How the Students in Senior High School Maintain Their Foreign Language during Covid-19 Pandemic

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Abstract

This paper focuses on observing how the students maintain their foreign language during Covid-19 pandemic. The survey of this paper was interviewed by questionnaire. There are 18 questions in which questions number 1-12 are the questions to collect the information about language that they used in their daily life and questions number 13-18 are questions about the technology or media that they used to study language. The result of the survey is that there are 5 students that answer the questions. From the data 83,3% they often used the local language for their daily language. The impact of coronavirus, they must study from home. They have some challenges studying foreign languages. The students need to maintain their foreign language during online learning.

I. Introduction

In Indonesia, people commonly speak Bahasa as their mother tongue or first language. Then, the local language is taken as a second language. Since Indonesia has various races which have their own local language. such as in Yogyakarta province people use Javanese as their own local language. This condition makes teachers sometimes use Bahasa for teaching their students. Meanwhile, in outclass when the students meet their friends, they will use traditional language. So teaching English as Foreign language takes English as a third language or it becomes trilingual for students in Indonesia. The capability of people using two or three languages depends on where they live and their privilege. For example, people who live in Jakarta, foreign languages are bilingual, because their first language or mother tongue is Bahasa.

Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020).

Coronavirus spread all over the world including Indonesia. It increased for several months to become a pandemic in Indonesia that caused all public to decide to take work home (WFH). At that time, it was still confusing because there were no definitive causes and clear symptoms for sufferers. A few months later, Indonesia made a decision on pandemic Covid-19 through the minister of education and culture regarding the implementation of education policy during pandemic Covid-19. Finally, the government needs to balance between public health and educational concerns. Indonesia is one of many countries that must close the school. So, the Indonesian government made a decision to change the teaching and learning process from face to face by online learning. In Indonesia online learning is the new concept that they were unfamiliar with before. Since Coronavirus disease 2019 (Covid-19) pandemic has spread all over the world including Indonesia. The government decided to take lockdown or quarantine policies to all public

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sectors in order to prevent the spread of Covid-19 transmission. Although it takes lockdown, many public sectors still work for home (WFH) to balance economic growth. At that time, it was still confusing because there were no definitive causes and clear symptoms for sufferers. The cases covid in Indonesia from 3 January 2020 to 6 May 2021, there have been 1.691.658 confirmed cases. On 3 May 2021 a total 20.701.804 vaccine doses were administered.

Maintaining foreign languages is difficult. Learning a language is not easy because it requires serious study and a lot of effort. Meeting people with a similar interest in learning language and continuing to practice is important to developing language skills. During pandemic Covid-19, students should learn online. They have limitations in communicating with their friends. Usually they communicate with friends at school using a variety of languages, because of the covid-19 pandemic, they become less likely to use the language. If not honed, then it could be that the language they have learned can wear off and eventually forget because it is not used anymore. The impact of online learning is not only in speaking skill, but in every skill. As a teacher or student that must teach or learn by online it was challenging to do online learning every day.

According to Hrastinski (2008), the two types of online learning, namely asynchronous and synchronous online learning, are majorly compared. The institutions and organizations need to understand the benefits during the online school, it will run effectively when they can manage the problem. Teachers and students are definitely struggling a lot with online learning. Teachers need to prepare the strategy to give the material to students. Atmojo and Nugroho (2020) stated that they scrutinized how EFL teachers conducted online learning and some challenges they encountered amidst the global pandemic. Online learning can be challenging to do during an online classroom environment. Almost all students are dealing with a total lack of access to technology. The internet access is complicated for the families that are less in their economy.

Moreover, most families just have only one smartphone and they do not have any tools like tablets or laptops. In fact, in Indonesia most students that are less economically in their family stop school because they do not have the smartphone, tablet, or laptop. They also cannot buy internet data to access the internet. Students probably feel bored because they only sit in front of the laptop and listen to their teacher. The teacher needs to combine the classroom management to make the student comfortable. Therefore, this study was conducted to describe the qualitative and descriptive data about the problem of how students are maintaining their L2 during online learning because of pandemic Covid-19. The data in this study were obtained using questionnaires through google form filled by students of one of the multilingual schools in Yogyakarta and then analyzed qualitatively.

However in this pandemic the students must school at home, and nowadays there are many technologies that they can use for study. In language learning now we can access a dictionary by online application. When the students will practice their reading skill, they can look for the article or the text from the internet. If the students need to improve their listening skill the teacher can give them a podcast link in English conversation. In speaking, the students can use chat applications. They can choose the chat application and look for a partner, then they can start the conversation by English. If the teacher needs to see or listen to the student's voice, the teacher can ask them to video call and record their conversation. It will be more effective for the students. Sometimes, the students learn language from their game. When they play the game they must understand the mission notification and the notification used English. Sometimes, in this pandemic they watch the video in Youtube or Movie in multilingual language. Anyway, these days you just need a smartphone. The smartphone supports everything that we need.

The present study, therefore has two objectives: (1) describing how students maintain their foreign language they have learned, and (2) examining how their language is used during online learning because of pandemic covid-19. Within these two areas, effective and successful research will make significant contributions. It will begin to fill a gap in the research on language learning. It will also highlight activity theory as an educational research tool, which is currently used widely in the language learning field.

II. Research Method

This study is descriptive research with a qualitative approach. According to Moleong (2007), a research procedure that produces descriptive data in the written or spoken form of the people and the behavior observed from phenomena that occur in society is usually called qualitative studies. According to Moleong (2007), descriptive research emphasizes data in the form of words, images, and not the numbers. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups. This study aims to examine and describe how children maintain their foreign language they have learned and how their language is used during online learning because it is pandemic. This study's data collection techniques use online questionnaires aimed at students and some relevant literature. The questionnaire is a set of written questions submitted to respondents to be filled out by respondents without intervention from researchers or other parties (Creswell, 2016).

