

DIGITAL MEDIA AND ITS APPLICATION IN REMOTE AREA

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Abstract: The desegregation of technology into the classroom makes the learning activities easier and promotes students' motivation and skills. The study focused on lecturers' and students' perceptions on online learning platforms in teaching English as a Foreign Language (EFL) Classroom. This study involved 36 participants consisting of six lecturers and thirty students at higher education in the underdeveloped region of Tolitoli regency, Central Sulawesi, Indonesia. The data were collected through telephone, interviews, and email questionnaires then data were analyzed by descriptive analysis. The study results indicated several fundamental obstacles affected the activities doing well, and it also influenced the lecturers' and students' performance in teaching and learning activities. The research findings indicate that most participants state that online learning activities using the Zoom meeting platform, Google classroom, and video conferencing at the remote area were ineffective because of unstable network.

Keywords: Digital Media Platform, Lecturers and Students' Perceptions.

INTRODUCTION

In English Foreign Language (EFL), technology integration has become an integral part of classroom teachers' instructional practices (Chapelle, 2010; Hutchison and Reinking, 2011). Upgrading digital media in online learning platform in this emergency is a part of the equipment that encourages teachers for pedagogy and training activities. Numerous studies currently displayed the effectiveness of digital media in online learning platforms, as recommended, such as research conducted by Abbasova and Mammadova (2020). The research confirms that the application of technology creates a positive impact on students' second language learning (Albashtawi, 2020). The study conclusions confirmed that Google Classroom improved the reading and writing performance of the students (Afify, 2019). In his investigation, the results indicated that the group's size participating in the online discussion develop critical thinking skills. Nariyati et al. (2020) stated that EFL pre-service teachers have positive perception towards the use of MALL. Chaikovskao, O. (2020) suggested that ICT is required to design a good-quality foreign language podcast. Moreover, studies in EFL instruction informed that technology integration in EFL classroom practice could likely provide considerable opportunities to construct an authentic language-rich environment and promote interactive language teaching and learning activities (Golonka, Bowles, Frank, Richardson, & Freynik, 2014; Strickland and O'Brien, 2013).

Meanwhile, Octoberlina, et al. (2020) confirmed that online learning platform or virtual English teaching in remote area create difficulties to provide the online class or teleconference. This qualitative descriptive study used in-depth interview and documentation. The participants were three English teachers and three students in primary level. This study informed that online learning platform in remote area is problematic to be conducted because of some aspects; device, electric, networks, internet, and teachers need to be creative to provide effective teaching and learning activity. Moreover, Allo (2020) stated that indeed online learning is not as easy as we imagine. As the main idea of the statement and research findings, it can be concluded that there is a gap between the applications of digital media in online

learning platform at urban area with remote area. This problem needs to be solved to provide the balance of urban with remote area.

Moreover, to support or argue the research findings above, the researcher is interested to know the lecturers' and students' perceptions concerning Digital Media Platforms in the EFL Classroom in the remote region at higher education. While the study aims to answer the research question "What are the educators' and students' perceptions on the use of Digital Media Platforms in online learning platform of EFL Classroom at remote region?"

METHOD

This Cross-Sectional Survey Design was conducted to know the effectiveness of using Digital Media Platforms in online learning activity of EFL Classroom based on lecturers' and students' perceptions of the higher education remote area of Tolitoli Regency in Central Sulawesi, Indonesia. The participants were invited by using random sampling technique in total of six lecturers and 30 students. Moreover, in the process of collecting data, the writer employed mailed questionnaires and telephone interviews, and descriptive analysis is used to analyse data collected.

FINDINGS AND DISCUSSION

This section presents the findings related to the research question on the lecturers' and students' perceptions on Digital Media Platform in English as a Foreign Language (EFL) classroom. The discussion is determined by interpreting the result presented in the tables inherent to the interview findings as to the supported data. The findings from the lectures and students' questionnaire were shown in table 1 below;

Table 1: Students' Perceptions

No	Question	Strongly Agree	Agree	Neutral	Disagree
1	The learning material and assignments presented by the lecturers in Google classroom, Zoom meetings, and video conferences able to develop a deep understanding of the contents/topics.	-	7	9	14
2	The Google Classroom, Zoom Meeting, and Video Conference are available to use, especially in submitting assignments.	3	7	9	11
3	The online learning activities in Google Classroom, Zoom Meeting and Video Conference promote motivation and interest to learn more about the lesson.	-	3	6	21
4	The use of Google Classroom, Zoom meeting, and video conference save energy and time.	4	7	9	10
5	The application of Google Classroom, Zoom meetings, and video conferences in learning	-	9	5	16

	activities encourage students to practice language skills.				
6	The Google Classroom, Zoom meeting, and video conference effective in teaching the new English vocabulary.	2	5	8	15
7	The usage of Google Classroom, Zoom meeting, and Video Conference in teaching reading skills more interesting.	-	1	12	17
8	The application of Google Classroom, Zoom meeting, and Video Conference more effective in learning activities.	-	3	9	18
9	The Google Classroom, Zoom meeting, and Video Conference facilitate good interaction and connection among both teacher and students	-	-	5	25
10	It is interesting to read courses in paper form rather than reading them through Google Classroom, Zoom meetings, and Video Conferences.	26	4	-	-
11	It is easy to use Google Classroom, Zoom meeting, and Video Conference as learning media in online activities.	-	5	12	13
12	It is not easy to use Google Classroom, Zoom meeting, and Video Conference because of the slow-speed internet and unstable computer and mobile phone networks.	27	3	-	-

Based on the table above has clearly shown the different perceptions of the students about the use of online media platforms in pedagogical activities, where negative perceptions dominate the positive ones. It also could be shown from the chart below.

