Remote Learning in an EFL Classroom from Environment Analysis Viewpoint: A Case Study of a Grammar Class

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Abstract: *Remote learning used in a grammar class that was analyzed using environment analysis was the discussion in this study. Thus, the aim of this study is to describe the circumstances of remote learning in an EFL classroom, a grammar class, using environment analysis. It specifically referred to one grammar class at a private university in Yogyakarta, so the domain of this research was a qualitative case study. The data were taken using observation, interview, and document techniques. The collected data were analyzed using environment analysis theory that covers three main areas namely students, lecturer, and situations. In addition, the results of the study consist of three parts according to the parts in the environment analysis. The first is the problems that occurred from students' perspective where technical and non-technical problems. The second is the obstructions from the lecturer's perspective were technical problems. The third is the obstacles taken from the observed situation were the less percentage of students' participation during opening and closing activities, the droning types of activities during the opening, and the excluding technology used during the opening and closing activities.*

Keywords: *environment analysis; EFL classroom; grammar class; remote learning*

INTRODUCTION

The use of remote learning in Indonesia has started since COVID-19 hit Indonesia at the end of December 2019. Mowrey & Cunningham stated that many schools and districts utilize remote learning during the COVID-19 pandemic (2021). It is also adopted by most Indonesian education, especially during the COVID-19 pandemic. The method becomes one of the best learning methods for everyone's safety. Students and teachers do not have to meet directly during the COVID-19 pandemic because this method utilizes technology in the learning process. "Remote learning has been designed as online teaching and learning, using technology hardware and software often through web-based programs and resources" (Mowrey & Cunningham, 2021, p. 19). The main point of remote learning is using technology for the conciseness earning process, especially during the COVID-19 pandemic.

Remote learning can be described as one of the new methods to conduct learning activities at all levels of education in Indonesia through employing technology. In Indonesia, the technology applied can be divided into two generally. The first is a technology used for virtual face-to-face such as Zoom, Google Meet, Mozilla hubs, and BBB. The second is a technology used for exercises such as Quizziz, Google Classroom, Google Forms, Kahoot, Quizlet, and Learning Management System (LMS) from schools or colleges.

A large number of technologies that are available in remote learning should be good news for Indonesian students and teachers alike. Unfortunately, the opposite is the case. Some problems arise during the implementation of remote learning, for example, unstable signals, unsophisticated gadgets, students' and teachers' limited tech ability, and even mental disorders due to remote learning. Atika reported that remote learning takes mental health toll on children and parents (2020). She informed that mental health emerges for the reason that the children cannot accomplish the tasks, consequently, the parents feel guilty due to the illiterate technology that causes them unable to help their children in collecting the assignments.

The technical and non-technical problems above ascend in many Indonesian remote learning even at the university level as in English as a Foreign Language (EFL) classroom such as grammar class. The term EFL itself belongs to English language that is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton et al., 1980, p. 6). It can be interpreted in the context of Indonesian society as a foreign language, English, that is educated in Indonesian education field, but the students do not use it in their regular life. This situation is transpired due to many reasons; one of them is Indonesian choice of daily language namely mother tongue and national language.

EFL students that rarely use English in their daily lives have an impact on teaching grammar classes, especially during the COVID-19 pandemic. The remote learning that is applied, causes some students to experience difficulties in understanding the material described by the lecturer. Because of the incapability of understanding the material, the learning outcome in grammar class is difficult to achieve. The finding of this problem is a serious matter because there is no clarity on the end of the COVID-19 pandemic. Therefore, it is necessary to do an environment analysis to find out what problems arise during remote learning in grammar class; and to find the right solution based on the results of the environment analysis. In addition, "it involves looking at the factors that will have a strong effect on a decision about goals of the course, what to include in the course, and how to teach and assess it" (Tessemer, 1990 as cited in Nation, I.S.P & Macalister, 2010, p. 14). Because of this, an environmental analysis was carried out in this study. Furthermore, grammar learning in an EFL class can apply the results of this study, so the students may understand the material well and the learning outcomes can be achieved.

