

Teachers' Solution in English Online Learning Process for Senior High School Students in Pandemic Era

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ABSTRACT

In this pandemic era, the learning process in all educational institutions is carried out through online learning, including the English learning process. There are several obstacles faced by teachers in teaching English through online learning. This study describes about teachers' solutions in the English online learning process for Senior High School Students in the pandemic era. It aims to find out how the teacher solves the problem faced in the English online learning process due to pandemics. The data of this study is collected through interviews with several grade X English teachers of Senior High School Solok. It is found that there are several solutions to overcome the problems faced by teachers in the English online learning process for Senior High School in the pandemic era.

Keywords: Teachers' solution, online learning

1. INTRODUCTION

Currently, the whole world is facing a COVID-19 pandemic which has hindered all activities in various aspects, especially in the field of education. Thus, the government made a policy that the learning process must be carried out online as an effective alternative for carrying out teaching and learning activities alternative for carrying out teaching and learning activities, including learning English. Online learning itself can be defined as distance learning that involves the internet or intranet. Hersey and Linda [1] stated that online learning could be a solution to solve the crises in education. Then, Shivangi [2] found that online learning could be a panacea in the time of the COVID-19 crisis.

Based on research conducted by Dhull [3], online learning has advantages and disadvantages. There are several advantages of online learning, including (a) online learning provides accessibility where students can learn from anywhere, (b) develops teachers' and students' cognitive abilities; (c) cost-effectiveness; (d) students can publish their research; (e) students have a chance to gain basic computer skills; (f) it is equal to all students; and (g) globalization. The disadvantages of online learning include: (a) poor communication; (b) feeling isolated; (c) lack of motivation; (d) lack of funds; (e) lack of quality, (f) poor accessibility in remote areas. Besides, Hossein [4], in their study revealed that e-learning could enhance students' language proficiency and facilitate the teaching process.

On another hand, Anna and Xiufang [5] discussed that effective online instruction is dependent on well-designed course content, motivating interaction between the instructor and learners, well-prepared and fully supported instructors, creation of a sense of online learning community, the rapid advancement of technology.

There are some studies about the effectiveness of online learning in teaching English. Al-Maqtri [6] found that based on the teachers' point of view, online learning was effective in teaching English, meanwhile, the students perceive that it was not effective for them. Alam Khan [7] stated that online learning is effective and useful in the whole educational set up and it is imperative in most modern across the globe. Abou El-Seoud, et. Al [8] has shown that the use of immersive e-learning features enhances students' enthusiasm for the learning process. In his study, Ali Baig [9] found that online learning is extremely efficient and encourages principles in physics. Zuzana, et. Al [10], studied the effect of different online education modes on the English language learning of media studies students. The result of their research implies that the blended-learning mode is more effective than the purely classical or purely e-learning modes of education.

Furthermore, the students have their views about online learning. S Bali and MC Liu [11] stated that online learning is viewed as fewer social experiences, lack of social choice, and contact synchronism, but some students are relaxed learning online because it has

some advantages for them. Then, Sujarwo [12] found that the students are interested in using online learning in which can be accessed flexible, anywhere, and everywhere. Besides, Laxmi [13], her study showed that students agreed that online learning is effective and efficient in terms of time. Although they feel difficult because of the slow-speed internet, they think that online learning can help them in acquiring new vocabularies, improving their understanding of the contents of the lesson, and practicing language skills. Kefiloe [14] found that some students assumed they were challenged technologically, while some lecturers interact minimally online and are not supportive to them. The institution does not give them the support they need to acquire the necessary skills to utilize these technologies.

On the other hand, W. Daher and N. Baya'a [15] found that the teacher face several problems in online learning, such as students faced difficulties in operating the platform used in online learning, teachers found out that without the knowledge of the instructor, students can be diverted from interim classes and that they find it hard to compromise with their students on the time of learning.

