AN ANALYSIS OF THE ENGLISH TEACHERS' ABILITY IN CREATING ONLINE TEACHING MEDIA AT SURABAYA AND SIDOARJO ISLAMIC SENIOR HIGH SCHOOLS

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Abstract: As an English teacher, teacher must be able to develop a good teaching media. Traditional textbooks, while useful, are insufficient to address many questions. As a result, teachers try to look for another resources, social networks, and the web for answers to their questions. This study focuses on the teachers' ability in creating online teaching media at Surabaya and Sidoarjo Senior High School. This study also portrays the challenges and the opportunity of the online teaching media usage. It also covers the information about language preferably used by teacher in the online teaching media usage. Nine teachers are chosen from Surabaya and Sidoarjo as the subject of the study. Quantitative and Qualitative approach is used as the design of the research. Interview and documentation are used to collect the data. Next, the data are analyzed by using Likert Scale followed by triangulation. The result shows that teachers' ability in creating teaching media is good. The challenges of online teaching media usage are school facilities, time management and school regulation. The opportunity of online teaching media usage are active learner, monitoring role and active teachers. The language preferably used by teachers on their online teaching media are English Indonesia, English and English Arabic.

Keywords: *English teacher's ability, online teaching media, senior high school*

INTRODUCTION

Methods of teaching to advance student learning is changing as fast the technology appears. They may not need to embrace new methods, but rather strive to consider all options to find their voice. Regardless, teacher uses of various forms instructional media and technology in teaching, whether new or old, can have a profound impact on student learning. When done well, using a variety of media can enliven a class, encourage student participation, and help students grasp difficult concepts. When used poorly, these same tools can obscure teacher instructional objectives and make students confused, anxious and frustrated.

Teaching media is important in language teaching. Teaching media can be used as the teaching instrument which can help teachers to explain the materials clearly. There are three types of teaching media; visual media, audio media, and audio visual media. Moreover, teaching media has great functions to support the

teaching process, to clear up the material in order not be too verbal that students can catch the information, to overcome the limitation of time, to attract students attention to follow the teachers, and to make students more spirit inside and outside the class. In line with the growing of communicative activities in language teaching, students may initiate their autonomy learning through the teaching media such as computer, textbook, newspaper, pictures, audio, and video. The same teaching media which is used with different strategy may cause different result for the students.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. Nowadays, the number of internet user is approaching three billion users throughout the world by the end of this year and two third of them are from developing countries. It shows that Indonesia mainly becomes the part of the internet users. The number of Indonesian internet users was 74.6 million users[1]. It provides a big opportunity for teacher to use internet in teaching and learning process since it involve a lot of users. Internet can provide a lot of teaching resources. Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective.

Moreover, in a virtual system of learning, technology replaces educational environment. Media in combination with internet connection as a technology may help to reduce transactional distance in learning - that is the communication gap or psychological distance between participants which exists in the virtual learning environment. The quality of sound or music, movie or images and text construction in an e-learning environment is in interaction with internet connection characteristics. It provides a great opportunity to use and create online media for teaching and learning process. The use of social media, online grade system, online quiz maker or online video production becomes the great instrument to be used in having teaching and learning activities.

As an English teacher, teacher must be able to develop a good teaching media. Teacher must be able to determine the best media for their students with the given context. Furthermore, structuring lesson plan and teaching media also strengthen their language skills, grammar and vocabulary as their sub skills in language teaching. Therefore, a research about teachers' ability in creating online teaching media is necessary to be conducted. Given their specific requests and readiness for improvement, teachers and those who support their growth and development continually look for resources to meet teachers' needs. Traditional textbooks, while useful, are insufficient to address many of the questions; moreover, few have the types of authentic application tasks and complex texts that new standards require. as a result, teachers and others look beyond resources already in their schools and districts to colleagues, social networks, and the web for answers to their questions.

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[1]http://wikieducator.org/Emundus/Indonesia retrieved on 29 May 2014

RESEARCH PROBLEMS

This research presents three major following research problems:
1. How is the English teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools?
2. What are the opportunity and challenges faced by the teacher in the online teaching media usage?
3. What languages are preferably used by teacher in the created online teaching media ?