LITERATURE REVIEW

This part presents three relevance theories utilized in this study namely remote learning (Daniela & Visvizi, 2022b), environment analysis (Nation, I.S.P & Macalister, 2010), and EFL in the 21st century (Bonnet et al., 2018).

The Remote Learning

Daniela and Visvizi (2022a) explained that remote learning means using an online platform for learning in an online environment and applying technology to communicate with students, lead lessons, check that learning objectives have been met, and provide feedback on learning outcomes.

From this explanation, remote learning is an approach used to teach virtually through technology. In this circumstance, teaching refers to activities in a grammar class which were completed between students and lecturer. Furthermore, the technology used implies the utilization of media used to deliver material and to do assignments with the intention of grammar learning outcomes can be attained.

Environment Analysis

Situational analysis of the EFL grammar class during the COVID-19 pandemic in this study used environment analysis. "The analysis covers three factors that can arise from the learners, the teachers, and the teaching and learning situation" (Nation, I.S.P & Macalister, 2010, p. 14). The learners refer to a grammar class student, the teacher is a lecturer of a grammar class, and the teaching and learning situation means the teaching and learning in grammar class. They are significant because they are interrelated with each other.

EFL in the COVID-19 Pandemic

The EFL in the COVID-19 pandemic adapted EFL in the 21st century proposed by (Bonnet et al., 2018) because COVID-19 occurs in the 21st century. The EFL is certainly different from previous centuries. Learning changes in the COVID-19 pandemic involves digitalization which refers to the massive use of technology (Bonnet et al., 2018). The use of technology is a significant point in an EFL class because it mentions to the use of gadgets and is related to the use of online learning media to teach grammar classes at the university level during the COVID-19 pandemic.

The three theories above were supported by three previous studies. The first study was (Cheung, 2021) who conducted a study of language teaching during a pandemic: a case study of Zoom use by a secondary ESL teacher in Hong Kong. The second study was (Sedofia & Ampadu, 2021) that analyze COVID-19 and emergency education strategies in the University of Ghana: students' knowledge of emergency remote learning. The third study was (Stukalo, 2021) that investigated the readiness for emergency remote education? case of Ukraine.

METHOD

This study is classified as qualitative research. It is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018, p. 41). The groups refer to students and lecturer of a college grammar class, in this study. Moreover, this research specifically mentions the participants as well as the situation or class in which they are involved, thus, this study is categorized as a qualitative case study. A 'case' can be seen as:

> a bounded system comprised of an individual, institution, or entity and the site and context in which social action takes place, the boundaries of which may not be clear and are determined by the scope of the researcher's interests (Hood, 2009, p. 69)

The case study in this report was a college grammar class at one of private university in Yogyakarta. It entails nine students who were in the third semester of odd academic year 2021/2022 and one lecturer.

The data were collected using observations, interviews, and documents techniques. "A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site" (Creswell & Creswell, 2018, p. 262).). The researcher observed the remote learning situation in the grammar class for one semester, twelve meetings. In addition, "the research interview is an inter-view where knowledge is constructed in the inter-action between the interviewer and the interviewee" (Kvale, 2007, p. 1). The interview was open-ended interview and it was completed through google forms with some questions related to grammar class. Then the document includes a lesson plan document in grammar class. Once the data were obtained, the data were analyzed using interpretative analysis using environment analysis theory.

RESULTS AND DISCUSSION

Results

The results of this study are divided into three based on the factors in the environmental analysis, namely students, lecturers, and the situation.

Students

The result in this section includes the result of interviews that have been conducted with students in grammar class. It covers the advantages and disadvantages of grammar class remote learning as follows:

Table 1. Advantages and disadvantages of remote learning in grammar class based on the interview with students

Advantages	Disadvantages
1. The online class rules are not strict,	1. Students had unstable signal,
2. Materials are given before class starts,	2. Students had limited data plan,

3. Lecturer gave clear explanation and contextual example from the simplest to the most advanced level in grammar class,	3. Students had standard device or gadget,
4. The number of homework is few,	4. Students had tired eyes and headaches from seeing the material and lecturers' explanations through gadgets or devices because in one day there are more than two classes,
5. Lecturer gave explanation video through her YouTube channel.	5. The lecturer took the grade mostly from the discussion session,
	6. The lecturer always gave questions during remote learning,
	7. The final test is presenting the grammar product, and it was stressful because students have to make an online presentation.

