

Classroom Management in Applying Android Applications as Learning Media in Online Learning: EFL Students' Perceptions

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ABSTRACT

English pronunciation should be taught effectively during pandemic in online learning. In classroom management, android application as learning media is one of the solutions in classroom management to help the learners practice pronunciation in English Phonology class. This study can help teachers evaluate classroom management for future learning in EFL during the Covid-19 pandemic for English pronunciation issues more accurately than before. This study aims at investigating EFL students' perception of classroom management in online learning in the English pronunciation class during the covid-19 pandemic by applying android application as learning media. The method of the research was descriptively quantitative. The sample of this research was 34 students. The instrument for this research was a set of questionnaire of 20 questions delivering to the students by Google form. After getting the data based on the students' answer in questionnaire, the data was analysed. The data analyzed by counting the percentage of each option of four, and give description on it. The result of the research stated that the students' perception about classroom management in applying android application as learning in online learning was very helpful since it supported the students' learning while using android application. However, only a few student was saying not helping them because this application only available in android mobile phone not in the IOS. The conclusion of the research was the students' perception in classroom management in online learning was helpful themselves to learn English pronunciation by applying android application.

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1. INTRODUCTION

The problems faced during the covid-19 pandemic because teachers can not meet face to face to the students in delivering the material (Aji: 2020; Dewi: 2020). Most of teachers are suggested to find the better teaching of the course, material, source, and interactive media to students to practice English for Foreign Language by managing the classroom by using suitable media in online learning. In some cases, the teacher should support their learning process to apply the application, like android application as learning media. This application is learning media that can be support classroom management system to the teacher. This condition brings several challenges for the teachers and students in learning process of classroom management (Wahyuningsih: 2021).

The classroom management can improve teaching and learning process (Erwinsyah: 2017). The classroom management in online learning should be motivated and creative to attract the students interest in learning (Andika, et al., 2016; Halimah, 2017; Monawati and Fauzi, 2018). The higher education should have more challenges compare to senior high level, as mentioned by the research conducted by Sofyana and Rozaq (2019). In designing classroom management of language learning should be based on the needs analysis (Graves: 2000). There will be problems or challenges in classroom management of online learning for EFL classroom, many cases and solutions can be got from the book entitled "The practice of English language teaching" (Harmer: 2003). The challenges of classroom management can be form of learning materials, getting involved in discussion and the assignment that is not as easy as senior high (Mahyoob, 2020). However, the students should follow the rules of each lecturer from all courses in certain semester. Like in higher education, most of students delivered the assignment with limited time to explain such a complex explanation, understanding, and practice. It is in line with the research done by Sujarwo et al. (2020), like this research that conducted in the higher education institution. This research was about learning process should find the smart way in teaching in the certain practical courses. One of the practical courses in classroom management is like English Phonology course that should be practice in most of the meeting as the drill.

English Phonology is one of the practical courses in classroom management should be managed by the teacher in right way since the meeting is not face to face. Some writing in supporting research have done in several experts like the creativity of the teacher in classroom (Halimah, 2017; Naim, 2011; Wahyono, 2020), the well preparation of the teacher in online learning during pandemic covid-19 (Nurdyansyah and Fahyuni, 2016; Rohmanu, 2020; Sofyana and Rozaq, 2019; Munir, 2012; Sadikin and Hamidah, 2020) and the use of android application in English pronunciation (Fathira, 2019). The researcher faced the problems in teaching English Phonology in online classroom that should pay attention of classroom management by using the application as supporting media of producing a sound, pronounce the sound, pronounce the words, and others.

Several research are done by researchers about online learning in the covid-19 pandemic (Yanti, 2021; Rifiyanti, 2020; Susila, 2020; Ismanto, et al., 2017; Maknuni 2020; Yunus and Fransiska 2020; Wilson 2020). The research findings reported very valuable inputs to manage the better teaching in the future for choosing the wise way of teaching, finding the material, choosing the suitable sources, and getting active in online classroom. This is the reason of the researcher conducted the similar topic of the research about online learning focusing on students' perception about classroom management of online learning in the covid-19 pandemic at University level.

2. METHODS

This was a descriptive study that attempted to assess students' perceptions of classroom management of the usage of an Android application in an English Phonology class during a pandemic. This study was conducted at one of higher institutions in Pekanbaru. This study's respondents were 34 students in English Department in 2021/2022. During pandemic covid-19, the researcher primarily focused on students' perceptions of classroom management of using an Android application to learn pronunciation in English Phonology. In this research, the population in this research were all students

who had taken English Phonology course. Since the English Phonology course was in the second semester, so the students in the third until five semester become the participant of the research. The sample of this research was 34 students by using purposive sampling (Arikunto: 2012).

In data collection techniques, researchers used online questionnaire techniques to obtain information. The questionnaire in this study was organized into 20 open-ended statements which essentially relate to online learning creativity during the pandemic. The questionnaires is about students' perception on the classroom management in online process, factors in online learning, benefit of applying android application as learning media, and teacher activity of applying android application as learning media during online learning. This questionnaire consisted of 20 statements with 4 option or scale. The questionnaire can be seen in the following table.

Table 1. Distribution of Questionnaire and Its Category

No.	Category	Questions Number
1	Students' Perception in classroom management in Online Learning Process	1, 2, 3, 4, 5, 6
2	Students' Perception of classroom management about Factors in Understanding English Phonology in Online Learning	7, 8, 9, 10
3	Students' Perception of classroom management in Online Learning Benefit for Students by Android application as learning media	11, 12, 13, 14, 15
4	Students' Perception of classroom management of Teacher's Activity in Motivating the Students to Apply Android application as learning media	16, 17, 18, 19, 20

The questionnaire was compiled in a Google form to make it easier for researchers to obtain research data. In the data analysis technique, as a process of systematically searching and compiling the data obtained from the questionnaire results from the Google form, the researcher continued the analysis by looking at the answers to the questions that were distributed to the Google form. The data analyzed by counting the percentage of each option of four, and give description on it. Researcher looked at and categorize into EFL students' perception in carrying out classroom management of English Phonology by applying android application as learning media during the Covid-19 pandemic. This is detailed with the aim of making it easier for researchers to search and find findings in research that can be informed to others, choose which ones are important and what will be studied, data analysis is carried out by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others (Sugiyono, 2016).