OBJECTIVES OF THE RESEARCH

This research presents three major following objectives of the research:
1. To describe teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools.
2. To explain the opportunity and challenges faced by the teacher in the online teaching media usage.
3. To portray language which are preferably used by teacher in the created online teaching media

SIGNIFICANCE OF THE RESEARCH

This research presents three major following significance of the research:
1. For the Institution
   This research can be used as a reference for the institution, the faculty even for the English Teacher Education Department to set some program in relation with the development of teachers' ability in creating teaching media. It will be used to portray the need to develop service learning and community development programs for educators in East Java.
2. For the teacher
   This research is useful for the teacher since the teachers' product can be used and disseminated to all English teachers throughout the world and give beneficial impact locally and globally.
3. For the reader
   This research is useful for the reader to give them an overview about the opportunity to develop online teaching media based on the opportunity and challenges faced by teacher in the online teaching media usage. It also portrays language used by teacher in teaching English

RESEARCH METHOD

This research uses qualitative and quantitative approach where it is focused on the teachers' ability to create online teaching media. The qualitative approach is used to strengthen the quantitative data taken from the scoring sheet. The quantitative approach is used to portray the teachers' ability in creating teaching media. The subject of the research are nine English teachers from Surabaya and Sidoarjo that are chosen randomly. Field note, evaluation checklist, interview guide, and validation sheets are used to gain the whole data. The

evaluation checklist used is adapted from various resources and it is validated by the peer researcher. Likert scale will be applied to each criteria with the range of Very Good (5), Good (4), Fair (3), Poor (2) and Very Poor (1). The form of the evaluation checklist is as follows:

Media Evaluation Checklist

Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media									
2. Project Clarity									
3. Completion of goal and objective									
4. Indication of Thinking and Learning									
5. Use of Media Resources									

Table 1
Media evaluation Checklist

Individually, teacher is interviewed to get the data about the challenges and the opportunity of the online teaching media usage. Interview is also used to get information about preferable language used by teacher in the created teaching media. Next, the researcher collects the teachers' online teaching media. If they dont have or do not able to make it, the existing media used by teacher is collected.

The procedure of the data collection is as follow:
1. Interviewing some samples
2. Collecting the media
3. Confirming the content of the media
   Next, the data are analyzed through the following steps:
1. Classifying the data with the existed rubrics
2. Reducing data and doing Triangulation.
3. Interpreting the data.

4. Concluding the findings

FINDINGS AND DISCUSSION

1. Teachers Ability in Creating Online Teaching Media

There are three teachers who are able to create online teaching media and it is presented below:

a. Teacher A

Teacher A teaches English at Islamic Private School in the Sub Urban of Surabaya. She has been teaching there for more than 6 years. She is the main teacher there. She teaches grade X, XI and grade XII. She is computer literate and frequently uses online materials for her teaching process. She uses PowerPoint slide frequently. Her school provides internet connection for the teachers. The students cannot get the internet access unless they use their own internet connection. Teacher A uses her own computer and connect it to the projector when she uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. She uses www.englisch-hilfen.de/en frequently. Based on the result of the interview, this website is useful because it promotes not only explanation but also a lot of exercises in grammar, vocabulary and also 4 language skills. It covers English words, practice grammar, some basic rules, prepare for exams, do tests or just have fun playing games in English. She doesn't have a personal blog to attach the materials. She tends to access it directly. Her favorite menu of this website is the direct response of the quiz. Students can get direct explanation of the questions. Students feel so curious and want to answer another question in group

Picture 2
Online Teaching Media Used by Teacher A

Teacher A is also able to create her own Online Teaching Media. She spends two hours to create one online teaching media. She creates the outline of the story first and then decides each detail within the comic creation. She uses www.toondoo.com to create an interesting recount story just like in the picture below.

Picture 3
Tondoo Comics created by Teacher A

In her opinion, this comic is very good to develop students' creativity if the students want to create their own story in the future. She feels that this website is useful to create a story because it has a lot of template that can be chosen. Within English teaching and learning process, students are expected to create their own text in a group or individually at the final stage of each unit. Teachers must be able to provide a lot of example so that the students can do it as well.