Lecturer

There are two discussion parts in this section. The first is the result of a grammar lecturer interview. The second is the document lesson plan used by the lecturer. The interview result comprises the advantages and disadvantages of grammar class remote learning as follows:

Table 2. Advantages and disadvantages of remote learning in grammar class based on the interview with lecturer

Advantages	Disadvantages
1. Lecturer and students did not need to meet face-to-face during the COVID-19 pandemic,	1. Students had unstable signal,
2. There are varies technologies that can be used in grammar class grammar sources that can be used in grammar class	2. Students had limited data plan,
3. There are varies grammar sources that can be used in grammar class	3. Students had standard device or gadget.

Lesson plan documents used in grammar classes include:

1. Lesson Plan or *Rencana Pembelajaran Semester* (RPS),
2. Course contract, and
3. Teaching materials.

Situation

Situation analysis covers the learning process in a grammar class. It contains three namely opening, content, and closing. Those three activities can be seen below:

Table 3. Situation of learning in grammar class remote learning

Situation	Activities
Opening	1. The lecturer greeted and invited students to pray,
	2. The lecturer checked the students' readiness to join remote learning of grammar class,
	3. The lecturer questioned students to explain the previous material briefly that has been studied at the previous meeting,
	4. The lecturer described the material that will be studied and the learning outcome briefly.
Content	1. The lecturer asked the students about the material to check their first understanding about it,
	2. The lecturer explained the material allowing with the contextual examples,
	3. After the lecturer finished explaining the material, the lecturer gave opportunity for students to ask several questions relating to the material,
	4. After the question-and-answer session, the lecturer provided several questions that should be answered by students.
Closing	1. The lecturer and students created summary of today's material,
	2. The lecturer gave several questions about the material through LMS used in UST before the grammar

class ended,
3. The lecturer and students made reflection of today's meeting,
4. The lecturer asked students to pray before the class end.

Discussion

The discussion is divided into three parts based on the theory of environment analysis as follows:

Students

Based on table 1 in the results section, it is mentioned that the number of disadvantages in remote learning of grammar class is higher. The number of advantages is six while the number of disadvantages is seven. The results indicate that the students do not get assistance from the remote learning of grammar class. This situation happened due to technical and non-technical problems. Based on students' answers, the unstable signal became the most answer of the technical problem because they live in a remote area. If they do not have a signal, they cannot attend the remote learning of grammar class. Consequently, they missed the material and opportunity to collect grades from daily activities class.

The second technical problem was the amount of data and the standard gadget or device. The limited amount of internet data should not ensue because *Kemendibudristek* provides internet data for students. In line with, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim inaugurated the 2020 internet data quota assistance policy, virtually, Friday (24/09) (Kemdikbud, 2020). However, several students change their phone numbers, consequently, they did not get it because the phone numbers registered *Kemendikbudristek* are not the same. Moreover, the standard type of the gadget became a serious problem because they only hear the lecturer's explanation by watching their mobile phone. This condition is exacerbated since several students who do not have laptop. As a result, they cannot participate excellently in remote learning activities in grammar class.

The next problems are the part of non-technical problems that covers students' physical condition, and assessments and activities in remote learning of grammar class. The students' physical condition is associated with the condition of the eyes and head. The students stared at the gadget screen for too long, consequently, their eyes got tired and their heads got dizzy. The effect of gadget blue light is quite dangerous for their health, so they just listen to their lecturer's explanation. The assessment was hard for students who have quiet communicative competence because of the activities conducted during the remote learning of grammar class. The lecturer asked them to covey the answer orally. It

is also intense for those who had unstable signals. In other words, they can lose a score due to the unstable signal. The assessment related to the final exam is tough because it is carried out in the form of a presentation. The assessments conducted in the form of speaking can be categorized as a part of communicative competence which is one of the learning outcomes of this course.