3. FINDINGS AND DISCUSSION

The researcher wanted to share some discussions of the questions sent to the students concerning EFL students' perceptions of classroom management of using an android application as learning media in online learning for English pronunciation during pandemic covid-19 in this section. There was 34 EFL students who has taken English Phonology course in one of higher institutions in Pekanbaru that participated in this research by responding to questions supplied via Google form. In this findings, students' perception of classroom management in online learning process was positive response in the way of teaching, the material, online assessment became a good input for students. Students' perception of classroom management about factors in understanding English phonology in online learning was the application always apply for their pronunciation improvement even no assignment or task. Students' perception of classroom management in online learning benefit for students by android application as learning media was very effective in teaches initiatives in applying android application as learning media for English Phonology class. Students' perception of classroom management of teacher's activity

of classroom management in motivating the students to apply android application as learning media was a solution in facing difficulties in English Phonology subject for students.

3.1. Students' Perception of Classroom Management in Online Learning Process

In the discussion of EFL students' perception, the researcher gave 6 statements of 20 statements in questionnaire in order to find out students' perception of classroom management in online learning process. From 6 statements of 20 statements in questionnaire in order to find out students' perception of classroom management in online learning process, teachers' creativity, the suitable material, a good online assessment, handled by teacher even it was online learning. From all descriptions above, it can be conclude that students' perception of classroom management in online learning process was in good response since most of the answer from the respondents was dominantly 'strongly agree' and 'agree'. This results of this study were in line with Ismanto, et al. (2017) Smart android very useful to support online learning process as learning media for teachers.

In this point, most of EFL students have positive response in students' perception about "The teacher explains the English Phonology material well through online learning". The answer from 4 options, all of respondents chose "agree" and "strongly agree" category with the percentage 59% and 41% in responding this statement. None of the respondent chose "disagree" and "strongly disagree". It means that, the way of teaching from teacher was categorized in positive meaning. It can be seen in the Diagram 1.

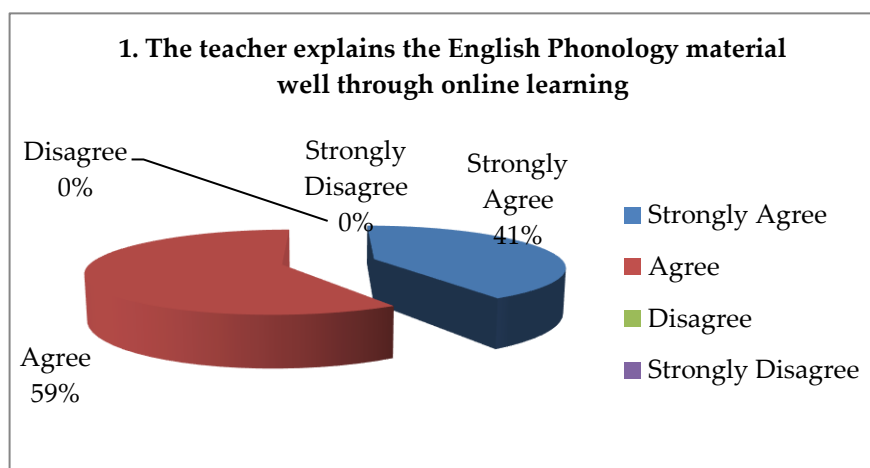


Diagram 1. The percentage of "The teacher explains the English Phonology material well through online learning"

Next, for statement of "The teacher explains the English Phonology material well through online learning", most of students were response in "strongly agree" category with the percentage 88%; there was only a few respondents chose "agree" with the percentage 12%, however none of students chose "disagree" and "strongly disagree". It means that, the material delivered to the EFL students based on the syllabus and it was categorized in positive meaning in online learning. It can be seen in the Diagram 2.

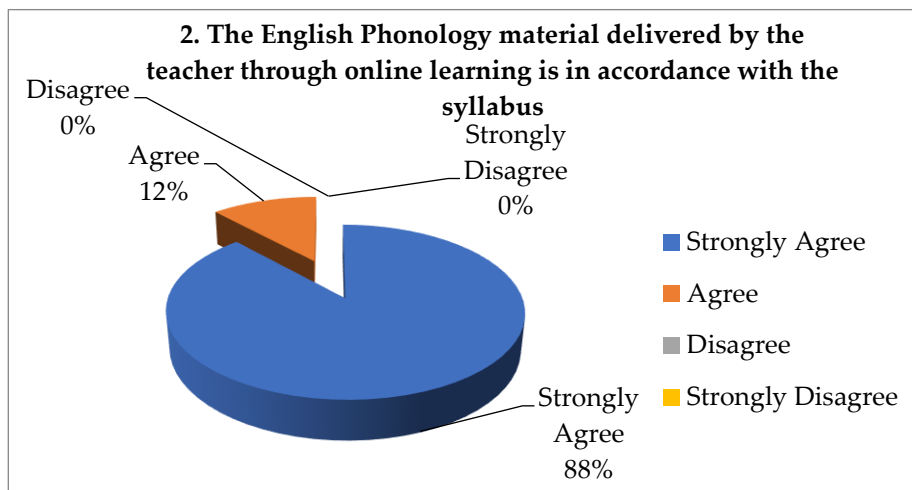


Diagram 2. The percentage of “The English Phonology material delivered by the teacher through online learning is in accordance with the syllabus”

Since it was online learning, the assignment should be evaluated by the teacher back as a good input. Even it was evaluated, it did not give the benefit input for a few students. It is in line with the respondents chose “disagree” and “strongly disagree”. However in this point, most of EFL students have positive response in students’ perception about “Online assignments given by the teacher will be evaluated if there are errors”. Most of respondents chose “agree” in responding this statement. Some of respondent chose “strongly disagree” It means that, online assessment became a good input for students if the teacher evaluated for some errors. It can be seen in the Diagram 3.

