TEACHING ENGLISH ONLINE DURING COVID-19 AT VOCATIONAL HIGH SCHOOL IN BOGOR

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Abstract

Coronavirus or COVID-19 caused many effects for every aspect of life. Started on March, 16th 2020 The Ministry of Education of Indonesia decided to do School from Home (SFH). In education, teacher and students should do the learning process from home. It has many pros and contrasts because of this online learning. This study explores the experiences of English teachers in Vocational High School in Bogor while teaching English online during Covid-19 or usually called as learning from home. This study uses a qualitative research design. The data were collected through semi-structured interviews with three English teacher of Vocational High School in Bogor. They are categorized based on their educational background, teaching experience, and age. The three English teachers are chosen because they were accessible to conduct the study.

Keywords*: *Covid-19, Teaching English, Online learning, English teacher

ABSTRAK

Virus Corona atau COVID-19 menimbulkan banyak dampak pada seluruh aspek dalam kehidupan. Sejak 16 Maret 2020, Menteri Pendidikan Indonesia memutuskan untuk melakukan sekolah dari rumah atau pembelajaran jarak jauh (PJJ). Dalam dunia pendidikan, guru dan murid melakukan proses belajar mengajar dari rumah. Ini menimbulkan banyak pro dan kontra karena pembelajaran daring ini. Studi ini menyelidiki berbagai pengalaman yang dialami oleh guru-guru SMK di Bogor dalam mengajar online Bahasa Inggris selama Covid-19 atau biasa disebut pembelajaran jarak jauh (PJJ). Studi ini menggunakan metode penelitian kualitatif. Pengumpulan data menggunakan semi-struktur interview tiga guru Bahasa Inggris dari SMK di Bogor. Mereka dikategorikan berdasarkan latar belakang pendidikan, pengalaman mengajar, dan usia. Tiga guru Bahasa Inggris ini dipilih karena dapat membantu untuk melakukan penelitian.

Kata Kunci: Covid-19, Mengajar Bahasa Inggris, Pembelajaran online, Guru Bahasa Inggris

INTRODUCTION

At the end of November 2019, the world was shocked by a virus originating from the city of Wuhan, China. This virus is serious because it could make people die.

In March 2020, the center of the pandemic moved to Europe, then later shifting to the USA in April. Moreover, Indonesia got the cases of Covid-19 in March 2020 when there is a family that discovered positive of coronavirus.

The government decided the public should stay at home until this pandemic is completely clear. The cases are increasing every day, from World Health Organization (2020) said that at September 21st, 2020 the government of the Republic of Indonesia has reported 248.852 people with confirmed COVID-19. There have been 9.677 deaths related to COVID-19 reported and 180.797 patients have recovered from the disease.

This pandemic is disturbing every aspect of life, including education. It became a challenge these expanded national education systems have ever faced. Even though students should stay at home, the learning process must go on. Without stopping these learning processes, the government wanted to teachers should prepare online learning or school from home in a short time because of the pandemic. According to MOOCs as cited in Rasmitadila, et al., (2020), changes in learning systems force schools to implement distance education or online learning, e-learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses. In many countries such as China, Finland, including Indonesia had implemented online learning or e-learning to ensure the continuity of education during the pandemic COVID-19. Started on March, 16th 2020 The Ministry of Education (MOE) of Indonesia decide to create SFH or School from Home towards to take into consideration the health of students, educators, education staff, and

communities. Implementing online learning during a pandemic also thought not too difficult, and have meaningful learning activities also experiences for students.

This pandemic changed a learning system from the real situation in the classroom became online learning. This online learning emphasizes Internet-based courses offered synchronously and asynchronously. A Synchronous virtual classroom is a place for instructors and students to interact and collaborate in real-time while simultaneously using online forms such as conferences and online chat. Meanwhile, Asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach. According to Perveen (2016), Asynchronous environments provide students with readily available material in the form of learning management system (LMS), audio/video lectures, handouts, articles, and power point presentations. The teacher could use another online application to help their teaching processes such as Google classroom, Google forms, Email, blogs, and another online discussion that compatible with the learning process.

Teachers always become an important role in every learning situation. They should prepare what methods that they use, how to manage the time of application that they use, the condition which could affect the psychological and social factors of the students in the teaching process.

Whereas technology is more updated, it still cannot replace the teacher's role in the teaching process. According to Yao, Rao, Jiang, & Xiaong (2020) teachers have to quickly adapt to this change in teaching methods and switch the accompanying role.

