REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC

The COVID-19 pandemic has forced educators to provide instruction in an online environment. Indeed, online learning is not a new concept in the field of education. Yet, the quick shift of moving traditional education to a virtual setting is a daunting task in a short amount of time.

Schools and teachers' preparedness for using digital devices effectively, students' lack of access to technology and the internet, alternate modes for academic activities, and limited opportunities for more in-depth explanations from teachers are the difficulties identified during online teaching and learning. In short, transitioning to a virtual setting has been in challenge to teachers and students.

Apart from unexpected learning outcomes, pandemics also teach educators positive values. Educators and students are taught to be more adaptive to the e-learning-based learning environment. Teachers should use e-learning effective tools to encourage students to incorporate multiple means of instruction, engage students in virtual learning strategies, invite collaboration with fellow educators, and maintain communication with students and parents. School administrators ensure that educators are prepared for teaching during the pandemic while focusing their efforts on providing technology resources and training to deliver special education services for students.

This Anthology Book is a collection of popular scientific writings from Indonesian English Lecturers Association members. This is reflective writing depicting their struggles, commitment, and dedication to education during the pandemic. The authors have shared the same vision. May this book serve as a source of inspiration for those who are tireless and concerned with the progress and education quality of the nation.

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Praise be to Allah SWT who has given us the strength to complete the writing of the anthology book entitled REFLECTIONS ON PEDAGOGICAL PRACTICES DURING COVID-19 PANDEMIC. My deepest appreciation and pride, I give to the authors of this anthology, in particular Mr. Daniel Ginting, Ph.D. as Chair of the IELA (Indonesian English Lecturers Association) who has overseen and led this association, held an online seminar about teaching experiences during this pandemic.

This is a great effort to summarize bright ideas about educational theory and practice, especially English language education and teaching, during the COVID-19 pandemic. This anthology book will be very useful for teachers, lecturers, students, and education practitioners, especially language education, to gain experience that can be directly practiced in online, face-to-face classes, or a combination of online and face-to-face.

Hopefully, this small effort that has great benefits can be continued by IELA (Indonesian English Lecturer Association) in particular and seminar organizers in general to produce important writings containing theoretical and practical ideas that are useful for the advancement of education, especially language education in Indonesia. By sharing this knowledge and experience, we can transfer these smart ideas to fellow teachers and lecturers, researchers, and practitioners to be able to solve some teaching problems with this solution.

Finally, may Allah the Almighty always bless and launch our academic tasks now and in the future. Hopefully, this COVID-19 pandemic will disappear soon and we can carry out education and teaching in schools well and smoothly as usual. Thus, I hope that my remarks are useful to simply motivate myself in particular and to all readers in general. Thank you for your attention and cooperation. Keep the spirit to write. Be an active and productive writer to enlighten and educate the nation's life.

Semarang, July 2021

Prof. Dr. Rudi Hartono, S.S., M.Pd.

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Long-distance Supervision amidst Pandemic: A Self-reflection of a PhD Student's Experience

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Introduction

Research supervision is unquestionably one of the most important parts of pedagogies in higher education since it links to the accomplishment of good research and it is even “about the development of a person and not just the successful production of a thesis” (Cherry, 2012, p.9). In general, supervision had been generally conducted on campus through traditional face-to-face meetings. However, in recent years, online supervision has become more popular due to the significant rise in the number of students undertaking their studies online and now it has become mandatory because of the current situation where all educational institutions are closed as an effort to mitigate the spread of COVID-19 virus.

This is a self-reflection of my online supervisory experience as a PhD student, shifting from blended (online and offline) to online supervision due to the lockdown of campuses. I am now in the second year of my study at a university in Australia. Here, I present the strategies my supervisors and I do during this long-distance supervision and the challenges we face. Addressing what Helfer & Drew (2019) note about the significance of understanding how students think, their preferences, and their perceptions of roles in a supervision process, I hope this article could provide useful insights for me

as the candidate in particular and for supervisors and students in higher education, in general, to enhance the quality of supervision amidst this outbreak.

The matching of expectations and roles

To set expectations and roles early and clearly in online supervision is of great importance. The fact that all supervisory processes in my university changes to online mode forces my supervisors and me to re-manage expectations just like at the start of my PhD study. Therefore, supervisors and I openly discussed and outlined each party's expectations and roles and then agreed. We expect each other to make sure that we will always stay connected to do virtual meetings on a regular basis. This includes the availability of time and technological devices needed for the supervisory meetings.

James & Baldwin (1999) argue that one of the best practices of effective supervision is when supervisors involve students to establish reasonable and agreed expectations. The clarification of each party's expectation could avoid the mismatch that might arise due to different assumptions my supervisors and I have (Gray & Crosta, 2019). As the candidate, I am supposed to keep doing the process of research well and send the draft regularly usually one week before our meetings so that my supervisors could perform their role to read and provide high-quality feedback on my writing. As the candidate, I have the responsibility as the main researcher, while my supervisors help me make an informed decision about how I shape my research project and ensure I sustain continuous progress to finish my study within the intended time (Hothi, 2020).