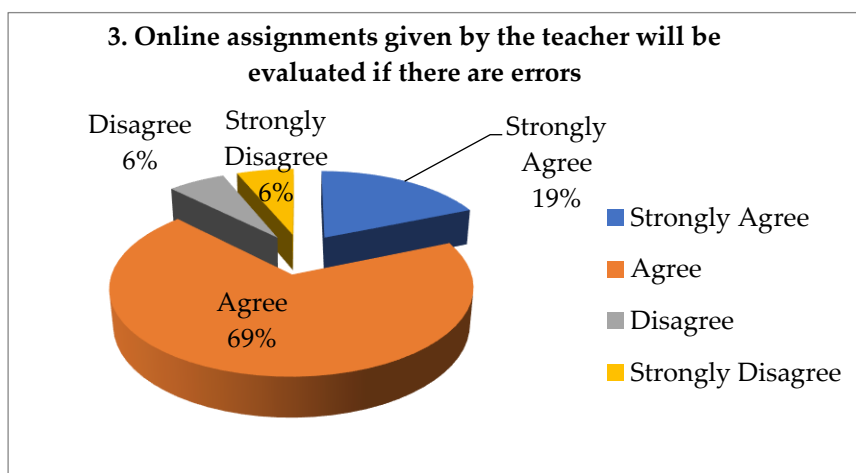


Diagram 3. The percentage of “Online assignments given by the teacher will be evaluated if there are errors”

In this point, most of EFL students have positive response in students’ perception about “A conducive condition during online learning is when the teacher delivers the material”. The answer from 4 options, all of respondents chose “agree” and “strongly agree” with the percentage 59% and 41% in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. It means that, the condition of teaching from teacher was conducive. The condition in online learning should be arranged well in order to teach effectively (Yanti: 2021). It can be seen in the Diagram 4.

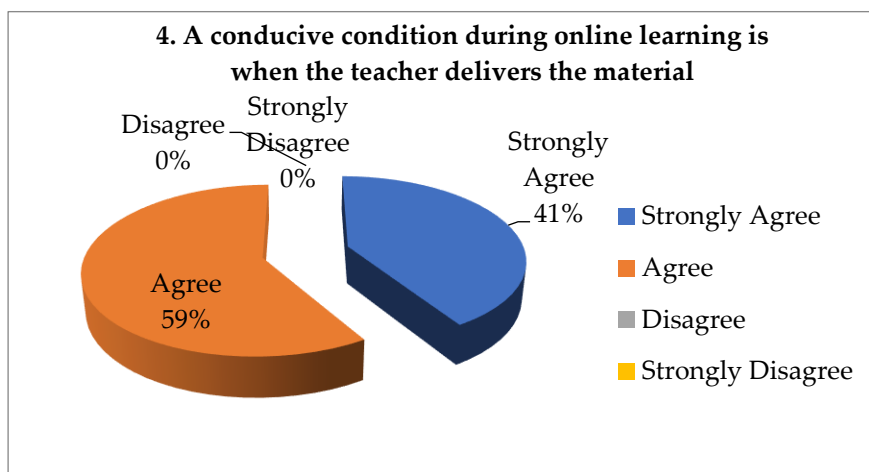


Diagram 4. The percentages of “A conducive condition during online learning is when the teacher delivers the material”

Then, in responding the next statement of “Learning English Phonology through online learning requires an additional English Pronunciation application to train English Phonology during the covid-19 pandemic”, most of EFL students gave response in “strongly agree” with the percentage 59%. Some of the students chose “agree” with the percentage 35%. A few of the respondent chose “disagree” category with the percentage 6%. None of the respondent chose “disagree” and “strongly disagree”. It means that, the way of teaching from teacher was categorized in positive meaning. It can be seen in the Diagram 5.

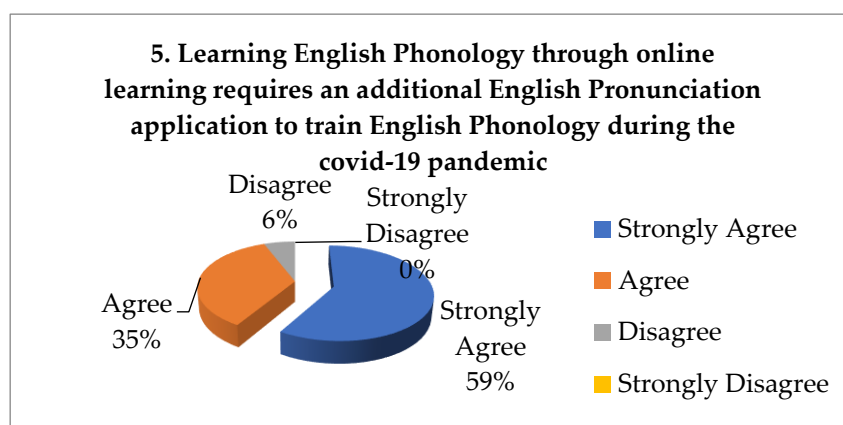


Diagram 5. The percentage of “Learning English Phonology through online learning requires an additional English Pronunciation application to train English Phonology during the covid-19 pandemic”

Next point in responding about “The English Phonology learning schedule is very supportive even though it is done online during the covid-19 pandemic”, most of EFL students chose “agree” category with the percentage 59%. Some of respondents chose “strongly agree” category with the percentage 35%” in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. It means that, the English Phonology could be handled by teacher even it was online learning. It can be seen in the Diagram 6.

