Teachers' Challenging Towards Implementation E-Learning Applications in Giving Feedback for First Grade Students' of Junior High School

Tri Rahayu[1*] and Jufrizal[2]

[12]*Universitas Negeri Padang, Padang, Indonesia*
Corresponding author. Email: thrierahayu@gmail.com

ABSTRACT

The process of learning practices during the COVID-19 pandemic has to be replaced with the use of online learning or long distance learning. It is a challenging task for teachers, students and parents as well. They will follow the process of online learning by using various kind of learning application that should be connected to internet access. The implementation of the applications will appear some issues or challenges for the all education agents particularly the teachers. This study conducted through library research method. Therefore, the researcher collected the data based on the information and explanation from books, articles, journals or others printed materials which related to the topic of the study. This article explains some challenges faced by the teachers during the process of learning English through implementation of E-learning application especially in providing feedback for the students at first grade junior high school. The researcher focused on the first grade students' because as the beginner learner in learning English, they truly need effective feedback from the teachers although they do not join the learning practices in the classroom. The researcher found that the teachers had some problems in ensuring the students' understanding, students' motivation, and students' involvement also the internet services, etc.

Keywords: E- learning application, online learning, feedback, Covid-19 pandemic

1. INTRODUCTION

The Covid-19 pandemic nowadays causes terrible impact for all aspects of human being in the world. Consequently, this situation appears some significant issues that damage the vital elements of human life such as financial, medical, tourism and education. Among these crucial elements, education obtains a great distraction because of corona virus pandemic which the process of teaching and learning practices in the classroom has to be replaced by implementing online learning. Therefore, the educational ministry have chosen online learning or e-learning method as the way of teaching and learning during the pandemic of corona virus still spread out in all over the world. This learning method is chosen because it is intended to decrease the dissemination level of Covid -19 which is getting increase day by day. The teachers and students implement the online learning by applying the e-learning applications involve WhatsApp, Google Classroom, Geschool, Zenius, and Zoom meeting, etc. The use of these learning tools will be different of each school depend on the practicality and the decision of school committee and teachers as well.

However, implementing e-learning through those learning tools is a challenging job not only for the students and their parents but also the teachers particularly. The teachers find difficulties in delivering the knowledge which is not as effective as while they teach through face to face learning in the class. The teachers face some crucial issues during the process of transferring knowledge to the students. One of the issues is the feedback from the teachers. Even though the learning phase is done by using learning tools, the students still need effective feedback from the teachers.

Feedback is essential need for the students especially for the first grade students of junior high school. They are as the beginner learners in learning English definitely requisite the teachers' guidance in mastering foreign language since they have lack of knowledge in English terms. Feedback in online learning will be as the students' reference to observe their progress in foreign language acquisition. In addition, feedback can support teaching and learning practices by giving information which is used to develop and raise students' upcoming performance [1]. Besides, feedback has two roles involve giving directions and solutions to help learners improve their learning experiences (Black and William in [2]) say that It can be said that feedback will be as a tool for the students to build a better learning process by seeing their mistakes previously as a consideration and solution for their study afterward. The

feedback is not only about score of students' task but also it can be an advice, suggestion, and correction of error toward students' task.

Recently, there are many researchers who had done various researches related to online learning, feedback and the problems occurred because of Covid-19. They have discussed various topics such as a study about impact of interaction between timing of providing feedback and technologies delivered in E-Learning environments and interaction with learning style [3]. The other researcher investigates about the perception of university EFL students' and challenges by synchronous online discussions [4]. Next, there is also a study about student's perception of online learning during COVID Pandemic [5]. There many research problems which can be studied as an influence of corona virus disease. This article focuses on the challenges in providing feedback because it can be used to observe the students' ability in understanding material given in online classroom.

Dealing with many cases happened nowadays, how important the feedback is and also the challenges faced by the teachers in providing feedback through e-learning applications are necessarily investigated. Therefore, this article is aimed to expose those challenges which the feedback is significantly necessary for the students' engagement during the online learning.

2. REVIEW OF RELATED LITERATURE

2.1. E-Learning

The use of e-learning is still growing up rapidly until now. It becomes a solution to overcome the difficulties when the teaching in the classroom is in improper condition. This method will offer an alternative in providing materials for the students in various forms such as video, audio, documents, presentation, and so on. The e-learning is known generally as the learning phases accomplish by using internet connection and occur outside the classroom. The concept of e-learning has stated by several experts.