Based on previous research, there are several aspects related to online learning that have been studied. The first is the effect of online learning on teaching English; second, students' perceptions of online learning; third, the problems that occur during the online learning process. For this reason, in contrast to previous studies, this study discusses teachers' solutions in overcoming problems that occur during the English online learning process in this pandemic era. It is expected that this research can help teachers in overcoming the problems they face in online learning during the pandemic.

2. METHODOLOGY

The type of this research was qualitative research which discusses the solutions made by the teacher to anticipate problems that occur during the English online learning process in grade X. The research instrument was interviews with several English teachers. This research was conducted in several high schools in the Solok, namely: SMA 1, SMA 2, SMA 3. So 3 teachers were interviewed regarding their strategies in overcoming problems faced during English online learning. Several related questions are prepared in the interview guideline for conducting interviews with teachers. The recorder is used to collect data that records the interview process between the researcher as the interviewer and the teacher as a resource. Then, the researcher made a transcript of the interview with the teacher based on the contents of the recording. Then, the

data were analyzed based on the interview transcripts that had been written based on a recorder. The data analyzed described how the solutions used by the teacher to get around the problems faced in English online learning.

3. RESULT

The data has been analyzed based on interviews that were conducted with grade X teachers in Senior High School Solok. From the results of this analysis, it was found several problems faced by teachers during online learning in the pandemic era as well as teacher solutions in dealing with existing problems.

First, the problems came from teacher 1. In English online learning, there are several problems faced by Teacher 1; the first is very low student discipline. Students often join online classes late. This is as stated by Teacher 1:

"I usually teach starting at 7.30 am, so around 7.15 am I am already standby on the platform I use, I give students time about 40 minutes to fill in the attendance list, but from the time I have given it, there are around 75% of students who can do it. , so I got around it by contacting them personally "

Another problem is the bad internet connection. Often the learning process is not carried out well due to the unsupportive internet conditions of the students in their respective areas. This is following Teacher 1's statement:

"For me, the internet connection is smooth, meanwhile because many students come from out of town or in areas that have a pretty bad internet connection, so they can not follow the lessons well, for example, as I said before, only 75% of students can fill in. attend list, the rest are due to neglect and some have internet connection problems. For this problem, I haven't found a way to solve it."

In online learning, Teacher 1 has difficulty delivering material. The main factor is an unsupported internet connection problem. Teacher 1 should have used video conference to teach, but because the situation was not supportive, Teacher 1 dealt with it by using other platforms, such as google classroom and WhatsApp by sharing learning videos. This has been explained by Teacher 1 in the interview:

"So I made a video presentation by myself and shared it through Google Classroom. When I did the evaluation, about 80% of the students understood the material I gave. That method is more effective. Because when I

only share videos that I get from YouTube, many students are confused."

Teacher 2 also faced challenges in the process of English online learning. The problems faced by Teacher 2 are almost the same as Teacher 1.

The first is the problem of students who lack discipline. Students often turn in assignments late, then not all students follow the lesson well, they just fill out the attendance list and then don't participate in class discussions. As stated by Teacher 2 in the interview:

"Students are often late in submitting assignments because of the problematic internet connection. Sometimes some students just take attendance and then I am not sure whether they are participating in the lesson or not. So, I got around it by conducting a question and answer session. For students who are not active, I inevitably use threatening moves, for those who are inactive there is no value."

The second problem is, similar to Teacher 1, Teacher 2 has difficulty delivering the material, this is also caused by students' weak internet access. So, Teacher 2 also uses the same method as Teacher 1 in overcoming this problem, sharing learning videos through google classroom or Whats App, and discussing with students. This was conveyed through an interview:

"I teach using Google Classroom, sometimes if students have difficulty in Google Classroom I use WhatsApp. I gave material in the form of learning videos that I made myself, then asked questions to students according to the material. I don't use video conferencing because of many obstacles, such as students having difficulty accessing the internet."

Because Teacher 2 does not use video conferencing in learning, it is quite difficult for him/her to teach listening-speaking skills. However, in this case, Teacher 2 uses other ways to overcome it, as he/she explained:

"For listening, I sent an audio in the form of a song and then the students answered several questions based on the song, for speaking, the students were asked to tell a monologue text or a dialogue in the form of a video sent via WhatsApp, if the students had an error I would tell them and show them the correct way through personal chat".