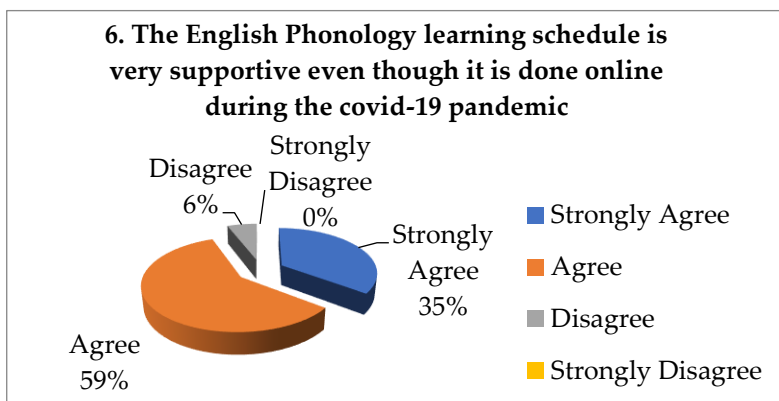


Diagram 6. The percentage of “The English Phonology learning schedule is very supportive even though it is done online during the covid-19 pandemic”

From all descriptions above, it can be conclude that students’ perception in online learning process was in good response since most of the answer from the respondents was dominantly ‘strongly agree’ and “agree”. In other words, the students thought that the process was in a good arrangement so that the students could still follow and understand the material even not in big portion.

3.2. Students’ Perception of Classroom Management about Factors in Understanding English Phonology in Online Learning

In the discussion of EFL students’ perception, the researcher gave 4 statements of 20 statements in questionnaire in order to find out students’ perception of classroom management in about factors in understanding English Phonology in online learning. From 4 statements of 20 statements in questionnaire in order to find students’ perception of classroom management about factors in understanding English phonology in online learning, the students need to apply the android application as learning media in English Phonology subject for improving their pronunciation during pandemic covid-19; the problem happened to the student seldom in accessing the android application as learning media; most of the students continue to use the android application as learning media even though there is no assignment; all students felt motivated and enthusiastic to learn English phonology trough android application as learning media even though in online learning like pandemic covid-19 situation. The results of this study were in line with Maknuni (2020) by applying smart phone, assertion that one of the factors that might diminish the degree of student learning activities is android.

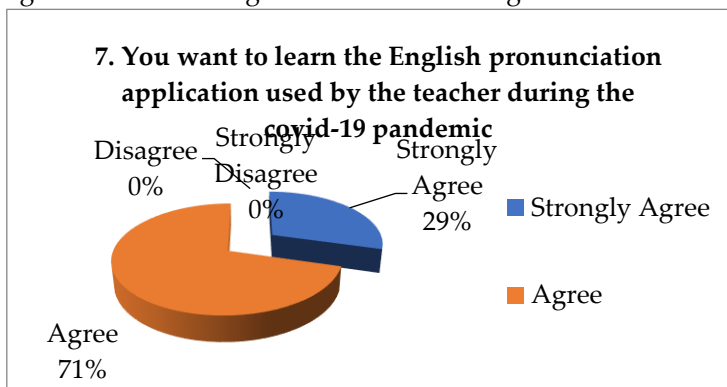


Diagram 7. The percentage of “You want to learn the English Pronunciation application used by the teacher during the covid-19 pandemic”

The point of students’ perception in online learning process, most of EFL students have positive response in students’ perception about “You (as students) want to learn the English Pronunciation application used by the teacher during the covid-19 pandemic”. The answer from 4 options, all of

respondents chose “agree” and “strongly agree” category with the percentage 71% and 29% in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. It means that, the students need to apply the android application of as learning media in English Phonology subject for improving their pronunciation during pandemic covid-19. It can be seen in the Diagram 7.

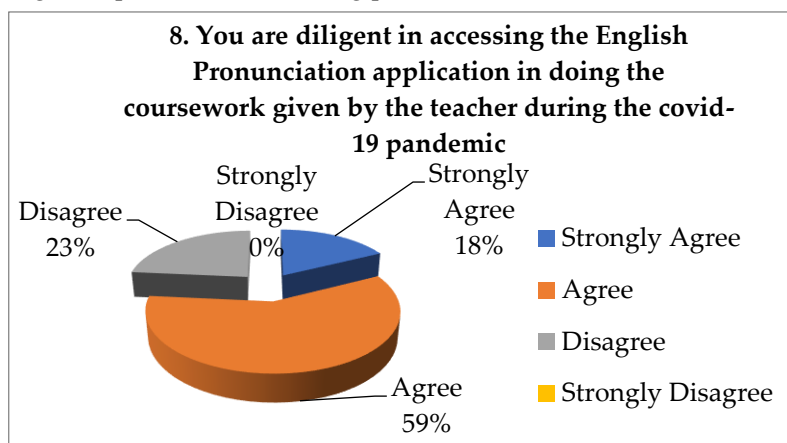


Diagram 8. The percentage of “You are diligent in accessing the English Pronunciation application in doing the coursework given by the teacher during the covid-19 pandemic”

Next statement was about students’ perception of “You are diligent in accessing the English Pronunciation application in doing the coursework given by the teacher during the covid-19 pandemic”. The answer from 4 options, most of respondents chose “agree” category with the percentage 59; some of respondents choose “disagree” category with the percentage 23%; the other some respondents chose “agree” category with the percentage 18% in responding this statement. None of the respondent chose “strongly disagree”. It means that, not all the students were diligent in accessing the android application as learning media. There were some of the student said they were diligent in accessing android application as learning media, however, there was a few students were not diligent in accessing the android application as learning media. This was a problem if the student seldom in accessing the android application as learning media. It can be seen in the Diagram 8.

