

Teacher's Role on Teaching English During Pandemic in a Blended Classroom

Arin Mantara Anggawirya^{1*}, Lastika Ary Prihandoko², Fathu Rahman³

^{1,2,3} English Literature Department, Faculty of Teacher Training and Education, Universitas Musamus Merauke

*Corresponding author. Email: arinanggawirya@unmus.ac.id

ABSTRACT

This paper analyses how the blended learning process is applied during the pandemic through the perspective of the role of the teacher. In this study, there were 68 students as respondents who were spread in the Merauke area in schools from the middle schools to the university level. In collecting data, the researcher used a questionnaire consisting of 27 items including the role of cognition, the role of affective and the role of managing. In analysing the data, the researcher used SPSS. In the findings, the cognitive aspect is the most effective aspect during applied blended learning, the affective aspect is the lower aspect, and the managerial aspect is the lowest aspect. Teachers who cannot optimally use the features found on various online learning platforms cause the low managerial aspect.

Keywords: *Teacher's role, blended learning, teaching English.*

1. INTRODUCTION

When the first case of COVID-19 was recorded in Chile, the national government, in an attempt to contain the spread of the virus, decided to suspend all school-related activities nationwide on March 15th, 2020 [1]. This condition also occurs in Indonesia, the government closed all schools to reduce the spread of covid-19. During the school closure itself, the impact felt, according to the Indonesian Ministry of Education and Culture, Nadiem Makarim, that the closure of this school could eliminate the living income of one generation, the loss of this learning and risks that could have permanent consequences [2]. This is of course a serious threat in the world of education, Under the background of the open knowledge, we should do our best to guarantee students to get learning resources that they need anytime and anywhere [3] therefore the efforts in adapting to this condition were carried out by implementing a distance learning system.

In a distance learning, getting students to talk about the use of language in a text, is impossible when students cannot share ideas with one another [4]. The current pandemic condition that greatly create a barrier for students from being able to freely share ideas and interact encourages efforts to find the most optimal way to achieve optimal English learning during the pandemic. The teacher responds to this condition in research by stating that the necessity of discovering new

approaches to curriculum and pedagogy are required [5]. The change needed of the approach is on how teachers and students can find the optimal interaction style during this pandemic.

The rapid changes in the world of technology also have a significant influence and contribution in the world of education. The advances in technology have led to changes in student profiles and instructors, and researchers have been searching for new educational methods that suit the new student profile [6]. This changes in learner profiles Teachers usually in accordance with the author, writing background, text interpretation, analysis of the characteristics of the students to pass the message to the class [7], it also certainly triggers a condition where the teacher must be able to see the condition of the class as a whole. Students who are 'digital natives' are learners who follow technological developments in their learning process, while other terms for those who adapt to technology-based learning are called 'digital immigrants'. Both of these terms need to be well understood because in practice, currently students are those who are classified as 'digital natives', while in some conditions in schools, teachers are 'digital immigrants'. The gaps in knowledge of technology arise from here.

Meanwhile, in the perspective of a learning approach, the most effective approach to improve

teaching efficiency is to promote active learning, which requires students to actively engage with learning materials, participate in the class, and collaborate with other classmates [8]. Based on this statement, a teaching process that is able to build interactions between students and students, as well as between teachers and students will greatly influence learning outcomes. Specifically on English as a foreign language (EFL) teaching, in this sense, active learning approaches are now considered to be more effective when compared to teacher-centred approaches [9].

In collaborating the two aspects above, technology and learning, several previous studies have shown the research participants do not think that applying technology to teaching is necessarily representative of best pedagogical practice [10], however, it is the consideration of student needs that is the main basis for inserting technology into learning. In a larger study with a duration of 10 years involving 9 teachers, the results showed that Experienced teachers tended to exhibit little to no change in conceptions. In supporting conceptual change, therefore, be a central component of professional development activities if a more effective use of educational technology is to be achieved.

