

Choosing and Using Learning Media during Remote Teaching: Teachers' Thought

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Abstract

Covid-19 outbreak enforced teachers and students to adapt to the situation by doing online learning which automatically involves some online learning applications and platforms. These programs allow teachers and students to conduct teaching and learning activities even though they are currently in different places. Therefore, choosing and using appropriate and relevant learning applications and platforms could support the online teaching and learning process to take place. This research attempts to investigate platforms and applications used by EFL teachers in Surabaya during the remote teaching. Also, factors interfering the use particular applications and platforms were studied to see teachers' considerations in preparing online teaching platforms and applications. There are 31 EFL teachers in Surabaya who teach senior high school students participating in this research. A questionnaire and a follow-up interview were employed to obtain research data. The result revealed that there are four categories of online learning applications found in this research, including Learning Management System, Content maker, Video Conference as well as chat and messages applications. Meanwhile, four factors interfering teachers to choose and use the platform and applications were revealed: application features, school's policy, teachers' familiarity, and financial consideration.

Keywords: remote learning, learning platforms, learning applications, teachers' considerations

1. INTRODUCTION

Covid-19 outbreak which the first two-confirmed cases in Indonesia impact almost every single aspect of life. One of the impacted aspects is the education sector. According to Statutes of the Minister of Education and Culture of Republic of Indonesia Number 4 Year 2020 about Implementation of Education Policies during the critical time of the Covid-19 outbreak, face-to-face learning activities were shifted into online learning since then. Online learning in this research refers to distance learning (teachers and students are in a separated location) by utilizing electronic devices and requiring an internet connection (Atmojo & Nugroho, 2020). Meanwhile, the preceding teaching and learning activities were done offline with limited technology engaged. Therefore, covid-19 outbreak enforced teachers and students to adapt to the situation by doing online learning.

This outbreak drives the implementation of online learning which seems to be unprepared because it happens in sudden (Atmojo & Nugroho, 2020). Teachers and students are forced to be ready mentally and financially in conducting online learning. To be prepared mentally means teachers are encouraged to be creative so that the learning process can be interesting and learning objectives can be achieved, because “Modern language teachers determine the quality of learning process” (Ghasemi & Hashemi, 2011). In addition, it is worth noted that the digital literacy of both teachers and students supports the success of remote learning. Surprisingly, it was revealed that the Indonesian digital literacy index was 3.407 on 4 score scale (Kemdikbud, 2021). It is slightly above the average score, but it is not quite good enough. In line with the implementation of the remote teaching, a study conducted by Hidayat et al. (2020) found some challenges faced by students. There are 32 out of 52 students argued that they got some difficulties regarding the facilities, involving gadget and internet connection, to conduct online learning (Hidayat et al., 2020). Also, the result of the study conducted by Hermansyah and Aridah (2021) showed that teachers faced some difficulties in using applications or platforms as learning media. Meanwhile, applications and platforms take a very important role in the online learning. Furthermore, Kholid (2020) also argued that teachers’ ability to integrate technology information in learning activities seems to be considerably low. This claim is proved by the result of the study which indicated that the online teaching activity during the pandemic was limited through the WhatsApp group. Thus, the result of this research is expected to be able to enrich teachers’ references about the use of ICT in the context of online teaching and learning.

In this regard, the use of information and communication technology (ICT) is noticeably beneficial for the online learning processes. Hence, teachers are demanded to be used to utilize information and communication technology by choosing effective online media, the right learning strategies and techniques and the instructional online materials. In line with Nasir (2012) argued teaching and learning quality depend on the teacher’s competence which is determined by the theoretical and technical knowledge and pedagogical skills in utilizing information and communication technology. Related to be prepared financially, electronic devices and high speed of internet connection are inevitably needed in conducting online learning.

Different as in traditional learning which is teacher-centered, teachers in online learning should be able to be a facilitator since online learning utilizes the internet in accessing the material, making interactions among the materials, teachers, and students, and getting assistance in the learning process to get knowledge, make meaning and experience learning (Ally, 2004). This students-centered paradigm demands teachers to be creative and innovative to enable the students to actively engage during the learning process (Zhang et al., 2020) because the learning cannot be understood as “a passive response to an instruction’s delivery” but it is an active process accessed by the learners to acquire new knowledge by integrated external resources and the learner’s cognitive resources (Kozma, 1994; Shuell, 1988). A creative and innovative teaching approach is believed as a proactive teaching strategy and method which is applied into a classroom to create a more creative learning process (Zhang et al., 2020). To achieve it, the combination of the right learning and teaching methodologies and techniques with the online materials are needed in order to help teachers maximize students learning abilities and to ensure that the students have self-responsibility for their learning and actively achieve the learning objective.