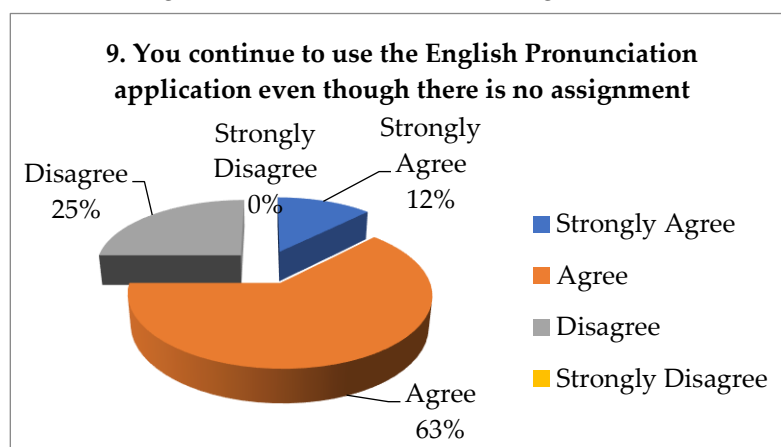


Diagram 9. You continue to use the English Pronunciation application even though there is no assignment”

In this point, most of EFL students have positive response in students’ perception about “You continue to use the English Pronunciation application even though there is no assignment”. The answer from 4 options, most of respondents chose “agree” category in a big portion with the percentage 63%; some of the respondents choose “disagree” category with the percentage 25%; and some others chose “strongly agree” category with the percentage 12% in responding this statements. None of the respondent chose “strongly disagree”. It means that, most of the students continue to use the android

application as learning media even though there is no assignment. Yet, there were some students did not use the android application as learning media except when the teacher asked them. It can be seen in the Diagram 9.

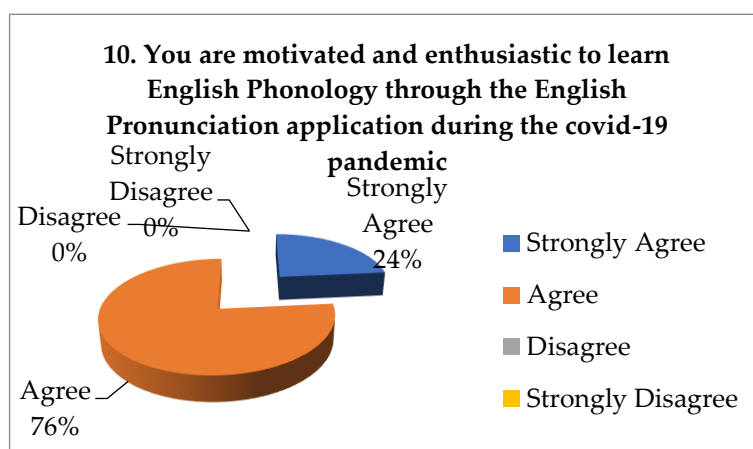


Diagram 10. The percentage of “You are motivated and enthusiastic to learn English Phonology through the English Pronunciation application during the covid-19 pandemic”

In this point, most of EFL students have positive response in students’ perception about “You are motivated and enthusiastic to learn English Phonology through the English Pronunciation application during the covid-19 pandemic. The answer from 4 options, all of respondents in positive answer. Most of the respondents chose “agree” category with the percentage 76%; then the other some chose “strongly agree” category with the percentage 24% in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. It means that all students felt motivated and enthusiastic to learn English phonology through android application as learning media even though in online learning like pandemic covid-19 situation. It can be seen in the Diagram 10.

In the discussion above and also diagram above, from 34 EFL students, the students’ perception about factors in understanding English Phonology in online learning were in some points. First, the students need to learn android application as learning media like English Pronunciation. Second, students should use the application frequently. Third, students should use anytime not only for assignment but also for elaborate their pronunciation matter. Last, students felt motivated and enthusiastic while using android application as learning media in understanding English Phonology in online learning during the covid-19 pandemic.

3.3. Students’ Perception of Classroom Management in Online Learning Benefit for Students by Android application as learning media

In the discussion of EFL students’ perception, the researcher gave 5 statements of 20 statements in questionnaire in order to find out students’ perception of classroom management in online learning benefit for students by android application as learning media. From 4 statements of 20 statements in questionnaire in order to find students’ perception of classroom management in online learning benefit for students by android application as learning media, it was very effective, initiatives; active activity, and support students to have proficiency in English pronunciation in online learning during pandemic covid-19. From all descriptions above, it can be concluded that students’ perception of classroom management in online learning give benefit for students by Android application as learning media was in good response since most of the answer from the respondents was dominantly ‘strongly agree’ and ‘agree’. This results of this study were in line with Yunus and Fransiska (2020) many benefit by using learning media android based for teachers and students.

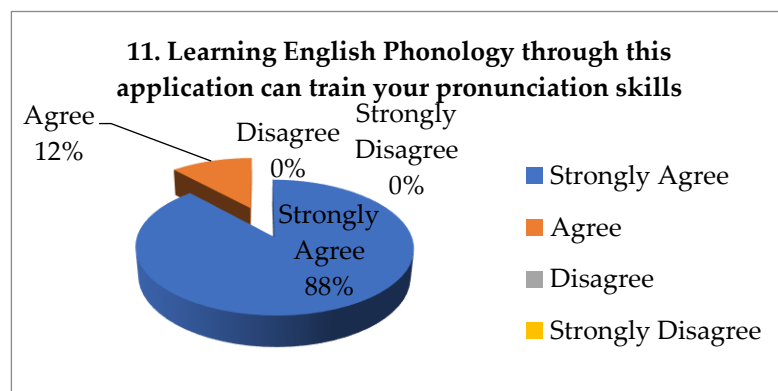


Diagram 11. The percentages of “Learning English Phonology through this application can train your pronunciation skills”

In this point, most of EFL students have positive response in students’ perception about “Learning English Phonology through this application can train your pronunciation skills”. The answer from 4 options, almost all of respondents chose “strongly agree” category in a big portion with the percentage 86%; and the other respondents chose “agree” category with the percentage 14% in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. It means that, it was very effective in learning English Phonology through this application for pronunciation skill. It can be seen in the Diagram 11.