E-learning is the process of study that use technological electronic as a medium to present and distribute information or knowledge [6]. Whereas, e-learning can be also defined as an approach of learning by connected to the internet access in order to deliver lessons which is managed by learning management systems to guarantee communication and collaboration capable to fulfill the learners' needs [7]. Both definitions have different point of view in defining e-learning. The first explains e-learning as a part of technology that facilitates the teachers and students to get knowledge. Meanwhile, the second concept has three main points including connecting to internet services, having learning management system, and carrying out the students' necessity. This explanation gives sufficient

understanding about what the e-learning is rather than the first statement.

E-learning also can be known in term of online learning. It refers to instructional setting supported by the internet. It has variety of programs that used to offer access toward instructional materials and make possible interaction among teachers and students [8]. This definition is quite different with the previous explanation. This concept define online learning based on the process happened in the period of learning practices which there is communication process between teacher and student. The similarity of this meaning with the earlier opinion is e-learning or online learning can be implemented if there is internet connection around the students' environment.

Among the all opinions above, the researcher gets more attention toward the idea from Bakia, et al, [8] because this approach is not only focus on the providing material easily but the most important aspect is the involvement of teacher and students should be running well and effectively even though it happened through online classroom.

Based on the nature of e-learning which it is a kind of technological equipment stated by several experts, e-learning application can be understood as a technological tool or software of social network created to be applied in online learning environment for students and teachers.

2.2. Feedback

The success of learning goal is maintained by teachers' strategy, learning style, motivation and environment around the students inside and outside the classroom. However, those aspects should be supported by meaningful feedback from the teachers. Feedback within the teaching and learning has a role to enhance students' learning to be better and improve their achievement as well. In case of mastering English as foreign language, the teachers must provide details information which explain does the students' in a right way in expressing their first language to the target language or not. It means that feedback has possibility as a 'mirror' for the students and teachers as well in order to be their self-assessment how extends the learning goal is achieved. Hence, feedback in learning can be defined as beneficial information that has purpose to give description whether the learning activity is in the right track or not and become a self-correct both for the teacher and student.

Other researchers also give their idea about the nature of feedback. Feedback is an essential involvement for the online teachers since it is a chance to build up the teacher - learner relationship, develop educational performances, and improve learning [9]. It is an opportunity for the teachers to create a situation where

they will focus on success and improvement of learning. On the other hand, Rhind [10] defines feedback is happened because two-way phases that involves collaboration of teacher and students where there is an interaction between students and teachers. It is not only associated with formally assessed task, but also concern about tutorial, helpful and guide. Both definitions have similar point in defining feedback which there is an interaction, relationship, and collaboration between teacher and students. The differences are the first statement focus on the success and improvement but the second opinion concern about the process of providing feedback and various form of feedback.

Moreover, feedback also known as a process which the learners get information from the teachers that shows students' strengths, weaknesses and the way to improve their learning performance and following work [11]. The same with the first and second explanation of feedback, the researcher argue that, it is still about information for the students but the expert adds several points involve the potency and weaknesses of students for the next learning performances.

The three concepts basically emphasized the same thing about feedback as information for students' learning and also have similarity in term of purpose of feedback. However, the researcher agrees with the opinion which is stated by Rhind [10] since the students also need direction, support and guidance from the teacher. If the teacher only concern about the score, the students will do anything to get the best score but they deny the process of transferring and receiving knowledge from the teacher.

3. METHOD

This article is a kind of library research as the method of the research. It is a research which the data or information collected through some secondary sources such as articles, journals, books, documents and etc. The data of the research were the explanation, information or statements stated by other researchers which strongly related to the teachers' challenging toward implementation of E-learning application in giving feedback. The technique of data collection was documentation method, identifying and analyzing those sources that related to the topic of the research. After collected the data, the researcher analyzed the information or content from the sources in order to get conclusion. Therefore, the process of analyzing the data was by using descriptive analysis method that the researcher collected and arranged the data after that analyzed it. The second technique was content analysis which the researcher compared the content of various sources based on the time, readability and trustworthiness of the sources.