In applying creative and innovative pedagogy in online learning, the selection of supported media is quite challenging for teachers. To achieve the learning objectives and to meet the needs of students, suitable media must be considered because each media has formats and each format possess particular characteristics that make them both more and less suitable for achieving certain kinds of learning activity. Therefore, it is suggested that the selection of media should be based on “instructional methods, media attributes, and learning characteristics” (McLaughlin, Rogers, Sierra, & Fisk, 2007; Yang et al., 2014 in Amaka & Goeman, 2017). In addition, regular evaluation on the learning strategies, learning methodologies, online learning media, and online learning materials needed to be carried out to ensure the media chosen are suitable for achieving learning objectives.

Therefore, this research focused on two research questions, namely: (1) what applications were used by English language teachers during online teaching, and (2) what factors were considered by the English language teachers in choosing the applications.

2. LITERATURE REVIEW

2.1 Blended Learning and Online Learning

The definitions of both blended learning and online learning are still overlapping in the literature. Blended learning involves face-to-face learning and online. The learning activities are conducted face-to-face and the teachers may give supported online resources that can be accessed to broaden the student’s knowledge. The instructions are to access the online material, in the form of video, online articles, or a website before they come to the class (Capone et al., 2017). The online material will be discussed in the class followed by some comprehensive activities (Capone et al., 2017). They are literally blended in order to accomplish the learning objectives.

“Online learning is interpreted and understood from a variety of perspectives depending on the delivery mechanisms, communication modalities, content types and access structures” (Ananthanarayanan, 2014). Atmojo & Nugroho (2020) stated that online learning refers to activities that are delivered through a network. Wallace (2003) defined online learning as courses that are conducted entirely through the internet (Amaka & Goeman,

2017). It uses various electronic devices, such as computers, laptops, tablets, smartphones (Gonzalez & St.Louis, 2018). It emphasizes the involvement of internet technology and electronic devices in teaching and learning processes.

Another denotation for online learning is that stated it is characterized by the use of the internet and temporal separation between teachers and students (Ananthanarayanan, 2014), (Gonzalez & St.Louis, 2018). Means, Toyama, Murphy, Bakia, and Jones (2010) emphasized that online learning is often defined as distance learning (Amaka & Goeman, 2017). Thus, online learning in this research refers to distance learning (teachers and students are in a separated location) by utilizing electronic devices and requiring an internet connection (Atmojo & Nugroho, 2020).

Teachers can carry out online learning through synchronous mode and asynchronous mode (Atmojo & Nugroho, 2020) following each school policy. Synchronous learning refers to real-time interaction between the teachers and the students. The class is set based on schedule and requires login times on the schedule. It possibly makes active interaction between teachers and students. On the other side, asynchronous learning does not need real-time interaction and it can use low technology applications to do discussion and written responses (Atmojo & Nugroho, 2020). Thus, teachers can choose deliberately depend on their student's needs and the school policy.

2.2 ICT and Online Learning Media

Information and Communication Technology (ICT) is “a powerful tool for foreign language teaching” (Ghasemi & Hashemi, 2011) if the teacher can maximize it. Information Communication Technology (ICT) includes computers, the internet, broadcasting technologies (television, radio), telephony (Ghasemi & Hashemi, 2011). The use of ICT gives many benefits for teachers and students, such as teachers and students can communicate more effectively, students can evolve their language skills, and both teachers and students can upgrade their knowledge and skills in utilizing ICT (Zakirova et al., 2020).

On the other hand, the teachers and the students are not used to using ICT and are not ready yet, they tend to take a long time to utilize it rather than to maximize it for acquiring foreign language skills. In addition, the emergence of some other limitations in using ICT, such as “financial barriers, availability of computer hardware and software, lack of technical and theoretical knowledge and reluctance to accept the technology” can interfere with the teaching-learning process. To overcome, a teacher should be able to be a good facilitator and guide to choosing learning media that is suitable with their student's abilities and capabilities.