According to this design, the data sources were taken selectively from the relevant literature such as journal, article, and research report. The relevant literature was considered with the theme of this study, such as the problems commonly emerged in maintaining foreign language, the article that is discussed about the strategy usually used to overcome the problems in learning a foreign language, and so on Respondents to this study were students at one of the multilingual schools in Yogyakarta. The data source in this study is the result of an online questionnaire through google form. The data source is recorded through a written record through google form then the researcher performs a data analysis.

III. Results and Discussion

In this present study, the students of Ibnul Qoyyim Boarding School Yogyakarta in the academic years 2021/2022 were to answer the questionnaire. The researchers used a qualitative method by employing descriptive research. The table showed the answer of students from the questionnaire.

NO	QUESTIONNAIRE	LOCAL LANGUAGE	ENGLISH	BAHASA	ARABIC
1	Language that used with family	83,3%	-	50%	-
2	Language that used with friends	83,3%	50%	83,3%	50%
3	Language that usually used in	66.7%	16.7%	66.7%	-

	social media				
4	Daily Language	33.3%	-	83,3%	-

The instrument in this research was a questionnaire. It consists of eighteen questions in which the questions number 1 - 12 are the questions to collect the information about language that they used in their daily life and questions number 13 - 18 are questions for the technology or media that they used to study language. Based on the result of the questionnaires, the following table presents 5 statements from 5 students. From the data we know that 83.3% of them often used the local language with their family and their friends. Then, the table also showed that 83.3 % students used local language, 50 % used English, 83.3 % students used Bahasa and 50 % students used Arabic with their friends. Next, when in social media, 66.7 % students used local language, 16.7 % used English and 66.7% used Bahasa. The last is in daily language, 33,3 % students used local language then 83.3 % used Bahasa. Based on the results of the interview, sometimes the students use a mix language.

Keeping in touch with students personally during difficult times like the COVID 19 pandemic seems to be vital for teachers to do. Teachers can support students' motivation by maintaining personal communication. Additionally, the results of this study based on questionnaire, show that the answers employed a variety of strategies to keep themselves motivated, such as using social media to remind themselves on a regular basis of their language learning objectives. The findings of the current survey indicate that despite the COVID 19 pandemic, the majority of participants are still eager to learn English and have favorable sentiments of the process.

According to an interview, some respondents are extrinsically driven to learn English because they wish to pursue improved employment opportunities, international communication, and study abroad. Similar outcomes were attained by Nguyen Hab ó k's investigation into a group of Vietnamese students without English majors who were motivated to learn the language. Their findings indicate that the majority of participants are driven to learn English because they believe it will benefit their careers, educational possibilities, and communication requirements. The outcomes of the current study also agree with a number of earlier investigations (2015; Liu Huang, 2011; Ngo et al., 2017).

On the other hand, a study by Tran Bald auf (found that students' primary motivation for learning English was their obligation to do so. It runs counter to the findings of the current study. The differences could be influenced by a number of things. First off, current students might be more aware of the value of learning a foreign language for their future. Students don't seem to be forced to learn a foreign language; instead, they appear to do so because they are aware of its advantages. The transition from the conventional language strategy to the integrated learning model at universities, as proposed by Nguyen Hab ók (may affect students' motivation), is the second point.

According to a study by Adara, Nuryadi, and Nasution, students are more motivated to learn English than their high school counterparts because their professors use a more varied teaching methodology that caters to the development of four skills—writing, speaking, listening, and reading—instead of just teaching grammar. Additionally, sociocultural environments where English is widely spoken in society may have an impact on students' motivation (Le Chen, 2018; Nguyen, 2017). The findings of this study demonstrate that the respondents are aware of the value of English proficiency in society.

The findings reveal a number of actions taken by the respondents to keep their motivation and upbeat attitudes throughout the Covid 19 pandemic. It is clear that the respondents use technology to stay motivated, including social media and online applications. Additionally, they keep students motivated by reassuring them of their objectives for mastering their language learning objectives. Students appear to gain by affirming the advantages of acquiring the target language (2017). In this way, teachers can help students keep in mind both their language learning objectives and the advantages of language proficiency, such as increased employment opportunities or internationalization. The results of this study show that the respondents employed a variety of strategies to keep their motivation and good attitudes.

IV. Conclusion

The Covid 19 pandemic represents a new obstacle for Indonesian EFL instruction and learning. When teachers and students must use online learning environments, it can have a substantial impact on their attitudes and motivation. This study shows that the mother tongue or local language is the sense of pride in the language and culture. But, at school they need to used Arabic and English. So, they need to practice their multilingual language, in order to when they come back to boarding school, they need to use their multilingual language. Because if they do not use the multilingual language, they can get the punishment.

Currently students are very easy to get the knowledge, because there are so many applications on smartphones. They just need to have a smartphone to study. Some students also sometimes learn English by playing games. Or they watch the multilingual movie. Nowadays there are social media that we can shared our daily lives and we write the caption in English. Teacher just directs how to maintain the language they have learned before. Of course, teachers have to control how far their achievement are to maintain their multilingual language.

The results of this study show that the respondents' motivation to learn a foreign language was related to their desire for improved employment opportunities, their desire to study abroad, their want to interact with people from other countries, and their interest in language learning. The respondents not only shown a relatively high degree of positive attitudes regarding EF L acquisition, but they also maintained their motivation and positive attitudes by asserting their language learning objectives and learning English through social media.

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