4. FINDING AND DISCUSSION

The exchange of face to face teaching and learning in the classroom to the online learning appeared several cases that become a problematic for the teachers. There are some possible challenges in applying e-learning through learning tools. The first challenge is about the students' and parents' awareness and limited knowledge and skill toward using technologies [12]. Even though we have already in 21 century, there are still some students and parents who have limited capability in applying technology in daily life particularly in using e-learning applications. It is caused by that they think that learning in the classroom is the best way to teach the students rather than using online learning which make them find disturbances for their life. In fact, it happened nowadays that most parents and students get stress extremely. They stuck at home helping their children completing the task everyday and the students are getting bored with this situation. Related to e-learning application, not all students have the applications on their Smartphone. They have to download it but they also have limited internet access. Besides, there are some students who do not have Smartphone. It is a main problem for them because they cannot follow the learning effectively.

Then, it is related to the timing of the feedback [13]. The teachers have to consider the appropriate time to deliver feedback. It is better if the feedback given directly when the process of learning is still going well during the online class. Feedback is necessary to be given to the students directly when they are still following and accomplish the assignment from the teacher. Nevertheless, the students tend to spend their time playing with friends. They are not fully involved in learning activity. Since the long of period that they do not come to school, almost students feel this condition seems like a long holiday. Therefore, they do not pay attention to the process of learning effectively. As a result, the teachers cannot give the feedback immediately to the students because the late of collecting the tasks. This issue related to the communication opportunity between teacher, students and parents. Some students and also their parents are lost contact with the teacher. So, it will disturb the process of observing students' learning progress in online course.

Next, the teachers found difficulties of students' ability in understanding teacher's instruction, students' cognition and learning style [14]. For the junior high school students, they have low literacy in reading English text. They have problem in understanding material and the teacher's order even if it has stated clearly. They are not careful enough to read the teacher's lessons so that they have lack of comprehending the material given by the teachers. In addition, they did not ask a question toward the material. Thus, the teacher will

be in uncertainty situation because the teachers cannot ensure the students comprehending. Then, students' cognition is related to the level of students' ability in understanding material successfully. Some students will understand the materials if the teacher explains it in the classroom directly which is closely related to the students' learning style and for the rest students need sufficient guidance from the teacher because they have low cognition. It will be complicated if the teachers guide and observe the students one by one during online classroom.

One of the main issues in providing feedback is socio-economic factor [15]. The level of social and financial of parents will give contribution to the success of students' learning. The learning stage should be supported by adequate internet connection and technological equipment but the parents who have low financial level will get difficulties to fulfill the needs of their children. They do not have enough money to provide Smartphone. And then, the social environment especially in the family life will also give significant influence toward the success of giving feedback from the teacher. When the parents or students' siblings feel stress badly, get angry everyday, and teach their children with high tone, it will affect the students' ability in receiving knowledge from the material or questions given. It is because the parents' bad attitude in guiding children can damage their children psychological. So, the role of parents in term of attitude is crucial element to be considered properly.

The last challenge is maintaining students' learning motivation [16]. Motivation is an element that should be exists inside and outside of the students' self. Due to the government decision to conduct learning at home, the students' feel lonely, isolated, and they have to do a lot of assignments and then reduce the interaction between other friends at school. These problems will decrease their both intrinsic and extrinsic motivation. As a result, they are lazy to follow the process of online learning activity actively and lack of enthusiasm to complete and collect the task punctual. They are late to submit the tasks so that the teachers cannot provide feedback directly.

Thus, the challenges which the teachers face since the use of e-learning application are great issues that give negative contribution toward the process of achieving learning goal. The teachers and all agents in education should be ready to solve any kind of problems which caused by the pattern of learning recently and the situation of Covid-19 pandemic. Those challenges will become a meaningful experience for the teachers if they find the same condition in the future performances and also has opportunity develop their teaching quality.