Intense and regular communication

Supervisor-supervisee communication could be very challenging but is essential as its effectiveness might result in good-quality research and reduce the possibility of thesis completion delay (Almeatani et al., 2019). As a consequence, to build effective communication in online supervision, some strategies should be set, agreed and applied. In my case, supervisors and I maintain our communication through three ways, virtual face-to-face meeting, email, and phone when necessary. For regular online meetings, we choose to use Zoom (you can use some other apps such as Skype and Google meet) as the platform for it has audio-visual features that can reduce the feeling of having the 'distance' because we can talk, see, and listen each other just like in traditional face-to-face meetings.

The other communication tool we have is email exchanges. This email is highly beneficial since it allows me to ask more questions and discuss more issues which I cannot do in regular meetings due to time constraints. In addition, it provides me with a more written record to which I go back when I forget some parts of information I need. The last tool we use is a mobile phone, but I do not recommend this as the main means since supervisors are busier than us students; they are supervising other students, having many classes, or being involved in a research project. In my experience, phone talk or SMS is not used unless there is an emergency that needs a fast response from both supervisors and students.

Relationship building: "Go Ahmad team, go!"

Supervision is a social interaction between two people who might have differing views but the same objectives (Zaheer & Munir, 2020). Effective supervision depends a lot on

the quality of the supervisor-student relationship in the research where they engage (Cotterall, 2011). But, online students, like me, are often committed to the feeling of being isolated. Fortunately, my supervisors initiated a healthy relationship between us. Instead of treating me as merely a student, they consider our relationship as a team. My supervisors assure me that we are a team in this project, with me as the main researcher. I do remember when they emailed me and said, "Go Ahmad team, go! :-D" when they encouraged me to finish my research ethics application. This is very motivating and encouraging and I had not undergone it in my bachelor's and master's studies. The relationship as a team is also clearly shown in preparing my confirmation examination (in Indonesia we usually call it a *seminar proposal*). My supervisors advised me what confirmation looks like and accompanied me online to do three-time rehearsals for my presentation about the project. On the day of the confirmation, they listened and helped me clarify some of my answers to the questions from the panel team when necessary.

Furthermore, communicative strategies play a key role in maintaining relationships and trust between supervisors and candidates. My supervisors always start by asking about my condition. Even though we are supposed to talk about the research project, they never miss to ask me "how are you?", "is your family OK?", "How is the current situation there?". To me, these simple questions could increase the feeling of closeness and comfort during supervision. Then in the main discussion, my supervisors always remind me about the main argument of my research. They often ask me questions to empower me and to increase my understanding. In line with Agricola et al., (2020), I find this strategy highly helpful as stimuli to think independently and critically for my research.

Challenges in online supervision

To keep online supervision run well, it is a good idea to understand the challenges so that the potential problems could be anticipated. The following are some challenges or obstacles I, and possibly other supervisors and candidates, face during online supervisory activities.

The first challenge is access to technology and connection. As I live in an area where internet connection is not always stable, it is kind of challenging to make sure everything is okay to support the communication in online supervision. This is because the access to technology and internet connection for both supervisors and students is a key aspect to avoid some trouble during the meetings. When there is a problem with the connection, I always talk to my supervisors to see what other options are possible. For example, if there is a problem with bandwidth availability, it might not be possible to hold a quality video conference and an audio conference would be more conducive to avoid technical problems during the meeting.

The other challenging part of my supervision is writing production. For the supervision to continue, I have to send a draft of my research progress every 2-3 weeks as discussion material in the online meeting. But, as a non-native English speaker, I find writing one of the most tedious and boring tasks in my PhD journey. I need to write regularly and frequently to help me develop ideas and organize thoughts, express the emerging arguments and conclusions, and communicate these to my supervisors in proper academic English. This is indeed undergone by those studying on-campus, but in online settings, I could say it becomes more difficult as I have to work without face-to-face support from supervisors and get more distracted by other activities and family conditions.

Last but not least is to stay motivated. In online PhD studies, supervision is the main, and probably the only means to track the progress of the study. However, I face certain problems related to learning motivation. Often, it is hard for me to work independently and self-monitor my work. The lack of social interactions can engender a feeling of isolation that in turn impacts my driving force and confidence to work on my research over a long period. In addition, family issues often distract my concentration and time for studying. As a father of a one-year-old baby, I have to help my wife do all the housework such as cooking, cleaning up, taking care of the baby, and so on. Thus, I am trying to always connect with supervisors and colleagues to maintain or recharge my learning motivation.

Conclusion

In this cutting-edge technology era, online long-distance supervision has been highly feasible and so far, I find my online supervision run well and helpful for my study. However, it is pivotal to be aware of some challenges and obstacles such as access to technology and connection, writing production, and motivation issues. These challenges are, by no means, unsolvable, and some studies have confirmed that online supervision can give satisfying and meaningful experiences for both students and supervisors (e.g., Jacobs et al., 2015; Doyle et al., 2016; Kumar & Johnson, 2019). This depends, of course, on how well supervisors and students perform their roles.