The right and suitable online learning media and online learning activities selected can drive the teaching-learning process to achieve learning objectives. Teachers can choose by design upon learning activity and supported media which is used “for acquiring, storing, transporting or displaying messages” (Saettler, 2004) to enable students to achieve educational objectives. Media selection is a prominent component of the instructional design decision making” (Amaka & Goeman, 2017).

Kozma (1994) explained that media, such as magazines and books, video media, computer software, and multimedia, have unique characteristics that make them more and

less suitable for achieving certain kinds of learning activity. Media carry several attributes that connect the students and the instructional tasks that nurture the learning (Kozma, 1994). Media attributes refer to “interactivity, flexibility, media richness, synchronicity, navigability, responsiveness, symmetry, display, participation, complexity, ease of use, reciprocity, demonstrability and individualization” (Chen & Jang, 2013; Holden & Westfall, 2010; Hossain et al., 2012; Huang, 2003; Nugraini, Choo, Hin, & Hoon, 2013 in Amaka & Goeman, 2017). Hence, it is suggested that the selection of media should be based on “instructional methods, media attributes, and learning characteristics” (McLaughlin, Rogers, Sierra, & Fisk, 2007; Yang et al., 2014 in Amaka & Goeman, 2017). In addition, related to applications and platforms used for conducting online learning, Atmojo & Nugroho (2020) divided into eight types, namely: (1) learning management system; (2) chat and message; (3) video conference; (4) content maker; (5) assessment; (6) video streaming and sharing; (7) online learning provider; and (8) additional resource.

3. RESEARCH METHODS

This research looks carefully at the types of platforms and applications used by EFL teachers during remote teaching and factors affecting teachers to use of those applications. Thus, employing a qualitative approach, this research used both a questionnaire and a follow-up interview to obtain the research data. Both were done online: the questionnaire was complete via google forms and the follow-up interview was done by phone and text. The answer to these research questions hope will enlighten foreign language teachers, especially English language teachers in choosing the learning media to support online teaching-learning.

There are thirty one experienced EFL teachers participating in this research, who have at least eight years of teaching experience. Twenty-three of them are females and eight are males. Furthermore, participants were active high school teachers in both senior high and vocational high schools in Surabaya.

To complete this research, the participant was asked to fulfil a questionnaire. After summarizing the result of the questionnaire, a follow-up interview was conducted to clarify the participant responses. The participant was reached one by one via text or call. The result was, then, summarized based on the research problems. Firstly, the applications and platforms mentioned by participants were grouped based on their functions. Secondly, the questionnaire responses about teachers’ considerations for using particular platforms and applications were then analyzed and categorized into four categories.

4. FINDINGS AND DISCUSSION

This section summarizes the findings of the research which attempts to reveal the answer to the research questions, as well as discuss and evaluate the significance of the research findings to the teaching and learning practices. The first set of analyses examined the applications and platforms used by the teachers during remote teaching. Then, the second set will attempt to discuss the teachers’ considerations behind the decision to use those applications and platforms.

4.1 Applications and Platforms

The first section will focus on discussing the result of the research, specifically on the type of platforms and applications used by the EFL teachers in Surabaya. Employing Atmojo and Nugroho’s framework, the result of the questionnaires focusing on the application and platforms is grouped into five categories (2020), namely (1) learning management system, (2) content maker, (3) chat and messages, (4) video conference, and (5) additional applications. Learning Management Systems refers to a software or a program designed to create, distribute, and organize the delivery of learning materials that allows the learning and teaching activities to take place within limitless boundaries (Kats, 2010; Ullman & Rabinowitz, 2004). Meanwhile, content makers in the context of language learning refer to programs that enable users to create learning and teaching content digitally. Additionally, chat and messages represent applications that give users permission to do instant messaging with other users. Video conference is applications that allow users to conduct real-time face-to-face interactive communications virtually. Lastly, additional applications cover any other applications used by teachers that are not grouped into the previous categories.

