to know and experience the new method of learning English.

There is a continuing debate about the amount of time teachers should spend talking in class. Classes are sometimes criticized because there is too much 'TTT' (Teacher Talking Time) and not enough 'STT' (Student Talking Time) (Harmer, 2007:39). During the online class in this community service, the teacher and the students have the same chance to talk because the "room" becomes smaller in the online platform so that the interaction between the teacher and the students has become more efficient.

The negative impacts.

The limitation of expressing gestures and body language. Expressing gestures and body language is also very significant in learning language. However, this online class gives narrow space for the teacher and the students to express gestures and body language.

The limitation of making eye contact in speaking practice. Since the class was conducted online by means of Zoom meeting and WAG, the making of eye contact was very limited. This occurred sometimes because of the internet connection. Besides, the limitation of making eye contact was also caused by the limitation of faces shown in the screen.

CONCLUSION

Based on the explanation above, the conclusion can be concluded as follows. The Positive Impact. The participants of the community service program have got improvement of the knowledge about technology, especially in using the platform of online class and the discipline on using the platform. The negative impact. Besides the positive impact mentioned above, the participants of the community service program also found the negative impacts of the online English class they have joined. The students found the limitation of making eye contact in speaking practice. It is sometimes caused by the internet connection problem.

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