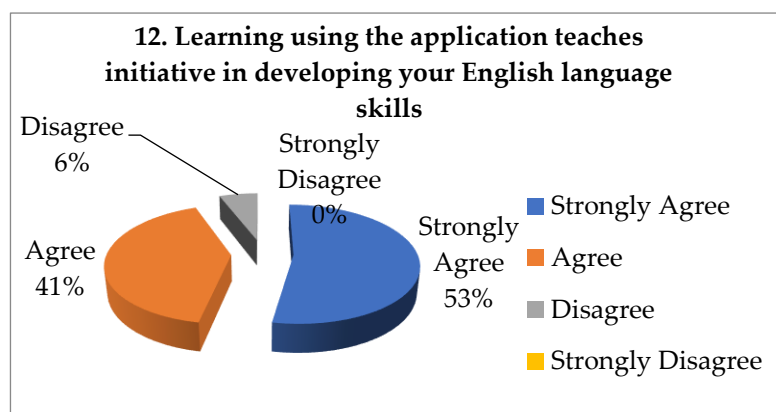


Diagram 12. The percentages of “Learning using the application teaches initiative in developing your English language skills”

In this point, most of EFL students have positive response in students’ perception about “Learning using the application teaches initiative in developing your English language skills”. The answer from 4 options, most of respondents chose “strongly agree” category in big portion with the percentage 53%; some of the respondents chose “agree” category with the percentage 41,5, and only a few respondent chose “disagree” category with the percentage 6% only. None of the respondent chose “strongly disagree”. It means that, by learning by using the android application as learning media has benefit for students like teaches initiatives. It can be seen in the Diagram 12.

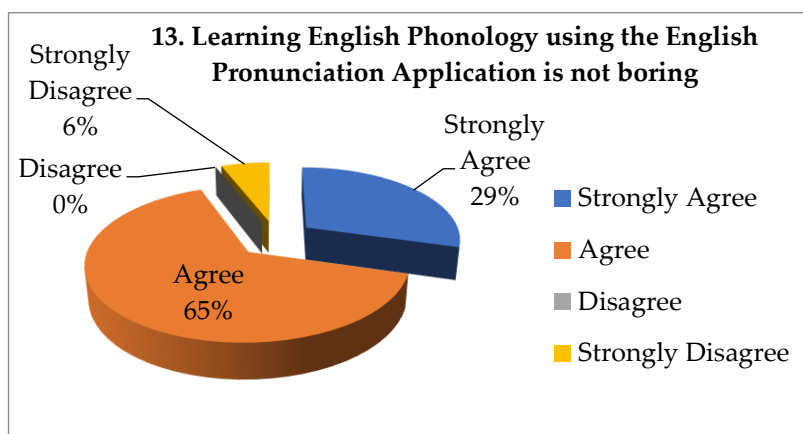


Diagram 13. Learning English Phonology using the English Pronunciation Application is not boring”

In responding the statement about “Learning English Phonology using the English Pronunciation Application is not boring”, most of respondents chose “agree” category with the percentage 65%; some other respondents chose “strongly agree” category with the percentage 29%, and a few respondents chose “disagree” category with the percentage only 6%. None of the respondents chose “strongly disagree”. It means that, the way of teaching in online was a boring activity but it was not boring since it was using android application as learning media for English Phonology class. It can be seen in the Diagram 13.

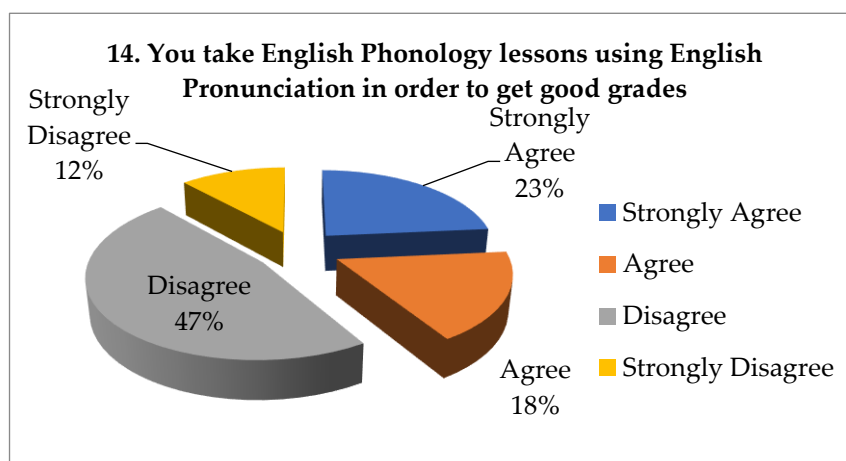


Diagram 14. The percentages of “You take English Phonology lessons using English Pronunciation in order to get good grades”

The use of android application as learning media in English Phonology subject may be a part of getting good grades only or not. In this point, in line with the statement of students’ perception about “You take English Phonology lessons using English Pronunciation in order to get good grades”. The answer from 4 options, most of respondents chose “disagree” category with the percentage 47%; some other respondents chose “strongly agree” category with the percentage 23%; some others chose “agree” category with the percentage 18%, and the others chose “strongly disagree” category with the percentage 12%. It means that, the way of teaching from teacher was categorized in positive meaning. It can be seen in the Diagram 14.