4.1.1 Learning Management System

Table 1 and Figure 1 represent the type of learning management systems mostly used by teachers. It was found eight types of platforms serving as learning management system, including Google Classroom, school’s LMS, Microsoft team, Schoology, Quipper, Moodle, Edmodo and Canvas. Those platforms were then ranked based on the total votes for those platforms used by all teachers participating in this research. From Table 1, we can easily notice that Google Classroom is the most popular LMS among the participants. In the second place, there is School’s LMS obtaining 16% of the total votes. Meanwhile, Ms Teams sits in the third place followed by Schoology in the fourth place with 14% and 7% votes respectively. Also, three platforms obtain the same number of votes which is 5% of the total votes: Quipper, Moodle, and Edmodo. Lastly, Canvas appears to be the least platform used by the participants, which obtains 2% votes.

Table 1 Learning Management System

Learning Management System	Percentage
Google Classroom	48%
School's LMS	16%
Microsoft Teams	14%
Schoology	7%
Quipper/ Moodle/ Edmodo	5%
Canvas	2%

A Learning Management System has, basically, the same features that allow online teaching and learning to happen, such as sharing files, monitoring and assessing student

performance, interacting through discussion forums or a video conference (Brush, 2019). However, every LMS may provide different features. The most popular LMS found in this study is Google classroom. It is a free and easy to use learning management system developed by Google (Alfina, 2020; Kaur Swaran Singh et al., 2020; Ramadhani et al., 2019). It has some basic features that enable teachers to accommodate online teaching and learning activities including sharing the learning materials, assigning some assignments, as well as grading the assignments (Okmawati & Tanjak, 2020). However, the exercises or assignments are created in other integrated Google-powered applications. Meanwhile, School's LMS refers to online learning platforms created and managed independently by the school itself. Thus, further investigation is needed to see what features are provided and attempt a deeper review.

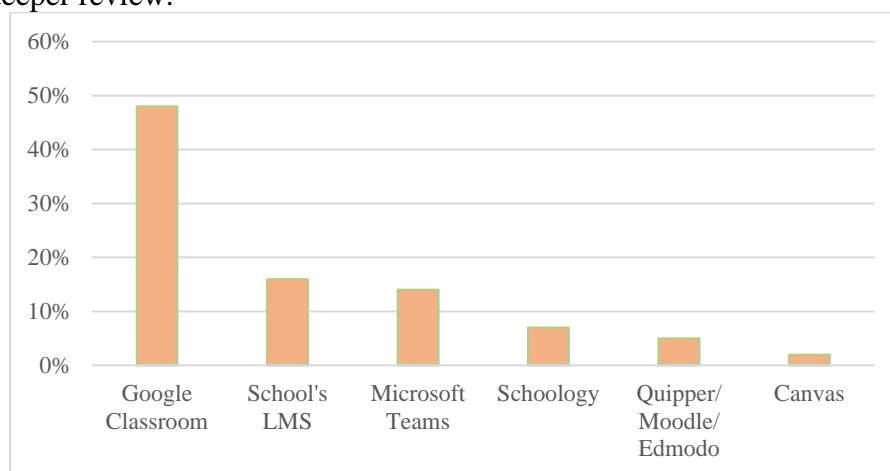


Figure 1 Types of LMS

The next LMS found is Microsoft Teams. Like other LMS, Microsoft Teams accommodates file sharing, conversations, as well as a content maker. What becomes Microsoft Teams a plus point compared to other Learning Management Systems is that this LMS allows having a virtual face-to-face meeting without using other applications (Rojabi, 2020). Meanwhile, the remaining LMS, such as Schoology, Quipper, Moodle, Edmodo, and Canvas, appears to be less popular in this research. Apparently, the features provided by those LMS seems to be too universal by means it is commonly found in other LMS platforms.

4.1.2 Content Makers

The result of the questionnaire showed that there are seventeen types of content makers. The applications were then grouped into two bigger categories which include material makers and test makers. Material makers refer to applications that enable teachers to create their theoretical explanations in either written or spoken forms online. Meanwhile, test makers refer to any applications that allow teachers to create, generate and manage language learning tests online. Furthermore, table 2 and Figure 2 represent the result of content maker applications used by the research participant in detail.

Table 2 Content Maker Application

Category	Applications	Percentage
Material maker	YouTube	50%
	Padlet	10%
	Power Point	4%
	Jamboard; Bandicam; Screencasting; Tiktok OBS;	2%
	Plotagon;	
Test maker	Quizlet	6%
	Wordwall, Quizziz, Liveworksheet	4%
	Educandy, Nearpod	2%
None	-	4%

From table 2, material makers are dominated by video maker programs. It involves bandicam, screencasting, tiktok, OBS and plotagon, while padlet and YouTube are platforms that allow both teachers and students to share their contents. Also, two teachers had mention PowerPoint as a tool for them to create a written material. Meanwhile, for the test maker, some applications found, share several features in common. Yet, the focus of the test might differ the applications' performance. Surprisingly, there are two votes for no content makers used during the online teaching and learning.

