

**VIRTUAL EXPLICIT LANGUAGE INSTRUCTIONAL STRATEGY AND
AFFECTIVE FILTERS ON VOCATIONAL SCHOOL IN COVID-19
PANDEMIC**

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Abstrak: Virus Corona 2019 (COVID-19) telah mengganggu kehidupan jutaan orang di seluruh dunia. Dampaknya, pemerintah Indonesia memerintahkan penutupan sekolah agar proses pembelajaran dilakukan jarak jauh melalui media pembelajaran virtual. Pandemi COVID-19 telah mempengaruhi pendidikan dan pembelajaran siswa tidak hanya di Indonesia tetapi juga di luar negeri. Selain dampak keseluruhan, penelitian ini mengkaji perbedaan strategi pembelajaran bahasa dari pembelajaran online yang terbukti pada hasil pembelajaran bahasa Inggris selama pandemi virus corona (COVID-19) di berbagai negara Sekolah keterampilan; mengeksplorasi efek pembelajaran virtual dari strategi pembelajaran bahasa eksplisit pada filter afektif (motivasi sikap, kepercayaan diri, harga diri) selama pandemi virus corona (COVID-19) di Sekolah Kejuruan; dan menganalisis kemampuan taruna penerbangan terkait motivasi sikap, kepercayaan diri dan harga diri dalam proses pembelajaran di masa pandemi virus corona 2020-2021 (COVID-19). Peneliti menggunakan metode kualitatif dan kuantitatif. Kualitatif dengan melakukan wawancara semi terstruktur dengan enam partisipan. Mengukur pengaruh peneliti menggunakan metode kuantitatif.

Kata Kunci: Strategi Pembelajaran Bahasa Eksplisit Virtual, Filter Afektif, Pandemi Covid-19, Sekolah Vokasi

Abstract: *The 2019 corona virus disease (COVID-19) has negatively impacted the lives of millions of people worldwide. The result is that the Indonesian government demands that schools be closed so that learning can be done remotely using online learning resources. Not only in Indonesia but also globally, the COVID-19 epidemic has had an impact on education and student learning. In addition to the overall impact, this study looks at how*

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different explicit virtual learning language learning strategies affect English learning outcomes during the coronavirus (COVID-19) pandemic in vocational schools. It also looks at how these strategies affect affective filters (attitude motivation, self-belief, and self-esteem) during this time. and to evaluate the aviation cadets' skills in relation to their attitude, motivation, self-belief, and self-esteem during the learning process in 2020–2021 during the corona virus (COVID–19) pandemic. Both qualitative and quantitative research methods were used. use semi-structured interviews with six people to get qualitative data. calculating the impact of researchers using statistical methods.

Keywords: *Virtual Explicit Language Instructional Strategy, Affective Filters, Covid-19 Pandemic, Vocational School.*

Introduction

The coronavirus (COVID-19) pandemic is having extraordinary effects on people all around the world, not just in terms of a public health emergency but also in the field of education. The Indonesian government has reformed learning and teaching for instructors and students in rural environments to ensure citizens' safety and health. Accessing a sufficient and suitable education for pupils in schools frequently poses a difficult problem (Mann & Baker, 2019). Technology has significantly changed the monitoring strategies for learning that are used with students (Sun & Chen, 2016). Online learning (search for online learning) has dramatically increased as a result of these technology advancements (Ashe & Lopez, 2021). According to Sun and Chen (2016), online learning is the interaction of students and teachers asynchronously through a variety of ways, such as online chat or video technology. In this epidemic era, virtual distance learning is becoming more and more popular since it offers flexibility and better access. Online education has

recently been employed as a substitute for in-person instruction during the Covid-19 pandemic (Conner, 2006). Previous studies (Faulconer & Gruss, 2018; Sun & Chen, 2016; Rajab, 2013) have shown that student learning outcomes are comparable in diverse online laboratory learning in elementary, secondary, and higher education. When compared to well-organized, well-designed education, distance teaching (PJJ), like online learning provided during the Covid-19 outbreak, differs significantly (Achievement, 2014). Additionally, when homework is conducted at home, parents can supervise a large portion of the educational process. Parents must simultaneously deal with increased stress due to employment loss or work growth. According to (Gall et al., 2018), "Explicit teaching of speaking and listening is ignored." Speaking a foreign language is challenging due to linguistic anxiety, self-esteem, self-efficacy, motivation, self-confidence, and prior experiences. The ability to learn, work, and function in the classroom and society are significantly impacted by