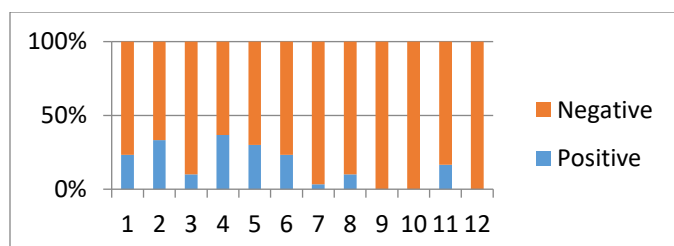


Figure1. The Presentation of Students' Perceptions

Chart 1 showed that the students' negative perceptions get a high presentation than the positive ones from twelve questions; the positive did not get more than 40%. The high achievement of the positive responses belongs to question number 4 and 2, and more than 30% but under 40%. The conclusion of this data found that students' digital media in online learning platforms was ineffective.

Table 2. The lecturers' perceptions

No	Questions	Strongly Agree	Agree	Neutral	Disagree
1.	The use of Google classroom, zoom meeting, and video conference can effectively support my teaching activities.	-	1	1	4
2	The use of Google classroom, zoom meeting, and video conference make the students enthusiastic in learning.	-	-	1	5
3	The use of Google classroom, zoom meeting, and video conference make the students comfortable and enjoy my teaching activities.	-	-	2	4
4	The use of Google classroom, zoom meeting, and video conference makes learning activities easy to manage and control.	-	-	1	5
5	It is easy to distribute the assignment and test using Google classroom, zoom meeting, and video conference.	-	-	2	4
6	The application of Google classroom, zoom meeting, and video conference help the students to understand the learning concepts effectively.	-	-	2	3
7	The use of Google classroom, zoom meeting, and video conference promote students learning motivation and interest.	-	-	1	5
8	A digital-based teaching material (Google classroom, zoom meeting, and video conference) are not conducive for learning activities.	5	-	1	-
9	It is easy to use Google Classroom, Zoom meeting, and Video Conference as learning media in online activities at the removed area.	-	1	2	3
10	It is not easy to use Google Classroom, Zoom meeting, and Video Conference because of the slow-speed internet or unstable computer and mobile phone network.	5	1	-	-
11	The Google Classroom, Zoom meeting, and Video Conference facilitate good	-	-	2	4

	interaction and connection among lecturers and students.				
12	The Google Classroom, Zoom meeting, and Video Conference are more effective in online learning activities.	-	-	1	5

Based on the table above, it has clearly shown that the same perceptions came from the lecturers and students about the use of online media platforms in pedagogical activities, where negative perceptions dominate then the positive ones. It also could be shown from the figure below;

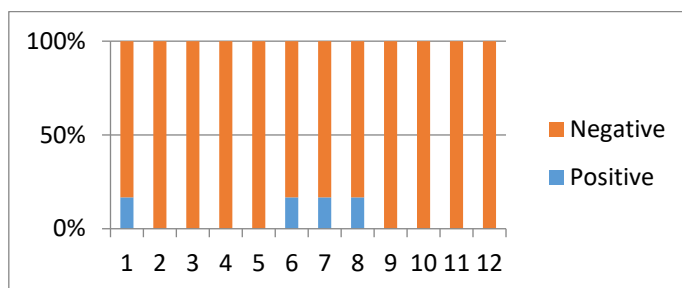


Figure 2. the Presentation of Lecturers' Perceptions

Figure 2 showed that the lecturers' negative perceptions get a high presentation than the positive ones from twelve questions; the positive did not get more than 20%. The high achievement the positive belong to question number 1,6,7 and, eight it more than 10% but under 20%. As the conclusion of this data found that for the lecturers, digital media in online learning platform are not adequate to use for pedagogical activities at remote area such as Tolitoli regency central Sulawesi in Indonesia.

In response to the research question, the result above indicated that the use of digital technology platform in online learning at remote area does not significantly affect the students' achievement and it is hard to use to support students learning activity. Allo (2020) states that indeed online learning is not as easy as we imagine. There are some fundamental problems faced by the students dealing with their online learning such as: internet facilities and unstable network. Working through unstable network make the online learning in zoom meeting, google classroom, and video conference are not sufficient. Moreover, based on the data above it was found that the perceptions of lecturers and students were directed to negative perspective, and the findings confirmed as the same result of Octaberlina, et al. (2020) who found that online learning platform or virtual English teaching in remote area is problematic for learners to have online class or teleconference.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the findings have shown that the students' and lecturers' perceptions of digital media platforms in EFL classrooms, especially in a remote area are relatively ineffective. Most of the participants found difficulties in conducting their teaching and learning activities. The participants' fundamental problems were low network or unstable network facilities. Moreover, some recommendations are suggested. The lecturers have to be more creative in providing and presenting the learning material that covers all the students' needs and essentially creates the learning activities. The government should provide internet facilities to support technology integration in learning activities related to the unstable network as the

main problem in digital media. Finally, further studies involving more participants or different areas are suggested to be conducted with an intensive interview to explore the lecturers' and students' perceptions of digital media technology.

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