The overall effectiveness of her media is good since it represents the text in the form of visual clues. The project clarity is good because she uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about the given picture/story. In creating online media, she uses www.englisch-hilfen.de/en as the reference and some information taken from the textbook. Therefore she uses a lot of various resources to create her online teaching media. It can be concluded that generally teacher A is good in creating online teaching media since her product can meet all of the required criteria of a good media.
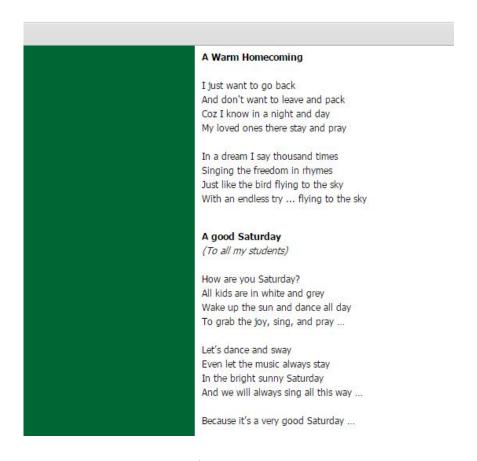
b). Teacher B

Teacher B teaches English at Islamic Private School in the Centre of Surabaya. He has been teaching there for more than 4 years. He is the main teacher there. He teaches grade XI and grade XII. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He has been familiar with online teaching media since 2008. He believes that online teaching media is very useful because it can be accessed not only inside but also outside the school. He uses online teaching media to make his students become interested in English. He also creates ICT based teaching media for example video and charts in his teaching. His school provides a fast internet connection for the teachers. The students can get the internet access easily. Teacher B uses classroom computer and connects it to the projector when he uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. His school has a good system of online academic program which enable teacher and students to access all of the information about academic life within the school activities. He used to post some materials on his account and used it as an online teaching media.

Picture 4
Online Academic System Used by Teacher B

In his opinion, this system is very good and easy to be applied; it needs more time to prepare the online teaching media. Therefore, he rarely creates new online materials. He tends to adapt the activities taken from Google search engine. His latest materials are published on the main menu of teacher's work which is attached on the school website.

A Warm Homecoming

I just want to go back
And don't want to leave and pack
Coz I know in a night and day
My loved ones there stay and pray

In a dream I say thousand times
Singing the freedom in rhymes
Just like the bird flying to the sky
With an endless try ... flying to the sky

A good Saturday
(To all my students)

How are you Saturday?
All kids are in white and grey
Wake up the sun and dance all day
To grab the joy, sing, and pray ...

Let's dance and sway
Even let the music always stay
In the bright sunny Saturday
And we will always sing all this way ...

Because it's a very good Saturday ...

Picture 5
Online Teaching Media created by Teacher B

He also said that the systems enable students to download any video, PowerPoint presentation, and PDF file. Students are asked to give a comment on his friend video each other as a part of peer assessment activity. He provides his online teaching media with some questions taken from his reference. The systems enable students to get a direct response toward the answer.

The overall effectiveness of his media is good since it represents the text in the form of visual clues. The project clarity is good because he uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about their friends work or the teachers work as well. In creating online media, he uses Google search engine as the reference and some information taken from the textbook. Therefore he uses a lot of various resources to create his online teaching media for example PDF, video and presentation slide. It can be concluded that generally teacher B is also good in creating online teaching media since his product can meet all of the required criteria of a good media.

c). Teacher D

Teacher D teaches English at Islamic State School in the Centre of Sidoarjo. This school has a special program with another state Institute from Surabaya

which support IT skill of the students. Students have some abilities in designing macromedia flash and photo editors program. He teaches grade X and grade XI. He often used Power point and some downloaded audio. His Power Point consists of a mind map, materials and evaluation. He is able to draw a concrete object directly on the board. He is good in drawing. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He believes that actually, online teaching media is simple, communicative and practical. This school has applied SIAK (computer academic system) for teaching and learning process but the internet connection doesn't work properly. Therefore, teachers don't apply it anymore. He just does a Google search to find specific materials that he wants for example he wants to know about expressing sympathy materials, he directly types it on the Google search engine and download it for free. He likes to link some websites to his blog.