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E-Learning by Using Quizizz is an Alternative Media in the Pandemic COVID-19

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Introduction

Nowadays, the Education system is charged to follow technological developments based on digital media. So, education must have a strategy to be able to follow technological developments in the globalization era. Moreover, education must also be able to master the international language is English, because English is the language of communication and technological transformation. So students must be able to master English language skills to compete in the world of international education. (Munir & Java, 2016)

English learners must be able to master four main skills of English, such as listening, reading, writing, and speaking. Before mastering some of these language skills, students have to learn grammar, spelling, and mastering the vocabulary. But the most basic thing to learn is vocabulary because it is one of the most important elements in language understanding and production. It has been stated by Wilkins in (Fatah, 2019) that vocabulary is the basis of language and must be mastered before learning a language, and students must have mastery of 2,000 vocabularies so that they will have a good English skill to communicate fluently in English.

Vocabulary mastery is always the most important part of English; this can be stated by Lewis in (Setiawan, 2010) saying that mastery of vocabulary is important for students,

because this is more than grammar for communication purposes, especially in the initial stages when students are motivated to learn basic words. Without having proportionate mastery of English vocabulary, students will have some difficulty in using English.

According to Cameron in Eka (2017) explains that learning vocabulary is learning new words by using pronunciation, spelling, and pronunciation of parts of meaning, and also the words spoken. Besides, learning vocabulary is also meant as an initial learning process to meet new words repeatedly, then this can expand knowledge about the meaning of words by learning in a foreign language.

In Indonesia, the Ministry of Education and Culture has made various efforts to make students accustomed to English, by giving policies in junior high schools English is taught officially, especially in seventh grade, students are asking to understand English texts both in written and oral form and have mastery of vocabulary in order to be able to communicate actively (Fatah, 2019). But in learning English some students experience some problems that they lack vocabulary Based on observations in school, it can be explained that some of the reasons that affect the lack of student vocabulary are students consider learning vocabulary is difficult, even though they have spent a lot of time learning vocabulary new words, and demanded to memorize they feel bored and complain because they are not easy to remember. This makes it difficult for students to not understand the lesson less and is not interested in practicing English. So students will not be able to speak, read, write, and even listen in English.

There are also problems that are currently experienced by various countries in the world. In the world the emergence of a very alarming disaster is the spread of the COVID-19 virus

which is the first and most important health crisis in the world. Many countries have experienced an outbreak so that all aspects of life starting from February have experienced this impact;The government has decided to lock in and provide policies to implement healthy and physical distancing. So, this also has an impact on teaching and learning activities, the government has also decided to close schools, colleges, and universities (Prasasti, Liputan6.com).

From these problems, then changing the perspective of educators to create innovation and creativity in teaching English by using the use of computer media, iPad and smartphone media development with the use of ICT-based developed to encourage e-learning as a tool that has replaced in facilitating student learning as media for teaching English according to students' needs. This will make the teacher and the learning process better beforehand because all educators can control, and the audience can carry out the learning process without limitation of place and time. (Istiqomah, 2019).

Media in Teaching and Learning Process

According to Sadiman in Wulandari (2017) Media is everything that is used to send messages from the sender to the recipient, so that it can arouse the thoughts, feelings, and interests of students to equip the students being studied.

Based on its characteristics, the media in the teaching and learning process can be classified into 3 types, namely: (1) Audio media, is media that can only be heard, or media that only have sound elements, such as recording sound and radio. (2) Visual media is media that can only see, and does not contain sound. Like: pictures, photos and slides. (3) Audiovisual media is a type of media that consists of sound

and images so that we can hear them. Such as: videos, movies, games, etc.

Quizizz Application

E-learning is a solution to become a very active educational tool between students, teachers, and parents to teach and study indoors and outdoors indefinitely, with several implementations of various learning platforms that are very interesting and challenging as digital games that can be used in teaching English in the modern era today. In addition, games are usually characterized by curiosity, hope, control, and interactive features, which can enlarge students' interest in learning and intrinsic motivation. Some of the most widely used platforms in education are YouTube, Edmodo, Schoology, podcasts, Kahoot, and Quizizz. (BAL, 2018)

Several applications have been applied to the teaching and learning process above. One of the applications is Quizizz; because it will be the focus of this study as the most believed to be the best platform. According (Aini, 2019) defines Quizizz as a game-based educational application that presents multi-activity in the classroom and has interactive and fun exercises. By using Quizizz, application students can exercise on their electronic devices. It has different characteristics from other electronic games, has avatars, themes, memes, and music to entertain students in the learning process. It also allows students to compete which can motivate them to learn because they can see their ranking when they take the quiz at the same time and topic. Teachers can still control their practice by watching their process and downloading reports after the quiz is finished. Learning to use this game-based application also helps students to stimulate their interests and improve their concentration.