In addition, the advantages in table 1 provided from students associated with the lecturer's explanation of the grammar material. It is an interesting point that the students did not give answers allied to technology. Accordingly, their answer can be interpreted as the lecturer having qualified pedagogy and professional competency. The pedagogy competency denotes the answer taken from table 1, number (1) about rules in remote learning of grammar class; (2) about the distribution of materials before the schedule of the class; (4) about the few numbers of homework; and (5) about uploaded explanation video through YouTube channel. They describe the lecturer's ability to understand her students during the implementation of remote learning in grammar class. Then professional competency belongs to the ability to master and explain the material coherently. It can be seen from students' answers in table 1 number (3) about the clear explanation and example in grammar class.

Technical problems that evolved can be overcome by watching grammar material uploaded through YouTube. Substitute assignments utilize to solve the non-technical obstacles. Therefore, students that absent still had the opportunity to get grades. Meanwhile, for the final project, it can be overwhelmed by changing the form of the assignment. The form can be switched to an explanation video; thus, students did not need to make presentations in person.

Lecturer

The discussion in this section is divided into two, namely those related to interview answers and those related to learning design documents in grammar class. Based on table 2 in the results section, the number of advantages and disadvantages are similar, three. This result shows that the lecturer's position is in the middle, which means that remote learning in the grammar class provides advantages and disadvantages from various sides. The first advantage from the lecturer's perspective considered the safety during the COVID-19 pandemic which refers to the answer number (1) in table 2. The second advantages cover her answer number (2) about technology utilization that can be used during remote learning in grammar class and the various sources of grammar. These advantages signify that the lecturer utilized technology according to the demands of remote learning. The third advantage, number (3), leads to the improvement of students' communicative competence.

Additionally, the advantages of grammar class in remote learning involve technical problems such as unstable signals, limited data plans, and standard devices or gadgets.

The explanation of technical problems met by the lecturer was similar to technical problems faced by students in table 1.

Furthermore, the lecturer had three lesson plan documents namely lesson plan (RPS), course contract, and teaching materials. The RPS contains activities and materials relating to grammar class in one semester. The course contract refers to the rules in a grammar class. The teaching materials consist of materials of grammar such as the explanation of materials and the exercises that can be tried by them. All the documents were given to them before the schedule of the class. The aim of providing material before class starts are to carry out discussion activities in distance learning in grammar class.

The technical problems experienced by the lecturer have been resolved indirectly. She had uploaded grammar material explanation videos through her YouTube channel. Students who had not been able to take the class due to network problems, limited quota, and standard gadgets or devices can rewatch the explanation videos.

Situation

The discussion in the situation section relates to the learning situation in remote learning grammar class. It covers three parts namely opening, content, and closing activities. They include interactions between students and the lecturer.

The first activity in remote learning of grammar class was opening. In this activity, the lecturer was entirely dominant 75%, while students only got 25%. The students only participated during the third activity which was when the lecturer gave them questions relating to previous material. During the 12 meetings, the lecturer did not change the style of her opening. She opened the class similarly by giving a speech about greeting, praying, checking students' readiness, questioning, and describing the material briefly. She did not provide any technology in the opening activity. As a result, the activities were uninteresting. Students became bored because the interactions that occur were virtual, and they always get the same thing when the lecturer opened the class. Fortunately, during the opening activity, the students always replied lecturer's questions. There is at least one positive thing that can be taken from the opening activity, the students showed their communicative competence although in a simple form.

The second activity was content. In this activity, the lecturer took fewer activities than the students. The students' activities were 75%, while the lecturer only acquired 25%. The percentage confirms that during the learning process, students were invited to be more active by conducting question and answer activities. In this activity, the lecturer provided adequate materials and contextual examples taken from current life. The lecturer also utilized sufficient technology when she thought grammar material. The numerous technologies and examples were fascinating, and these were the part that supported the lecturer's explanation; thus, her explanation was clear.