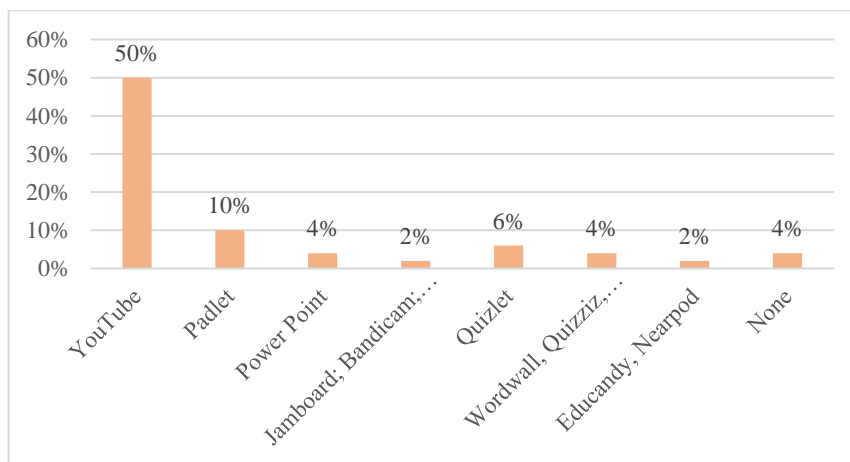


Figure 2 Types of Content Makers

For the material makers, we can easily notice that the most popular content maker among the participants is YouTube. It is an online video platform powered by Google which allows users not only to watch but also to share their videos online. Even though it is not a learning-oriented platform, users are still able to take advantage of features provided by YouTube to teach either synchronously or asynchronously. Teachers usually create their videos explaining the material they are going to deliver to their students, upload it to YouTube and ask the students to later check and watch the video. In the context of asynchronous teaching, using YouTube as a tool to deliver the learning materials could

enable the students to understand the lesson easily (Ilyas & Putri, 2020) as they may re-watch the video anytime as long as the owner does not take it down. Besides, teachers are provided with many ready-to-use-learning videos which had been made by other content creators for learning purposes (Downes, 2008; García-Barriocanal et al., 2011). This, on one hand, makes teachers' jobs a little easier. On the other hand, it also creates more accessible materials for the students.

In the second line, there is Padlet which obtains a quite clear gap with YouTube. There are five teachers using Padlet as one of the platforms they use in online teaching. Padlet could be described as an online noticeboard or virtual sticky notes where users can create individual Padlet through text, links, embedded videos, and documents (Iona, 2018). In the learning context, it can be used to share some written or spoken projects or ideas, discussion, reading activities. Moreover, by employing class collaboration, Padlet allows learners to create a class digital library, diary, resources, as well as online discussion and dialogue (Beltrán-Martín, 2019; Iona, 2018). A similar program run by Google provides nearly the same features as Padlet, named Jamboard. However, it appears to be less popular among teachers participating in this research.

Other material maker applications found in this research concern video-related content which involve Bandicam, Screencasting, Tiktok, OBS, and Plotagon. Those applications allow users to record computer displays and adding some voices. Meanwhile, PowerPoint could possibly accommodate both written and audio-visual materials. These findings reflect an actual need for online learning where the teachers have to be able to provide enough explanation about the lessons. When the online meeting is a constraint, providing a video that can be accessed online becomes a choice.

Moving on to the test maker applications, there are six applications found in this research, including Quizlet, Wordwall, Quizizz, Liveworksheet, Educandy, and Nearpod. Quizlet appears to be the most well-known content maker among the participants. It points up gamified vocabulary exercises through digital flashcards, games and other learning tools. With this application, the students were exposed to opportunities to learn new words deeply and widely. Being widely used in several countries all over the world, Quizlet has successfully grabbed students' attention and motivation during the learning activities (Carman, 2019; Pham, 2018; Waluyo & Bucol, 2021).