Another challenge faced by Teacher 2 is evaluating student understanding. Teacher 2 cannot know whether the students already understand the

material or not. So, Teacher 2 is quite difficult in evaluating. This can be overcome by opening discussion forums with students via google classroom or WhatsApp group.

"I don't know whether the students understand or not what is being taught. For those in the superior class, they will definitely ask questions, but students who are from their normal class just let go, for them the important thing is that the material has been distributed by the teacher. I can't even guarantee whether students do their assignments based on their understanding or copying friends or just copying and pasting from the internet. So, in solving this problem, I opened a discussion forum either through a chat room or a special video call for those whose grades were below average. Another solution is to ask students who have a low understanding to meet me personally at school and discuss the material."

Teacher 2 also had difficulty assessing behavior. This is because the students that he teaches are new so that the teacher does not recognize their students well.

"The assessment of their character is quite difficult during this pandemic. the most fatal thing was that I didn't know their faces considering they were new students. So I have quite a hard time teaching and assessing their behavior."

Of all the existing problems, Teacher 2 suggests using the blended learning method, in which the teacher makes small classes by dividing students into two study groups. And teach it online and face to face alternately.

"I think the right method to solve this problem is to use blended learning. For example, my students were 30, I split it into two groups, 15 students learn face to face, 15 more learning through online, and it is done alternately. So, we and students have the opportunity to share and discuss, and it makes it easier for me to deliver the material. Besides that, I can get to know my students and make it easier for me to educate and assess their character. However, our government regulations should avoid crowds. Therefore I think this is appropriate, because our students are divided into small numbers, and while following the health protocol I don't think it is a problem."

Furthermore, Teacher 3 also experienced almost the same problems, including:

The first problem was that the teacher had difficulty controlling students, this was conveyed in the interview:

"I cannot control students directly in learning so students who do not understand are not fully served. to fix it, I asked them to contact me personally and have a small discussion or ask them to meet me directly at school for a discussion."

Another problem is the student's lack of discipline in turning in assignments.

"Students are often late in doing assignments even though the time limit has been set. So, I personally contacted students and asked them to send assignments immediately."

Then, the teacher also finds it difficult to evaluate student learning outcomes.

"Students are very likely to cheat in evaluations (assignments and exams) because they are also online with their fellow students so we doubt the objectivity of the results. To avoid this, I tested their understanding through video calls one by one."

4. DISCUSSION OF THE RESULT

Based on the results of the interview, the researchers found several problems that often occur in online learning, as well as solutions that the teacher made to fix these problems:

The most dominant problem is student discipline. All teachers found that their students lacked discipline during the learning process. Students often attend class late, so that the teacher does not have enough time to carry out learning. Then students are also often late in submitting assignments, some because they have limited internet access, but some because they are negligent in doing assignments. To overcome this problem, the teacher contacts students personally, then ask students the reasons and asks students to immediately submit their assignments.

The second problem that often occurs is the difficulty in delivering the material. The teacher delivers the material through video lessons, but not all students can access the video because of an unsupported internet connection. So that the teacher cannot find out the students' understanding. the teacher does not know whether the students understand it or not. To overcome this problem, the teacher asks students to contact him personally if students face problems, then asks students to meet the teacher personally at school and hold discussions.

To overcome all existing problems, the most appropriate solution is to use the blended learning method, where the teacher divides students into 2

groups, then carries out online and face-to-face learning which is done alternately.

5. CONCLUSION

During the Covid-19 pandemic, teaching and learning activities must be carried out online. However, in its implementation, of course, some problems and challenges occur, such as; student disciplinary problems, delivery of material, and conducting evaluations. In overcoming this problem, the teacher overcomes it with several solutions, those are: The teachers control the students by contacting them personally, if the students do not understand the material that given in online, the teachers asked the students to come to the school personally to give understanding about English learning, teachers use blended learning, it is learning method that combines online learning with traditional learning that is carried out face-to-face in the classroom.

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