Moreover, students should do the same thing with the teachers, they must be

ready with online learning activities that are prepared by the teachers. Hence, parents became an important role too, according to Tracey S, Kerch, & Fowler (2020) said that the partnership between teacher and parent are work collaboratively to support, help the students in the learning process. It supported by UNICEF (2020) from Nugroho Warman, Education specialist saying *"Based on a survey of parents and students, the biggest obstacles that students face while learning at home is a lack of internet access and electronic devices…"* However, although the closing of schools does have abilities that students are still able to learn, the truth showed that the government, educators, and students were not ready yet. There are so many kinds of people who feel harmed because of this pandemic. It is supported by Kim (2020), online learning may not give appropriate opportunities to the students who need more interactions and hands-on activities. We can take as an example, in a village that we know there are still lacking

of using technology such as the laptop, smartphone, and internet connection that make teachers should teach the students from home to home to make the students understand about the materials.

In this case, especially in English for Second Language (ESL) learning program, English still becomes the most renowned foreign language in Indonesian schools. According to Jayanti & Norahmi (2014); Kam (2002); Lie (2007); Yusny (2013) as cited in Atmojo & Nugroho (2020), it has been officially taught in Indonesian secondary schools since a long time ago. The English language is taught because it can be used in the workplace, business, and tourism. English teachers should find the methods suitable for the students and make them understand the material easily. This study is investigating the English teacher in Vocational High School which is the students usually underestimate the foreign language. It needs more effort to make them interesting in learning English through the online application.

RESEARCH PROBLEMS

The research paper was written since the current issues that happened and had an impact in all fields, especially in the education field. Indonesian English teachers have pros and contras such as not all teachers have an ability to teach while online learning, some of them have limitations in using technology. Likewise, students feel the same. They also cannot operate and feel a decent facility while doing online learning. They need internet connection more than usual, ineffectiveness during learning, and

economic problems to buying internet packages. Because of those problems, I want to investigate the experience of the teacher while teaching English online and want to know the online learning process? Such as the methods, strategies, platform, the rules, the procedure, and the evaluation process. By answering these questions, we could determine which form of online teaching is more conducive to improving student performance from different schools in Bogor.

PURPOSE OF THE STUDY

In this research paper, the researcher will discuss how teachers implement teaching process during the pandemic of COVID-19, such as the methods, strategies, platform, the rules, the procedure, and evaluation process that related to the topic about Teaching English Online during COVID-19 in Vocational High School in Bogor.

METHOD

This is qualitative research involving three Vocational High School teachers consisting of two female teachers and one male teacher in Bogor, West Java. They had experience in teaching English as a foreign language which ranged from 5 to 12 years. This qualitative research was chosen because it suited the research's aim, want to investigate the experience of the teacher while teaching English online, and wants to know the online learning process? Such as the methods, strategies, platform, the rules, the procedure, and the evaluation process. Therefore, qualitative research was a very relevant choice. Data collections were done in stages, through online surveys and then semi-structured interviews to obtain in-depth data. Three EFL teachers volunteered to become participants in this research through invitation via Whatsapp chat.

According to a list of questions, the EFL teachers were requested to make reflections regarding their practices in carrying out online EFL learning and the challenges they encounter.

To validate the data, data coding was done independently by both researchers, continued by several cycles of discussion to achieve an agreement about the results.

FINDING AND DISCUSSION

This term answered some questions related to the topic that want to investigate the experience of the teacher while teaching English online and wants to know the online learning process? Such as the methods, strategies, platform, the rules, the procedure, and the evaluation process.

1. How is the teaching-learning process implemented?

The vocational English teacher used the syllabus and e-papers as their reference in implemented the teaching process. In general, the research result showed that the teachers should be prepared the material well by doing the online learning due situation of the Covid19. Besides teacher 1, stated that:

"I adapted the curriculum from the hand book into e-papers. Which easier to be learned by the e-media."

Besides that teacher 2, an English teacher of Vocational High School stated that:

"If it is teaching and learning under the Covid19 situation, well, I think just like many teachers, I deliver the teaching material in any way possible. Worth noting, the objectives of the process have significantly altered due to the current situation."

Another state from teacher 3, stated that:

"Teaching learning process based on syllabus and Kurtilas. The method of CTL, students enhance vocab by

observing and identifying their environment relevant to realization daily life."

2. Platform and application they used during online learning.

The using of digital platforms or applications that assist teacher and students to teach and learn during Covid19 were very useful. Most of them usually use Whatsapp messenger, Zoom, Facebook, and Email. It was seen from the results of the interview with the teachers below:

Teacher 1: *"Zoom, email, and Whatsapp messenger"*

Teacher 2: *"Basically, I use all platforms that can reach the students, starting from online based platform such as Google drive or form, Facebook, to Whatsapp. But a more direct approach is still required to reach all the students, for example, home to home visit, or at least a chain message from a student to another. Also worth noting, not all the students where I teach have access to internet; some even don't even have access to a smartphone."*

Teacher 3: "*Teach via live chat with the Whatsapp application"*

3. Strategy or Methods they used.

When the researcher conducted the data observations by Whatsapp application, the researcher noted that the English teaching method which applied by the teacher found as follows:

"Analytical learning (which included 5 based-skill of English-Reading, writing, listening, speaking, structure)."