anxiety (Arnold, 2011). Language anxiety serves as a filter, slows down learning, and undermines confidence in oneself. For many pupils, self-confidence (Lee, 2011). Applications in speaking, listening, reading, and writing influence students' motivation (MacIntyre & Gardner, 1994). Successful students who are encouraged to use a second language for communication build motivation (Carmichael & Taylor, 2005). Opportunities are expanded for oral skill use and practice so that students have a better chance of succeeding academically (Mann & Baker, 2019). It is recommended that spoken language receive more focus in the academic realm as a fundamental component of student development.

This study has several problem formulations, namely are there differences in explicit virtual language learning strategies on English learning outcomes during the Corona virus (COVID-19) pandemic in vocational schools?; How is the effect of the virtual learning language explicit learning strategy on the affective filter (attitude motivation, self-belief, self-esteem) during the Corona virus (COVID-19) pandemic in vocational schools; How is the ability of Poltekbang Surabaya cadets related to their attitude motivation, self-confidence, self-esteem during learning during the Corona virus (COVID-19) pandemic.

Theoretical Review

Explicit learning strategy

According to Archer and Hughes (2011), explicit English instruction has the potential to increase the number of

subjects on which students can interact socially while learning as well as the application of their social and academic language skills. Multiple opportunities for practice in a variety of contexts, such as discussions, tutoring sessions with educators, and one-on-one activities, are also included in explicit learning strategies (Nuranifar, 2014). These activities encourage additional exposure to English and efficient teaching methods for ELLs. A higher degree of language acquisition is achieved when an explicit learning approach that directs students' attention to the desired target is developed (Sun & Chen, 2016). The explicit learning strategy technique demonstrates how learning strategies can improve academic abilities' correctness and boost students' interest in a variety of subjects (Goldenberg, 2008). Explicit language learning strategies necessitate an approach to teaching that is open and direct and pays attention to delivery techniques as well as instructional design (Goldenberg, 2008). Explicit learning tactics in language sessions represent scaffolding along with a distinct demonstration of skills (Goldenberg, 2008). Implementing meaningful engagement activities in a second language together with practice and encouraging feedback until mastery of second language accuracy abilities appears to grow are examples of explicit learning strategies (Fuchs, 2022). A high level of instructor participation is required when implementing explicit learning tactics, which include concise presentations and demonstrations of abilities followed by practical experiences. Assuming that natural processing strategies were

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formed as a result of exposure to the target language, explicit learning strategy was found to be twice as successful as implicit instruction (Faulconer & Gruss, 2018; Goldenberg, 2008; Sarroub et al., 2007).

Virtual learning

Since the Covid-19 pandemic hit Indonesia in March 2020 and caused many students to switch to online schooling, virtual education has been the primary focus of research (Ashe & Lopez, 2021). Due to the crisis situation, distance learning (PJJ) is a temporary switch from one form of learning approach to another. According to Sarroub et al. (2007), this entails using a totally distance learning solution for instruction or training that should be given face-to-face, in a mixed or hybrid style, and that will resume its original format once the crisis or emergency has passed. Due to the surroundings of students and/or teachers and the concern of getting Covid-19 exposure diseases, the move to online learning has occurred (Ashe & Lopez, 2021). "Learning doesn't go smoothly, thus face-to-face education doesn't work properly. According to (Weber & Lennon, 2007), "learning is one of the instructional components of the overall ecosystem that is specifically created to support learners with formal, informal, and social resources." Similar to what was previously described, "careful instructional design and planning" is required to ensure effective online learning. emotional filters