While Quizlet put the focus on the vocabulary exercises, Wordwall allows teachers to create interactive learning games. With some templates provided, teachers could design some activities including true/false, multiple choices, matching, jumbled words, crosswords, and some other types of exercise activities. It seems Wordwall provides a richer type of activities than Quizlet does. In addition, the remaining applications, such as Quizizz, Liveworksheet, Educandy and Nearpod, seem to be quite similar to what Wordwall could accommodate, certainly, with each distinctive feature. For Quizizz, it is arguably attractive and interactive compared to the others. Despite accommodating some types of questions, it gives some interesting and amusing feedback to the students in form of a meme that can maintain the students' mood during the exercise or formative assessment (Amalia, 2020; Zhao, 2019).

Meanwhile, Liveworksheet allows users to convert a conventional printable worksheet into an interactive online worksheet (Liveworksheet.com, n.d.). This application helps

teachers to save more time as they just need to upload the printed worksheet they already have (Novikova, 2020). However, the display is quite straightforward and seems to be monotonous compared to other applications explained before. This proves that online learning is not only a matter of transforming the printed one to the digital one.

Lastly, Educandy and Nearpod appear to be the two least popular test makers in this research. Firstly, Educandy focuses on vocabulary or questions and answers interactive learning games. This content maker contains three main types of learning games which can be played in several different modes, such as multiple-choice, Nought&Crosses, Crosswords, Match-up and Memory games. At glance, these modes are nearly the same as Wordwall features, but Educandy allows students alone to be able to choose the type of modes they want to play. Meanwhile, Nearpod is a user-friendly web-based learning application that is connected to a video-conference application, in this case, zoom (Dong et al., 2018; Hakami, 2020; Mattar, 2018). It promotes interactivity and collaboration during the class by means lecturers/teachers could synchronize, do presentations and control students' activities in real-time. In addition, reports about the students' performance are provided for teachers.

Surprisingly, there are 2 votes for no content maker. This option refers to a condition in which teachers do not use any content maker application in their online teaching. Thus, further investigation was conducted to obtain a reasonable explanation for this condition.

4.1.3 Video Conference

Video conference app refers to applications, either web-based or mobile-based, that allows users who are in different locations to conduct virtual meetings in real-time. Apparently, there are four video conferencing applications found in this study. Table 3 presents the result of the questionnaire regarding this type of application.

Table 3 Video Conference Application

Applications	Percentage
Google meet	42%
Zoom	40%
Microsoft Teams	16%
Skype	2%

As shown in Table 3, those four video conference applications found in this research were Google meet, Zoom, Microsoft Teams, and Skype. Google meet appears to be the most popular video conference application in this research with 42% votes. Due to its convenience and charge-free, Google meet seems to be a very popular video conference application among EFL teachers in Indonesia (Purwanto & Tannady, 2020; Subarno et al., 2021). Following is Zoom in the second place which obtains 40% votes from the research participant. In third place, there are Microsoft Teams with 16% votes, which is relatively a sizable margin to the previous rank. Lastly, there is Skype in fourth place which obtains 2% of the total votes.

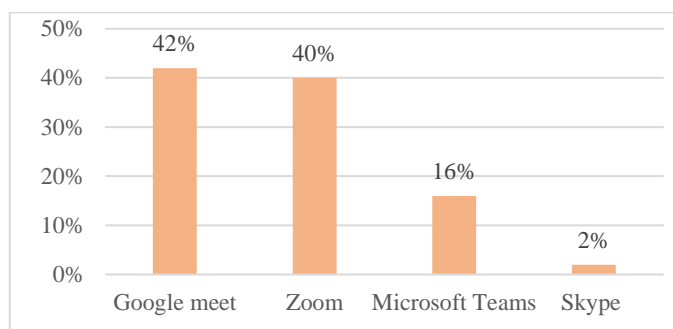


Figure 3 Types of Video Conference Applications

4.1.4 Chat and Messages

Table 4 Chat and Message Application

Applications	Percentage
WhatsApp	73%
Line	15%
Telegram	13%

Chat and message applications refer to any application that allows users to conduct long-distance communication through text or audio. There are three types of chat and message applications found in this research, including WhatsApp, Telegram, and Line. Table 4 and Figure 4 represent the result of the chat and message applications found in this research.