Picture 6
Teacher D's personal blog

On his blog, he put a lot of link on his blog. He uses this blog to give some references to the students.
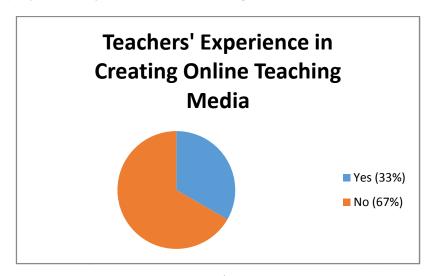
From the data findings, only three teachers who have applied online teaching media on their teaching process. Five teachers are actually able to create computer based teaching media but they never make online teaching media. One teacher is not good in computer so she always asks another teacher to make

computer based teaching media for her. Teachers ability in creating online teaching media can be summed up in the following table:

Table 2
Result of Media Evaluation Checklist

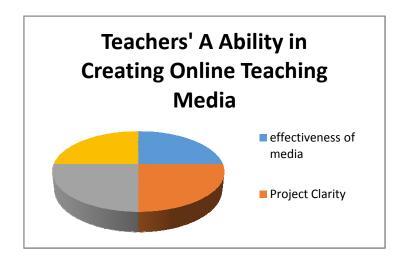| Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media	4	4	0	4	0	0	0	0	0
2. Project Clarity	4	4	0	4	0	0	0	0	0
3. Completion of goal and objective	4	4	0	4	0	0	0	0	0
4. Indication of Thinking and Learning	4	5	0	4	0	0	0	0	0
5. Use of Media Resources	4	5	0	4	0	0	0	0	0
TOTAL	20	22	0	20	0	0	0	0	0

From the data above, it can be seen that only 33 % teachers have the experience in creating online teaching media and 67 % teachers never make online teaching media.

Teachers' Experience in Creating Online Teaching Media

■ Yes (33%)

■ No (67%)

Picture 6
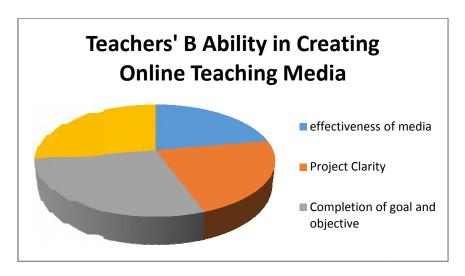Teachers' Experience in Creating Online Teaching Media

From the Pictureabove, it seems that Online teaching media is rarely used by teacher. It may be caused by some factors such as personal factors and external factors. From the interview, it can be seen that some teachers never make online teaching media because they have no idea about it. They never know what and how to make online teaching media. Moreover, most teacher say that they have no time to make it. It needs a lot of time to prepare one online teaching media. It can not be done in a short time. Teacher B says that he needs more than 4 hours just to make one online teaching media. Teacher A makes her online teaching media in a day because a lot of factors that should be considered. Materials, application, level of difficulty should be prepared carefully.

Teachers' ability in creating online teaching media actually can be represented by the quality of their teaching media. The ability to create online teaching media is diverse for each teacher. The description of each teachers' ability in creating online teaching media is presented below:
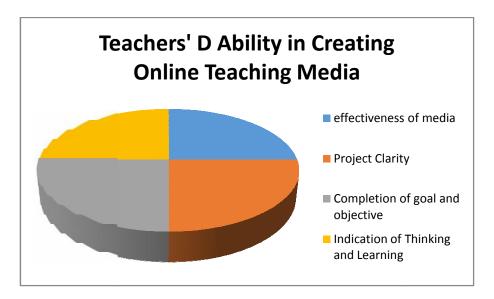
Teachers' A Ability in Creating Online Teaching Media

■ effectiveness of media

■ Project Clarity

Picture 7
Teachers' A Ability in Creating Online Teaching Media

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From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. She created a comic which is effective to retell event in the recount text. Students are easy to understand sequence of events if it is ordered and written in the comics form. It is very effective to share the idea. About the project clarity, the project is created to help students understand the generic structure of the recount text. Comics separate each event so that students will clearly understand the project. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because designing a comic is not an easy project. Teacher A must think of the character, the design, the sequence, the outline of the story, and the word choices. Thus, it can not be done in a short time to make one good online teaching media.

The second description about teacher ability in creating Online teaching media is presented below:

Picture8
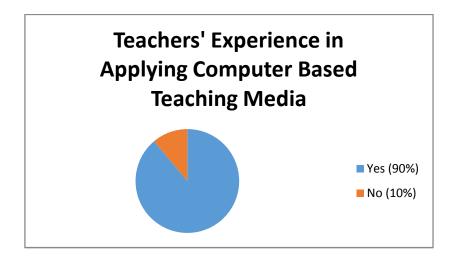Teachers' B Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for the first and second criteria. It is very very good in the third and the fourth criteria. He created a poetry to help students practice their speaking skill. Poetry is an effective isntrument to start a discussion. Poetry can develop students critica thinking and it is effective to improve students vocabulary mastery. It is very effective to share the idea about the content of the poetry. About the project clarity, the project is created to help students understand the vocabulary and how it is used naturally. Moreover, the system provided by school allow his material published in an organized way. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because creating poetry is very challenging. Teacher B must think of the character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more than 4 hour to make one online teaching media.