According to MacIntyre & Gardner (1994) notion of language anxiety, learning a new language is

slowed down by foreign language anxiety. Language anxiety, according to Horwitz, is "a complex of self-perceptions, beliefs, feelings, and behaviors associated with language learning in the classroom that arise from the uniqueness of the language learning process" (Horwitz et al., 1986). According to MacIntyre & Gardner (1994), language anxiety manifests as verbal expression problems while underestimating skill level in comparison to peers. Communication fear is the term for the high amounts of worry that oral language abilities, such as speaking and listening, cause. According to MacIntyre & Gardner (1994), this fear reduces students' motivation to improve their linguistic abilities. Every aspect of language acquisition is impacted by anxiety (Horwitz et al., 1986). According to the Krashen Affective Filter Hypothesis, the three most important affective factors— anxiety, self-esteem, and confidence— have the greatest effects on spoken language acquisition (Krashen, 1997). According to Faulconer & Gruss (2018) those that are confident will experiment with new knowledge, take chances for success, and rarely complain. Communication willingness is decreased by low self-esteem (McCroskey & Richmond, 1990; Milivojevic Vukas, 2014). According to Gosiewska-Turek (2018), it's still challenging for instructors to get over their shyness and lack of desire to speak in public. According to Conner (2006), motivation, attitude, acculturation, cognitive experience and ability, learning style, and gender are all independent variables. Students'

decisions on self-regulated learning practices are based on their level of self-efficacy (Carmichael & Taylor, 2005). Students' motivation levels and learning capacities are directly impacted by their self-efficacy in a second language (Milivojevic Vukas, 2014; Raoofi et al., 2012). Because of the connection between student capacities, past performance, and future performance, consideration of learner self-efficacy must be made while planning (Bandura, 2006). Performance in the language domain is always influenced by the learner's level of self-efficacy (Raoofi et al., 2012). Self-efficacy theory establishes that when a situation is perceived as dangerous, anxiety rises and negatively affects one's capacity to respond to the danger (Milivojevic Vukas, 2014). Language performance is directly impacted by self-confidence, which is a key component of language learning (Gosiewska-Turek, 2018). Since communication willingness depends on self-confidence, lack of confidence creates a barrier to communication (Gosiewska-Turek, 2018; Lee, 2011). Despite the numerous errors made when expressing oneself through diverse topics, confident pupils are more disposed to talk. Confident learners outperformed anxious learners when utilizing spoken language, according to research on the relationship between anxiety, self-confidence, and performance (MacIntyre & Gardner, 1994). The degree of learning motivation is correlated with students' emotions and bodily conditions, according to Krashen (1997) affective filter theory. By making an environment where language anxiety is low and being

aware of how tired, bored, and depressed the students are, teachers can enhance motivation in their classes (Krashen, 1997).

SPSS statistics are used in this study to assess the data gathered. In order to establish the reality underlying quantitative and qualitative analyses to offer compelling explanations, data collecting involves a combination of techniques. To support the findings of the questionnaire survey, extra information was gathered from observations and interviews during data analysis. Path model analysis is used to analyze the relationship pattern in this study in order to ascertain the impact of the independent and dependent variables. Explicit learning strategies are the dependent variable in this study, whereas affective filters are the independent variable.

Results and Discussion

The first research question: Is there a difference in the explicit learning strategy of virtual learning on English learning outcomes during the Corona virus (COVID-19) pandemic in vocational schools?

If the value of Sig (2-tailed = 0.000) < (0.025), then H₀ is rejected. So there is a significant difference in average learning outcomes before being given an explicit learning strategy.

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Table 1. Anova Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6253128.085	3	2084376.028	402.703	.000 ^b
	Residual	1449268.658	280	5175.959		
	Total	7702396.743	283			

a. Dependent Variable: Learning Result
b. Predictors: (Constant), SELF-ESTEEM, ATTITUDE-MOTIVATION, SELF-BELIEVE

2. How does the explicit virtual learning language strategy affect affective filters (attitude motivation, self-belief, self-esteem) during the Corona virus (COVID-19) pandemic in vocational schools?

view into their thought processes which focused on their attitude motivation, self-belief, self-esteem during learning during the Corona virus (COVID-19) pandemic.

Table 2. One-Sample Test Results

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning Result	66.989	283	.000	655.79225	636.5228	675.0617

Based on the third table, the value of Sig (0.000) < (0.05), thus H₀ is rejected. Thus there is a linear relationship between the predictor variables (affective filters: attitude motivation, self-belief, self-esteem) and the dependent variable (explicit learning strategies of virtual language learning).

3. The third research question: What is the perception of Surabaya poltekbang cadets regarding their attitude motivation, self-belief, self-esteem during learning during the Corona virus (COVID-19) pandemic? Interviews allowed researchers to hear the cadets' point of

AMTB (Attitude and Motivational Test Battery) findings for Participant A.