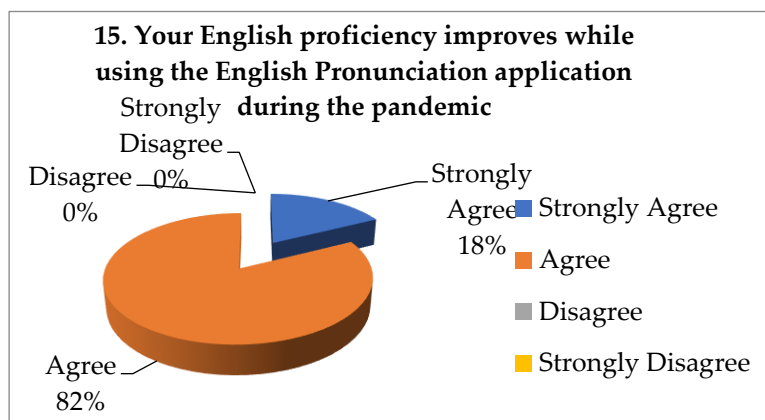


Diagram 15. The percentages of “Your English proficiency improves while using the English Pronunciation application during the pandemic”

In this point, most of EFL students have positive response in students’ perception about “Your English proficiency improves while using the English Pronunciation application during the pandemic”. The answer from 4 options, almost all respondents chose “agree” category with the percentage 82%, some others chose “strongly agree” category with the percentage 18%. None of the respondent chose “disagree” and “strongly disagree”. It means that it was very good input in improving students’ proficiency in English pronunciation in online learning during pandemic covid-19. It can be seen in the Diagram 15.

3.4. Students’ Perception of Classroom Management of Teacher’s Activity of Classroom Management in Motivating the Students to Apply Android application as learning media

In the discussion of EFL students’ perception, the researcher gave 5 statements of 20 statements in questionnaire in order to find out students’ perception of classroom management of teacher’s activity in motivating the students to apply android application as learning media. From 5 statements of 20 statements in questionnaire in order to find students’ perception of classroom management of teacher’s activity in motivating the students to apply android application as learning media, conducting question and answer activity were in good position; the teacher activity in telling the purpose of learning English Phonology was categorized in positive meaning; the example given by the teacher as activity was in different perceptions; the android application as learning media was a solution in facing difficulties in English Phonology subject for students. This results of this study were in line with Wilson (2020) many problems occurred in online learning, to solve the problem, the implementation of android based as solution for that.

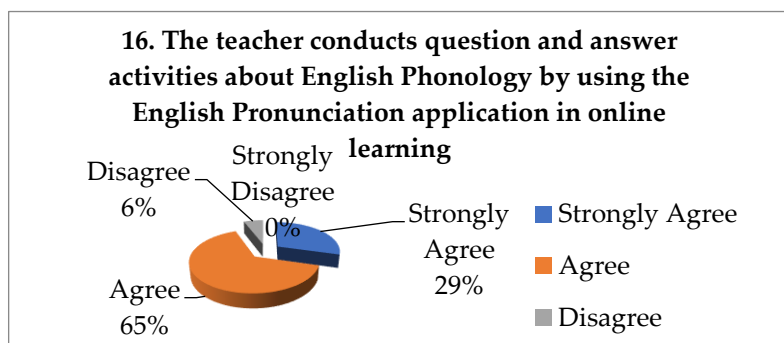


Diagram 16. Percentage of “The teacher conducts question and answer activities about English Phonology by using the English Pronunciation application in online learning”

In students’ perception about “The teacher conducts question and answer activities about English Phonology by using the English Pronunciation application in online learning”. The answer from 4

options, some of respondents chose “agree” category with the percentage 65%, few respondents chose “strongly agree” category with the percentage 29%. , only a few respondent chose “disagree” with the percentage 6%. None of the respondent chose “strongly disagree” category. It means that, conducting question and answer activity were in good position; however there was only a respondent think hard for teaching from teacher was categorized in positive meaning. It can be seen in the Diagram 16.

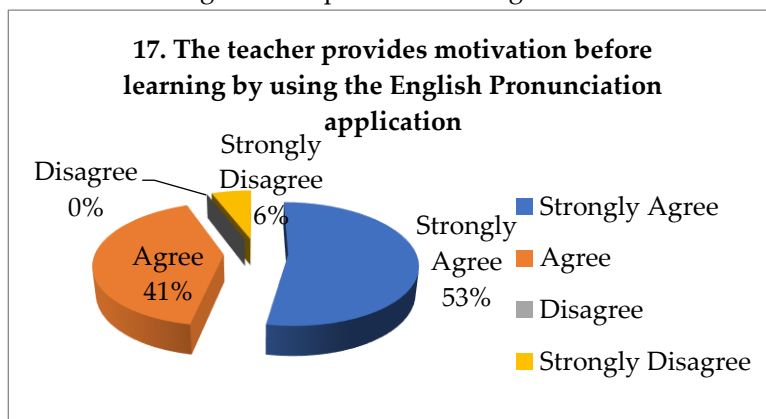


Diagram 17. The percentages of “The teacher provides motivation before learning by using the English Pronunciation application”

In this point, most of EFL students have positive response in students’ perception about “The teacher provides motivation before learning by using the English Pronunciation application”. The answer from 4 options, Half of respondents chose “strongly agree” category with the percentage 53%, some other respondents chose “agree” category with the percentage 41%, and only a few respondent chose “strongly disagree” category with the percentage 6% only. None of the respondent chose “disagree”. It means that, the teacher activity in motivating students was categorized in positive meaning. It can be seen in the Diagram 17.