The third description about teacher ability in creating Online teaching media is presented below:

Picture 9

Teachers' D Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. He created a personal blog to help students practice their reading skill. Genre based approach is not an easy approach to be understood. Students must be able to understand the vocabulary, the content of the reading text, the generic structure of the text to distinguish a lot of different text. He creates a personal blog which provide students with the link to another websites. This link will give students opportunity to find a lot of examples about genre text. It is very effective to give reference about the genre text. About the project clarity, the project is created to help students understand the vocabulary and type of text and how it is used naturally. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because finding and identyfiying a genre text is very challenging. Teacher D must think of the proper character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more time create it.

From all of the description above, it can be concluded that the ability of creating online teaching media is good. Most teacher has a chance to make it but some of them do not want to make it because of school facilities,school regultion dan personal problem such as time management. Most of them actually uses websites as the references but they do not make it by them self.
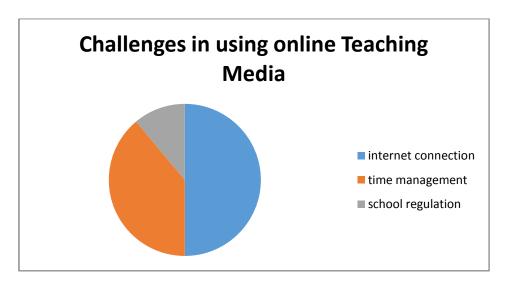
Picture 10
Teachers' D Ability in Creating Online Teaching Media

Looking at the collected teaching media, actually most of teaching media created by teachers can be used as an Online teaching media. They do not use it as an online teaching media because of some problems in facilities and school regulation. Most school do not have a fast internet connection for all students. Therefore, they can not apply online teaching media. Sometimes, they ask to do some online activities but they dont use it as a teaching media.

Challenges and Opportunity in Online Teaching Media Usage
There are some challenges faced by teachers on the usage of online teaching media and it is presented below:
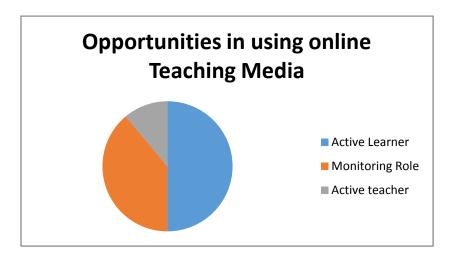

Picture 11
Challenges in using Online Teaching Media

Based on the interview, it can be concluded that internet connection becomes one of the biggest challenges in using online teaching media. Eventhough school has provided internet connection, but the connection doesnt

meet the requirement to apply online teaching media. If all teachers use the internet connection at the same time, the connection will be low. It shows fact that internet connection at school does not cover the sufficient bandwith. If teacher and students had the sufficient bandwith of internet connection, teacher probably

Dealing with the time management, there are some teachers who are not able to manage their time regularly to create online teaching media. They are too busy with their teaching schedule and other activities. Realizing that the internet facilities doesnt support the use of online teaching media, some teachers tends to use the non computer based and computer based teaching media for example mind map, flash card, pictures, song, digital story telling, puppet and any other media. Teacher E says that she always identify the characteristics of her students before determine the teaching media. If the students mostly uses visual learning style, she uses video a lot. If there is an auditory learners, she sometimes uses song to facilitate this learning style. She sometimes uses puppet to help kinesthetic learners understand the materials. Nowadays, a lot of school has applied some survey for students learning style identification to help teacher determine the best method and teaching media for their students.

There are some opportunities on the usage of online teaching media and it is presented below:

Picture 11
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that active learner becomes the biggest opportunity in using online teaching media. Students will pay attention to the lesson especially in the usage of online teaching media. Online teaching media will make students become focus on the screen and curious to answer the questions. An interactive design of a teaching media, a good quality of audio and / or video will attract students attention. Moroever, on site assessments frequently challenge students to answer individually. They will expect on site assessment give a direct response and they will know whether their answer is correct or not.

Dealing with the monitoring role, there are some teachers believe that they can run their monitoring role if they have prepared online teaching media. Students are busy with their own assessment so teachers can monitor students'