The implementation of online learning teaching English for athelete students

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Abstract

The development of information technology that can be used as a learning medium is ICT (information and communication technologies). This learning model is an innovation that can be implemented in the learning process, not only in the delivery of learning material but also changes in the abilities of various competencies of students. In fact, some universities have athlete students who cannot attend in class because of his activities such as championship or matches. Based on the situation, the researcher should have a solution, so that the athlete students still can follow the lesson. Based on the problem formulation that has been described, the research objectives to be achieved are 1). Increase motivation to learn English athletes at Muhammadiyah University of East Kalimantan through online learning; 2). Improving the results of learning English athletes of Muhammadiyah University students in East Kalimantan through Online learning. With learning using online learning students can facilitate them in accessing their courses, completing assignments without having to be present in class. Learning using open learning has been proven to increase the ability to understand basic English in athlete students.

Keywords: *Student's voices; gamification; kahoot; higer education*

Introduction

The Corona Virus Disease (Covid-19) pandemic has struck more than 200 countries in the world and has given its own challenges for educational institutions, especially higher education. Then, the spread of COVID-19 has radically shifted the face of many fields (Murphy, 2020), including ELT practices worldwide. As this spread of novel coronavirus has been declared a pandemic

in March (Viner et al., 2020), many schools' closure is following as a result. In addition, the countries that closed their schools had agreed to shift their face-to-face instructions into online learning forms (Daniel, 2020). For instance, speaking courses that require interaction with teacher and peers Gottlieb (1996) in face-to-face instructions now have to turn into full online forms. It will inevitably affect how speaking assessments are conducted. However, blogging tends to be one of the assessment activities that suit the conditions during the pandemic for some schools requiring full online learning.

On the national level, issues Circular of Minister of Education and Culture concerning Online Learning and Working from Home to Prevent the Spread of Covid-19 in point 4a emphasizes the implementation of online learning at home for students and students, and describes the process of teaching or lecturing from home through video conferencing, digital documents, and other online facilities from providers that have collaborated with Kemdikbud which are prepared free of charge.

The development of various learning media is in line with the rapid advancement of technology. The development of information technology that can be used as a learning medium is ICT (information and communication technologies). This learning model is an innovation that can be implemented in the learning process, not only in the delivery of learning material but also changes in the abilities of various competencies of students. Through this learning model, students not only listen to the material description from the educator, but also actively observe, do, demonstrate, and they do not even have to attend face-to-face learning activities but they can access the lesson material wherever and whenever they are. Teaching material can be visualized in various formats so that it is more interesting and more dynamic so that it can motivate students to go further in the learning process. Fischer et al. (2015) said that online or digital learning in the current social environment is very beneficial because the achievement of technology based on research has shown that digital learning is able to influence learning outcomes.

The new generation of higher education (HE) students is the digital native population (Henderson et al., 2017). This group of students uses digital technology to connect, build and maintain social links, as well as to learn. Consequently, emerging technology now forms part of the learning experience of students (Henderson et al., 2017). The use of emerging technology in higher education has become the standard in recognition of their significance (Helsper & Eynon, 2010; Lantz-Andersson et al., 2013; Tess, 2013). Researchers have also been involved in implementing and using interactive technologies in higher education, including but not limited to virtual learning contexts and social media (VLE). However, the majority of these initiatives have concentrated on exploring factors driving the use of emerging technology either by faculty or by students

themselves of higher education (Manca & Ranieri, 2016; Sharma et al., 2016). Empirical research into the practical use of these technology in higher education and in particular the effect of digital technology on higher education results is scarce (Lantz-Andersson et al., 2013; Manca & Ranieri, 2016). 'Making student experiences with digital resources better understanding' Henderson et al. (2017) is therefore needed.

In fact, previous researchers have emphasized that the benefits of online learning are very broad in scope, especially for universities both with conventional and non-conventional students or even those who study without face-to-face lecturers just like in Universitas Muhammadiyah Kalimantan Timur. The situation of students at Muhammadiyah University in East Kalimantan, where there are various learning models that require lecturers to make innovative and creative learning innovations to accommodate the way students learn at UMKT. One of them is the large number of students who are also athletes in various sports that choose UMKT as a university for continuing education. The irony is that student athletes must divide their time between class schedules, training schedules and match schedules. Research on comparisons between student athletes and non-athletes was conducted by (Pedescleaux, 2010). The aim of the study was to determine non-cognitive motivational factors as indicators of the academic achievement of male athletes and non-male athletes. The results of the study are there are differences in motivation and GPA between male athletes and non-athletes. Non-students athletes enjoy discussion and are more comfortable in teaching and learning activities in the classroom than male soccer athletes. The results of the study indicate the need for academic and social support for male athlete students and non-athlete male students to ensure positive development of academic achievement. This situation forces lecturers to find learning strategies that can improve student learning outcomes which at the same time work as athletes so that students can continue their profession without having to sacrifice their education. Based on the problem formulation that has been described, the research objectives to be achieved are 1). Increase motivation to learn English athletes at Muhammadiyah University of East Kalimantan through online learning; 2). Improving the results of learning English athletes of Muhammadiyah University.