During the content activity, the lecturer showed a patient attitude, and she always praised her students even though their answers were incorrect. It was done to motivate her students, so they had the bravery to express their ideas relating to grammar, consequently, the communicative competence can be obtained gradually by them. Moreover, the lecturer discussed the questions given to them during the remote learning of grammar class. This activity helped them to realize their mistakes, so they knew how to fix them.

The third activity was closing. In this activity, the lecturer and students had a similar percentage, 50%. It means that they have the same portion. During this activity, the lecturer only used PowerPoint (PPT) which showed the points in the reflection that must be mentioned by the lecturer and students. The involvement of students in the closing activity was also part of their communicative competence. They summarized the material and made reflections regarding the activities on that day.

The problem in the situation section was the dominance of the lecturer in the opening activity, and this activity was tedious. The lecturer can improvise on techniques in opening classes by involving students, utilizing technology, and adding various forms of activities so that the activities were not monotonous. Furthermore, in the closing activities segment, the percentage of students' activities can be added and the use of technology can be increased. These activities were carried out to avoid boredom in students.

CONCLUSSION

The environment analysis that was conducted in remote learning of a grammar class revealed that the problems faced during the class implementation can be seen from three perspectives namely students, lecturer, and situation. The first perspective was from the side of students who stated that the problems in remote learning grammar classes consist of technical and non-technical problems. The proportion of non-technical problems is higher. Some of these non-technical problems are also influenced by technical problems such as how grades are taken by the lecturer in daily activities where students are worried that they will not get grades due to unstable signals. Apart from technical and non-technical problems, there were several advantages that students can take from remote learning in grammar class. These advantages were related to the pedagogical and professional competencies of the lecturers.

The second perspective is from the side of the lecturer. On this side, the lecturer was in the middle, which means the number of advantages and disadvantages of remote learning in a grammar class is the same. However, the disadvantages experienced by the lecturer in remote learning of a grammar class were only related to non-technical problems. Furthermore, her advantages regarding this situation are in terms of health and utilization of technology. In addition, in this second perspective, it is not only related to the

results of an interview with her but also related to the completeness of the learning lesson documents used. She had given the documents to the students before the class started. In other words, the lecturer can be said to be ready in the learning process in remote learning of a grammar class.

The third perspective is based on observations from remote learning situations in a grammar class. Based on the results of these observations, it was known that the activities of the lecturer during grammar learning included three activities, namely opening, content, and closing activities. In the opening activity, the activities carried out by the lecturer seemed boring because the lecturer only spoke without using technology while the portion of students was also quite small, namely 25%. As a result, it can be said that students were passive in this activity. However, 25% of students learned to improve their communicative competence by trying to convey their ideas regarding the material that has been studied in the previous meeting. The next activity was content. In this activity, the students were quite active in participating in remote learning in a grammar class. The portion they get was 75%. In addition, the lecturer also utilized technology quite well. The technology used was able to support the material delivery so that students can understand the grammar material fairly. In this session, the students were able to show their communicative competence through a question-and-answer session conducted by the lecturer, even though the lecturer's actions seem like coercion, but in the end, the students were able to follow it. The last activity was closing, and the share of lecturer and students were the same, namely 50%. In this section, the lecturer only utilized PPT to show reflection actions. The use of technology was certain, but the communicative competence of the students was noticeable, namely when they conveyed a summary and reflection of the activities that have been carried out on that day.

Based on the results of the environment analysis that has been carried out, one of the best solutions to technical problems was uploading grammar materials videos through the lecturer's YouTube channel. The non-technical problems are overcome by giving alternate tasks for students. Besides, the problems in the situation section can be resolved by lessening the lecturer's percentage and adding the percentage of students; and enhancing the use of technology in opening and closing activities.

In addition, this was a preliminary study, therefore, the same study can be prepared further for other classes in another class at a private university in Yogyakarta where the data in this study were taken in order to get a more comprehensive representation related to the implementation of remote learning.

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