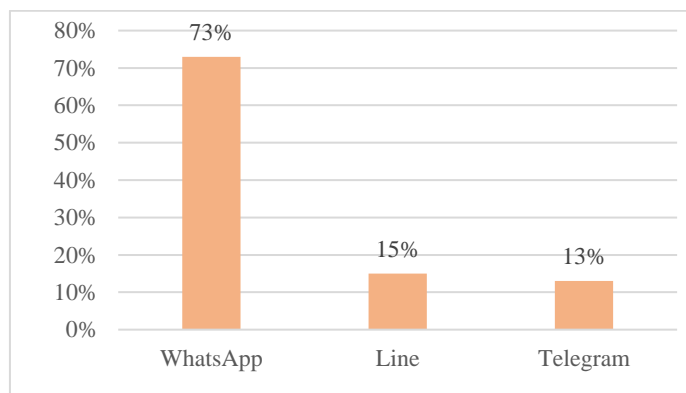


Figure 4 Types of Chat and Messages Applications

Basically, these three applications have several features in common which allow users to send text, voice, and video messages, make voice and video calls, as well as share pictures, documents, and locations. However, WhatsApp seems to be the most popular messaging application in this research, which obtained 73% votes. In line with this result, some surveys conducted to investigate the most frequently used social media in Indonesia shows that WhatsApp appeared to be in the second place, outperforming Line and Telegram (Dahono, 2021; Jayani, 2020). This high popularity leads some education practitioners to

conduct research to see the potential use of WhatsApp for teaching and learning activity (Ahmed, 2019; Gon & Rawekar, 2017; Sette-de-Souza, 2020; Susilawati & Supriyatno, n.d.; Tragant et al., 2020). Meanwhile, in the second place, it was LINE messaging application which obtained 15% votes. Some surveys revealed that LINE users in Indonesia were dominated by teenagers (Kumparan, 2018; Tempo.co, 2017) and a very little amount of research was conducted to see the use of this application in online teaching activities. Lastly, there is Telegram application which gained 13% votes in this research. Appearing to be less popular in Indonesia, surprisingly, there are many research which have been done to observe the utilization of this application in the online teaching setting (Hakim, 2019; Kaur Swaran Singh et al., 2020; Naderi & Akrami, 2018; Sari, 2017). One possible reason for this is that Telegram provides several boots that support and accommodate teachers' need to create some learning activities, such as quizzes as well as separate discussion boots.

4.2 Teachers' Consideration

Table 5 Consideration in the use of Learning Applications

Consideration	Percentage
Applications' features	48%
Schools' policy	29%
Teachers' familiarity	12%
Financial consideration	12%

This section will present other findings revealed in this research which concerns teachers' considerations in using certain learning applications in their online teaching. Table 5 above shows the result of the questionnaire and a follow-up interview. From table 5 and Figure 5, it is revealed that there are four major considerations in the use of learning applications. It covers applications' features, schools' policy, teachers' familiarity, and financial considerations.

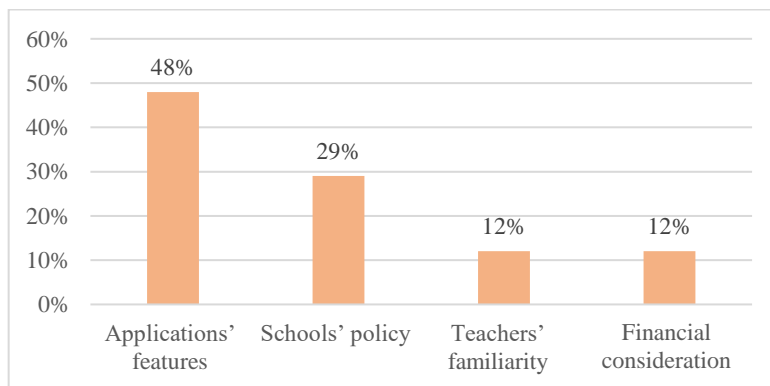


Figure 5 Percentage of Teachers' Considerations

The aspect considered the most is the application features, which obtained a 48% score. Applications' features refer to any prominent attributes provided by learning applications that support the online teaching to take place. Some participant decided to use certain applications or platforms due it is easy to use. In accordance with the present results, previous studies have demonstrated that providing an easy-to-use learning platform might contribute to learners' motivation (Cahyadi, 2020; Mohamad et al., 2015). With the use of Google Classroom, for example, the majority of the participant stated that the application features are neat and well-displayed (Alfina, 2020; Atikah et al., 2021; Kaur Swaran Singh et al., 2020). Besides, they already have a google account that enables them to combine some Google-powered programs into Google Classroom. Also, some participant agrees that relevancy with the learning activities is important to consider. The use of Jamboard is believed to be able to accommodate collaborative activities as students can access the platform together with other students in real-time. Another aspect to consider is practicality. It refers to learning applications capability to accommodate some different functions in one program. In this context, Ms Team meets this condition. Thus, many teachers consider this application for their online teaching.