5. CONCLUSION

The impact of Covid-19 pandemic definitely transforms the teachers' activities in the classroom from face to face to the online learning which will find some difficulties particularly in providing feedback. The teachers have to be familiar and have good competence in using technologies in order to give effective feedback for the students. The challenges should be able to encourage teachers to be more reflective, open minded, and create something new toward particular changes because of unpredictable issues such as the pandemic of Covid - 19 in this period. The challenges are also as self-reminding for the teachers to improve their knowledge in term of technology especially learning application which can facilitate teachers' feedback and increase students' skill in mastering English as foreign language. The teachers should consider the best learning application which is appropriate to be implemented in online learning and able to achieve the purpose of learning.

REFERENCES

[1] S. Hepplestone, G. Holden, B. Irwin, et al, "Using technology to encourage student engagement with feedback: a literature review". *Research in Learning Technology, 19*(2), pp. 117-127, 2011.

[2] S. Panhoon, and S. Wongwanich, "An analysis of teacher feedback for improving teaching quality in primary schools," in *5th World Conf. on Educational Sciences – WCES*, *Thailand*, *Social and Behavioral Science*, 116, pp. 4124 – 4130, 2013, doi: 10.1016/j.sbspro.2014.01.902.

[3] M. K. Afify, "The impact of interaction between timing of feedback provision in distance e-learning and learning styles on achieving learning outcomes among Arab open university students." *EURASIA Journal of Mathematics, Science and Technology Education,* 14(7), 2018 https://doi.org/10.29333/ejmste/91619.

[4] A. B. Rinekso, and A. B. Muslim, "Synchronous online discussion: teaching English in higher education amidst the covid-19 pandemic". *Journal of English Educators Society,* Vol 5 j Issue 2, oct 2020 doi: 10.21070/jees.v5i2.646.

[5] S. Agarwal, and J. S. Kaushik, "Student's perception of online learning during covid pandemic," *The Indian Journal of Pediatrics*, 87(7):554, July 2020 https://doi.org/10.1007/s12098-020-03327-7.

[6] K. Sabar , and A. Rahman, "The using web (e-learning) in learning process in briton international english school of Makassar". *Journal of Communication KAREBA,* Vol. 1, No. 4, 2011.

[7] L. H. Hoang, and L. X. Quang, "E-learning and Its Application to Teaching". *Education for*

Development, p.7. 2019. https://www.researchgate.net/publication/332977533

[8] M. Bakia, L. Shear, Y. Toyama, andA. Lasseter, "Understanding the implications of online learning for educational productivity." *Center for Technology in Learning,* SRI International: United State, 2012.

[9] N. Leibold,and L. M. Schwarz, "The art of giving online feedback." *The Journal of Effective Teaching: An Online Journal Devoted to Teaching Excellence*, Vol. 15, No. 1, pp. 42-43, 2015.

[10] S. Rhind, "Engaged In Feedback And Assessment." *Journal of the University of Edinburgh*, p.3, 2017.

[11] D. Carless, and D. Boud, "The development of student feedback literacy: enabling uptake of feedback". *Assessment & Evaluation in Higher Education,* Vol. 43, No. 8, pp. 1315–1325, 2018.

[12] S. Khatoony, and M. Nezhadmehr, "EFL Teachers' challenges in the integration of technology for online classrooms during corona virus (covid-19) pandemic in Iran," *AJELP: The Asian Journal of English Language & Pedagogy,* 2020, Vol. 9, Special Issue COVID-19. pp. 1-16, doi: https://doi.org/10.37134/ajelp.vol8.sp.1.2020.

[13] M. Cutumisu, and C. Labonté, et al. « Teachers' experience using technology to provide feedback that enhances students' persuasive writing skill." *Article In Learning Landscapes,* Jan 2018, doi: 10.36510/learnland.v11i1.925.

[14] A. E. P. Atmojo, and A. Nugroho, "EFL Classes must go online! teaching activities and challenges during covid-19 pandemic in Indonesia." *Register Journal IAIN Salatiga*, Vol.13, No.1, pp. 49-76, 2020. https://doi.org/10.18326/rgt.v13i1.49-76.

[15] B. O. Adedoyin, and E. Soykan, "Covid-19 pandemic and online learning: the challenges and opportunities, interactive learning environments." *Interactive Learning Environments*, pp. 1-14, 2020 doi:10.1080/10494820.2020.1813180.

[16] N. Adelayanti, "Maintaining the learning motivation during the covid-19 pandemic." *Article of Gajah Mada University*, , pp 1-2, May 2020.