The next method is from the second English teacher was extensive reading as the teacher stated: *"From all strategies implemented in this situation, I personally feel that the extensive reading is the most helpful, at least to maintain their familiarity with English."*

The latest method from the third English teacher were quizzes and game online as the English teacher stated: *"By quizzes and game online"*

4. Teaching Procedure

The teaching procedure is important whether in the classroom or the online learning process. The procedures are:

From teacher 1:

"Teaching is held the same as our normal class schedule. I gave them the material that we are going to discuss the day before the con by email or Whatsapp messenger. Learn, absorb and we are ready to have online class by zoom."

From teacher 2:

"To be honest, there is no standard procedure I hold to this non-classroom teaching. The only strategy used is to make sure that the lessons reach the students. And yes, the assessment for how far the students can absorb the lesson is weak, very weak."

From teacher 3:

"Before teaching about covid-19 (Where. What. How. Why) and give questions based on text given... We teach educational characters about a pandemic situation."

From the answer above, teacher 1 used the procedure almost same as the normal class-schedule. The difference

is when the teacher wants to explain the materials by using Zoom application to replace the face to face class. Whereas teacher 2 stated that the procedure almost the same as usual, in this case, the teacher makes sure that the materials given will be understood by the students because the assessment is given show that the students were lacking the lesson. Meanwhile, teacher 3 focused on how to develop educational characters due to COVID-19.

5. **How do they control the learning process?**

This question was made because the researcher wanted to know how the teachers control their learning process due to the pandemic of COVID-19. The result showed that there are variations in controlling the learning processes. For example from the first teacher, she used the rules due to the assessment of the students' manner, knowledge, and knowledge. Meanwhile, teacher 2 answered, *"By cooperating with the class supervisors, heads of the class, and using social media groups"*. It showed that this teacher works collaboratively or engages the student in the learning process. The third teacher answered *"By the student explanation and answer"* it showed that the understanding of English subjects such as explanation and answers are important for controlling the learning process.

6. **The evaluation was used in online learning to measure the students' success.**

Even though the teacher is teaching trough online, teachers should give the students evaluation to make them feel the feedback of learning. Here are the answers from the teachers,

Teacher 1: *"Score is not my priority. So I measure by their curiosity, and how far their understanding into the material that I have given to them some sudden questions or any activities that could have shown their capabilities."*

Teacher 2: *"By using conducting assessments via Google Form, Whatsapp, etc. but once again, the validity of the assessments are not as strong as in the normal situation."*

Teacher 3: *"Some portfolio assignments"*

From the answers above, teacher 1 focused on the understanding of the students about the materials by giving questions like some quizzes by the teacher. Meanwhile, teacher 2 evaluates the students by using some online applications such as Google Form, Whatsapp to gain the assessment from the students, even though it does not valid as in the real situation or classroom. For teacher 3, portfolio assignments as a media to evaluate the students.

CONCLUSION

From the findings and discussion above, the teaching-learning process still uses the syllabus and e-papers to prepare the materials for students. Because there are some possible ways to teach students during online learning, the teachers use some applications such as Whatsapp, Zoom meeting, Email, Google Drive,

Google Form until Facebook. In the strategies or methods they used, most of them focused on the skill related to English as a subject of the lesson like writing, reading, speaking, and listening. But, reading and writing are most important in this stage. Meanwhile, one of them uses quiz and online games. For the teaching procedure, and evaluation to measure the students' success teachers wanted to students have the capability in-depth understanding of the materials given and in the control learning process, teachers used the rules such as manner, knowledge, and skills of students.

However, many problems appear from the students, the teachers, and the students' parents. As a result, online learning does not run well since it lacks of preparation. Preparation should definitely be cleared for better online learning in the future or be ready to face the 21st century which is used technology in the learning process. According to Haverback (2020), teachers must be trained and prepared with extensive knowledge that supports their practices in using platforms to implement online learning activities. Teachers need to simplify the teaching of learning materials that according with its application and technology.

A supervision or regular visit to students' houses with minimal facilities from the headmaster or from the official staff in education scope also needed in this cases. The pre-service teachers also should learn and update the technology and have many ideas to solve the problems. The students have to be familiarized with online learning to enhance their digital literacy. However, the government still have missions to solve the problems such as the students' who do not have facilities such as lack of quota, or unstable internet connection due to the financial conditions of their families. It is important that the government need to oversight the internet connection because it is the main problem. It does not matter how smart technology is, the internet connection is down, it dangerous. It is supported by Daniel (2020), ensuring the students took home the book, or the government could give e-book facilities that can be accessed without having to pay it. Also, the government should focus, think fully, and must be provided equitable education, especially in areas that still lack of educational facilities either from the human resources or the necessary facilities and infrastructure.

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