Meanwhile, in the second place, there is schools' policy which reached 29% out of the total votes. The emergence of these factors, which also influence the decision to use the application, shows the need for support from policymakers to teachers. Cahyadi (2020) argued that it is the school responsibility to provide any facilities needed for conducting online learning, including internet access, online content, audio and video applications, and hardware. This support is expected as teachers have limited capability to fulfil some particular need, specifically regarding the teaching and learning application. Limitations on learning application references and financial support appear to be two things that hinder teachers in the learning app selection.

Lastly, both teachers' familiarity and financial consideration took the last two places which 12% of the research participants agree that those two aspects interfere with teachers' decision to use particular learning applications. These two last factors were assumed to be linked to the school's policy. Teachers' familiarity refers to the prior information owned by both teachers and students about a particular application. One possible explanation that supports this argument is teachers survive the conditions of limited references and use existing applications they are familiar with (Kholid, 2020). This leads to the use of some non-learning applications for learning purposes. The use of WhatsApp could be one example, which is a non-learning app used for learning purposes and a familiar application to both teachers and students.

Meanwhile, the appearance of financial consideration portrays a condition of limited access to ICT in teaching and learning. Some teachers participating in this research argued that it is essential to consider the cost of using particular apps the students and teachers have to pay. It covers the cost of account registration as well as the internet service they have to use to access the apps. Some argued that the use of video conferencing requires high internet data transfer which, as a result, it costs more money to pay (Hidayat et al., 2020; Priyastuti & Suhadi, 2020). Furthermore, some teachers are aware of the social condition of their students and reluctant to give more burden to them as some of them are from low-middle class families. Thus, teaching asynchronously through LMS appears to be a solution.

The use of information and communication technology in language learning has had both teachers and researchers a special interest for a long. It is often argued that the use of ICT, especially in the language learning setting, could increase learning motivation, make the learning process more interesting, create timely access to learning material and even encourage learner autonomy (Grabe & Grabe, 2005; Mullamaa, 2006; Zakirova et al., 2020). Regardless of its benefits to the learning process, there has also been a great debate about the significance of learning media to the quality of the learning process. Ghasemi & Hashemi (2011) argued that ICT does not control the success of the learning process, but modern teachers do. The appearance of ICT has shifted the role of teachers in the learning process, from the main source of knowledge to learners' facilitators to get the knowledge. Thus, modern teachers are expected to be able to guide students to achieve the goal of learning through the effective use of ICT (Zepp, 2005). However, it is undeniably that ICT also takes an important role in online teaching, in which learner-content interactions demand the appropriate and relevant use of ICT as the main facility. Wang (2020) believes that appropriate format and media for the instructional material is essential to transform classroom-based activities into emergency remote teaching. Thus, it is crucial to use compatible ICT for relevant online learning activities.

6. CONCLUSION

The aim of the present research was to investigate the learning platforms and applications used by EFL teachers in Surabaya during remote teaching and their considerations to do so. The results of the questionnaire and follow-up interview revealed that the platforms and applications used by teachers were classified into four categories, namely Learning Management System, Content Makers, Video Conference, and Chat and Messages applications. Google Classroom was found to be the most popular learning management system used by the participants. Meanwhile, YouTube and Quizlet appeared to be the most frequent material maker and test makers used by the participants respectively. For the video conference application, Google meeting was found to be highly used due to free of charge. Lastly, WhatsApp was approved to be the media of interaction for both student-teacher interaction and student-materials interaction. Meanwhile, there are four considerations influencing teachers to use learning applications. Firstly, the applications' features were showed to be the first thing to consider, followed by schools' policy, teachers' familiarity and financial considerations. These results have portrayed the current situation regarding technology access in the education context which is considerably fair.

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