Participant A: "Even though I don't fully grasp how to accomplish the assignment, I strive to do it. My drive to complete English class assignments during online learning can rise after receiving directions from the teacher and guidance on how to proceed. This reaction corroborates the findings of AMTB and demonstrates the student's motivation to complete the assignment and comprehend the lesson material. Participant A made the same selection for the English

learning orientation option both at the start and the conclusion of the trial. Participant A added "I like to speak English when I talk to other people in the class. When I talk with my friends and my lecturers or with other people who come to visit my house and learn English with my friends and I need English so that I can learn more English because English is important in my school".

AMTB Findings for Participants B

Participant B shown a greater motivation to learn English by completing class assignments. He said, "I read in the notebook given by the lecturer," when questioned by Participant B. The participants enjoyed learning and the virtual learning activities used for the explicit language acquisition process, according to the results of the final interview. Participant B selected the statement that learning English will help him comprehend life in his future workplace when asked why he wants to study the language.

AMTB Findings for Participants C

Participant C shown a greater motivation to learn English by completing class assignments. Participant C responded, "I enjoy learning English in the explicit language learning process activities that are carried out by virtual learning, and my friends and my lecturers are using the strategy of

learning English at school offline, which is why I like to speak English and complete English assignments. In response to a question during the interview, participant C stated, "I am happy today because I was able to complete my assignment properly," demonstrating his desire to learn. Participant C made the same decision both times when recognizing the orientation index, demonstrating a desire to comprehend English more fully.

AMTB Findings for Participants D

Participant D responded, "I like to learn the vocabulary they use here at school first to learn something else," when asked what he liked most about learning English. At the start of the case study, when asked why he wanted to learn English, Participant D responded, "I want to improve my vocabulary."

Conclusion

According to this case study, the use of spoken language learning methodologies explicitly meets the participants' linguistic, academic, and socioemotional needs. The findings, which also contain suggestions for expanding the study to a larger population, cannot be generalized. The ramifications include paying close attention to Surabaya Aviation Polytechnic cadets' particular demands going forward and figuring out how to best accommodate their

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spoken language development during their first several years of English. Several suggestions are made in light of the researcher's findings:

The creation of a learning environment with specific learning strategies guiding practice and enhancing English understanding are among the recommendations (Sarroub et al., 2007). Cadets' oral language abilities advance when they are given numerous chances to practice speaking and listening in a learning strategy environment. In order to address the requirements of students, teachers must have a thorough understanding of spoken language development in order to design classroom activities that prioritize listening and speaking (Nuranifar, 2014). The creation of regular professional development training sessions that inform educators about the significance of using spoken language in the classroom properly was advised for school systems. The value of spoken language teaching at every grade level should be covered in this training. Recommendations are made for school districts to start giving teachers the tools and assistance they need to apply practices in pandemic conditions. Because it lowers anxiety and allows for improved retention of a new language, a comprehensive approach to language acquisition boosts the likelihood of academic achievement in the educational

system at the Surabaya Aviation Polytechnic. Creating a friendly environment can help learners feel less anxious about learning a language and will boost their motivation, efficacy, and confidence. Since every person experiences anxiety related to learning English, overcoming anxiety is crucial. Krashen (1997) affective filter hypothesis, which has a direct impact on the capacity to produce spoken language, is reflected in lower levels of self-esteem and confidence. When addressing programming requirements during the COVID-19 epidemic, where the learning process is primarily done online, school administrators must take the facility and classroom climate into consideration. Although this study reports the benefits of explicit spoken language teaching on participants' levels of motivation and anxiety, further learning strategies need to be identified in order to lower linguistic anxiety and boost motivation (Geva, 2016). To lessen its effect on spoken language competence, educators must be able to overcome the level of fear experienced by cadets in the classroom. The affective filter preventing access to spoken language acquisition is diminished by combining small groups of instructions, encouraging feedback, and indirect correction. It is advised to conduct additional research on factors and procedures that lessen

linguistic anxiety for Surabaya aviation polytechnic cadets in addition to instructional practice, particularly under the circumstances of learning English during the Corona virus (COVID-19) pandemic and engaging in online learning.

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