Methods

This study used the quasi-experimental method with one group design pre-test and post-test conducted at the class of criminal law. According to Creswell (2002), "quasi-experiments include assignment, but not a random assignment of participants to groups. In this study, there are two variables, namely the independent variable and the dependent variable.

The students were from 20 student athletes consisting of 19 people from the Sports Education Department and 1 person from the English Education Department, taking 14-weeks enrolled in online learning. The instruments in this study were tests and questionnaires. An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2002). Creswell (2002) also stated that the researchers use instruments to measure achievement, assess individual ability, observe behaviour, develop a psychological profile of an individual, or interview a person. The test conducted in this study is in the form of a written test that is used to obtain data as well as an instrument of the variable ability to apply integration techniques. The judgment of four validators determines the validity of the instrument. The validators were four law lecturers. Based on a calculation using the equations CVR (Content Validity Ratio), the obtained result was = 1. The result still acceptable reliability coefficient used here is ≥ 0.65 (Cohen et al., 1996). This result indicates that the instrument of test was valid.

The learning activities that students carried out through online learning, for one course theme, took 2-3 meetings, each meeting for the newly released course was held routinely every week, each meeting consisted of 4-5 learning videos and for completed courses participants can participate in one step or another, discussion forums are available as a place for sharing between students and learning material in the form of PDFs and articles that students can download. Evaluation of learning carried out in the form of assignments given at the end of the meeting and there is formative evaluation in the forms of multiple choice quizzes given at the end of learning. Data were analysed using descriptive and inferential analysis. The inferential analysis used in this research was a t-test. Data obtained from the study were coded, computed, and analysed descriptively using the Statistical Packages for Social Science (SPSS).

Findings and Discussion

The results obtained in this study are, the pretest scores of students who show that the basic English proficiency of athletes is relatively lacking. This is indicated by the average pretest scores as follows:

Table 1. Research Result

Variable	Minimum	Maximum	Mean	Std. Deviation
Pretest	53	17	62.15	4.9127

The above results show that the minimum pretest value is 50 with a maximum value of 71 and an average of 62.5 with a standard deviation of 6.25.

The frequency distribution of pretest values by category can be seen in the following table:

Table 2. Value Frequency Distribution

Category	Interval Score	Frequency	Percentage %
Good	$X \geq 68.75$	4	20%
Fair	$56.25 \leq X < 68.75$	12	60%
Low	$X < 56.25$	4	20%
Total		20	100%

Source: Primary Data 2019

The results above show that the minimum pretest value is 50 with a maximum value of 71 and an average of 62.5 with a standard deviation of 6.25. The frequency distribution of pretest values by category can be seen in the following figure.
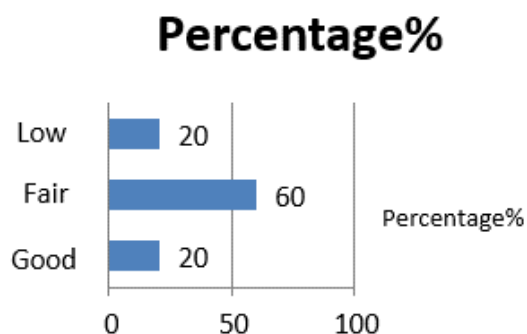

Figure 1. Pretest Value Frequency Distribution

The results are, therefore obtained from learning using online learning with normalized gain at 0.63 which is in the medium category 0.3 ≤ N-Gain ≤ 0.7. Based on all the results analysis that has been done, it is proven that H1 is accepted and H0 is rejected, in other words learning English to athletes using online learning has proven to be effective. Crick et al. (2020) research has noted that a much more optimistic mindset was shown by the online learning transition during Covid-19. Learning is made more effective and has increased leverage. This study also noted several issues, however, that can change the position of schools to a changing working load and job fragility.

Previous studies have suggested that digital learning media also uses social media applications such as Facebook, Twitter, Tumblr and Snapchat, which were originally social networks but are now fully utilised. This is because many people use the internet (Junco et al., 2011; Selwyn & Stirling, 2016; Veletsianos, 2012). This indicates that the synergy between the students and teachers can optimise the learning process. Abrami et al. (2011) has studied three forms of interaction in online learning: interaction between students and

students, and interactions between students and teachers and student and material. Informational texts, student-content interaction, research guides, study video views, media experiences, work on simulations and assignments. Teachers do not track teachers as carefully as in traditional education in schools in an online learning environment. Teachers must, however, continue to educate and teach, because online learning feels like direct learning from the instructor.

Conclusion

Student athletes are an asset for a university. Therefore, as one of the universities that put technology in the learning system, it is imperative to find a learning system that is patent and can be accessed by all students without having to attend face-to-face lectures in the classroom. This is in line with student athletes who have busy training inside and outside the city with uncertain times. In order to accommodate the education of athletes without having to put aside their training activities.

With learning using online learning students can facilitate them in accessing their courses, completing assignments without having to be present in class. Learning using opne learning has been proven to increase the ability to understand basic English in athlete students by using after learning through online learning the majority are included in the sufficient category as many as 11 people (55%), 5 people (30%) are included in the category of less and the remaining 4 people (15%) included in the good category. Based on the analysis of the effectiveness of the method obtained the results that learning using online learning with normalized gain 0.63 which is located at 0.3 ≤ N-Gain 7 0.7 included in the medium category.

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