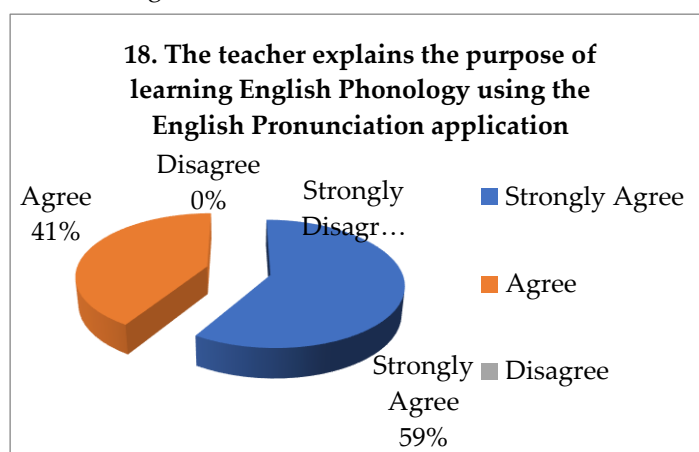


Diagram 18. The percentage of “The teacher explains the purpose of learning English Phonology using the English Pronunciation application”

Next, in this point, most of EFL students have positive response in students’ perception about “The teacher explains the purpose of learning English Phonology using the English Pronunciation application”. The answer from 4 options, most of respondents chose “strongly agree” category with the percentage 59% and “strongly agree” category with the percentage 41%. None of the respondent chose “disagree” and “strongly disagree”. It means that, the teacher activity in telling the purpose of learning English Phonology was categorized in positive meaning. It can be seen in the Diagram 18.

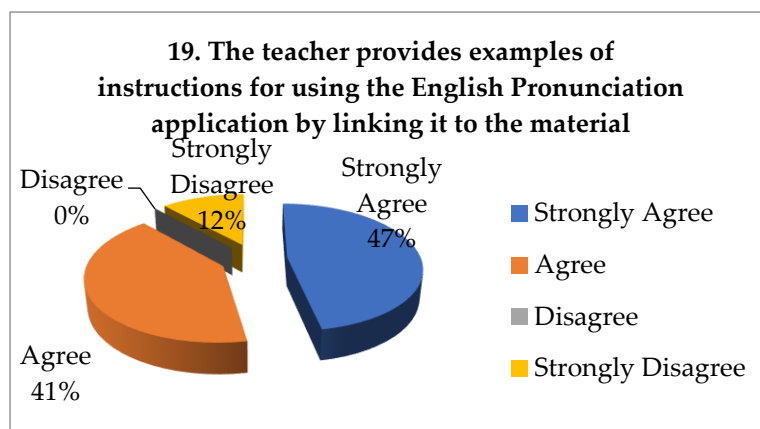


Diagram 19. The percentage of “The teacher provides examples of instructions for using the English Pronunciation application by linking it to the material”

In this point, most of EFL students have positive response in students’ perception about “The teacher provides examples of instructions for using the English Pronunciation application by linking it to the material”. Some respondents chose “strongly agree” category with the percentage 47%, and some others chose “agree” category with the percentage 41%, and a few respondents choose strongly disagree” category with the percentage 12%. None of the respondent chose “disagree”. It means that the example given by the teacher as activity was in different perceptions. It can be seen in the following Diagram 19.

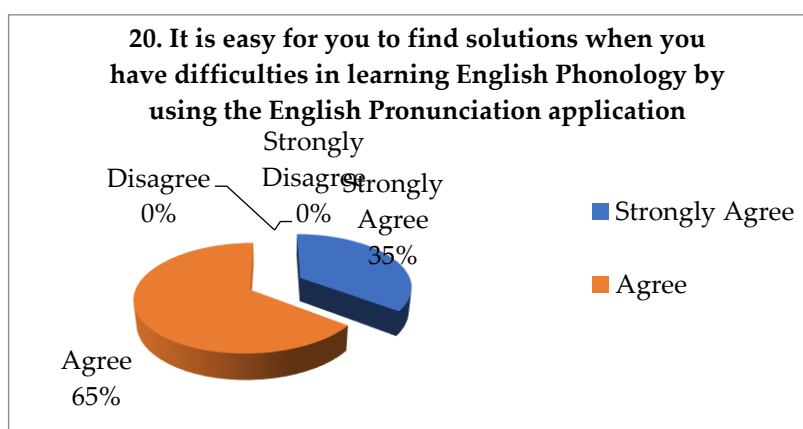


Diagram 20. The percentage of “It is easy for you to find solutions when you have difficulties in learning English Phonology by using the English Pronunciation application”

In last point, most of EFL students have positive response in students’ perception about “It is easy for you to find solutions when you have difficulties in learning English Phonology by using the English Pronunciation application, most of respondents chose “agree” category with the percentage 65% and “strongly agree” category with the percentage 35% in responding this statement. None of the respondent chose “disagree” and “strongly disagree”. The android application as learning media was a solution in facing difficulties in English Phonology subject for students. It can be seen in the Diagram 20.

4. CONCLUSION

In the discussion, the researcher pointed out some points to answer the aims at 34 EFL students’ perception of classroom management in online learning for English pronunciation during the covid-19 Pandemic in English Phonology class into four points: students’ perception of classroom management in online learning process, factors of in understanding English phonology in online learning, benefit of classroom management for students by android application as learning media, and teacher’s activity in motivating the students to apply android application as learning media. The majority of students

responded positively to the benefits of android application as learning media because by applying android application, the classroom management of online learning in the EFL classroom become more effective, initiatives of the way of teaching, not boring activity, and good input to students' improvement in classroom management during pandemic covid-19. The weaknesses of classroom management by using android application as learning media on students' perception were application only available in android mobile phone not in the IOS, and internet access to apply it. It is hoped that it is hoped that the results of this study can be managed well in classroom management process to find another activity if the internet access become a problem. For further researchers, it is necessary to apply this android application as learning media for speaking class or other subjects to improve their English proficiency to maintain classroom management effectively.

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