Learning during the pandemic period is highly challenging for teachers, especially in terms of treatment in order to build class interactions that will provide an optimal student learning. Several studies have been conducted to investigate efforts to optimize learning during this pandemic, Zhang Jie [11] conducted research to reveal the efforts made by English teachers in utilizing mobile technology for distance learning. In his findings, the use of mobile technology in learning is not something that is challenging for teachers, this is also supported by students who are digital natives, so that collaboration from both parties is able to produce optimal learning. In other studies that promote student activeness, as an example of the implementation that was done by Pörn and Hansell [12] who focused on teacher's role in supporting two-ways language and learning in classroom tandem. In tandem, language is learned through authentic interaction, as an example in situations where two or more individuals interact to share thoughts and meanings, not only to practice the second language [13]. In this study it was found that the role of the teacher that was raised in learning was the teacher as a facilitator of learning, the teacher as a language expert, and the teacher as a coach. Based on the description of the background above regarding the relationship between technology and teacher pedagogy, as well as previous research that prioritizes student activeness but the role of the teacher is a determining factor, this study carries a gap where the role of the teacher will be seen but in learning conditions with the blended learning method during this pandemic.

2. LITERATURE REVIEW

2.1 Blended Learning

The blended learning literature provides no clear definition of what blended learning is, the definitions are often vague and do not provide a lot of guidance on why people should use blended learning, in its simplest form, blended learning refers to the use of technology with a mix of pedagogical methods or philosophies [14]. Based on the description of the above definition, it can be concluded that blended learning is a product of methods from the times that collaborate between the use of technology and education.

As a result of this re-ontologizing, we live in an increasingly synchronised society, a society that also progressively relocates and is characterised by human experience being increasingly deterritorialised and social interaction more digital [15]. Changes in the pattern of community interaction itself result in the ultimate goal of education having to adapt to the social conditions of society. With the development of online learning, blended learning which combines the advantages both of online learning and traditional classroom teaching becomes a popular learning style in higher education [16] in which, students who are currently studying are required to be able to master skills related to mastery, management and processing of information on digital media. With this condition, learning with the blended learning model supports students to be able to learn with media and digital platforms that deal with the application of technology in learning.

According to Jennifer [14] The blend will be successful if learners attend the live lessons, complete the self-directed lesson, and perceive value in completing the self-directed activity. If all this occurs, you can be reasonably sure that the role-play assessment will allow the learners to achieve the desired performance outcome. However, this blended learning program can fail for a variety of reasons; for example:

Learners do not value the self-directed lessons and activities. If there is a face-to-face element to a training program, many learners will assume that the important knowledge and skills will be conveyed during that event, and the pre-work and other self-directed assignments are optional. Facilitators often reinforce this behaviour by incorporating the knowledge that was supposed to be learned in a self-directed format into the live class. If the learners do not do the self-directed work, but still meet the learning objectives, the design has still failed. This simply means the self-directed work was not required to meet the learning goals.

Technology does not work. There are multiple places in this blended learning design where technology could fail for an individual learner or the entire cohort.

Even one technology roadblock can become a detour for learners who are already overscheduled, overworked, and overwhelmed. For example, if learners cannot download a video because they do not have the proper credentials, they may put off troubleshooting the issue past the point where they are inclined to participate.

Instructions are not clear. In a traditional learning environment, the facilitator can usually determine when learners are not able to complete an activity or move on to the next content block. In a blended learning environment, facilitators don't always have that immediate feedback. When instructions about how to complete self-directed activities, how to participate in a virtual breakout, or even how to fully participate to get credit are not clear, modern learners may decide their time is better spent on projects where they can see positive results.

These fundamental concepts above become the framework for researchers in examining the data found in this study. Blended learning model is learning that requires students to be independent learners or often referred to as autonomous learners. As an autonomous learner, there is a requirement the they need to be able to explore learning are an absolute must, according to the indicators above.

3. METHODS

This research was conducted for 2 months from January to February 2021 by distributing questionnaires to the southern Papua region of Indonesia. Questionnaires were targeted at those who actively received learning English online during the pandemic. From the data distribution, 68 students were found as respondents. The research instrument consisted of 27 items covering the role of cognition, affective role and managerial role. Data analysis was carried out by SPSS and considering the results of comparisons among those three aspects. The questionnaire was prepared by modifying previous research related to the supporting items for face-to-face learning and blended learning.

4. RESULTS AND DISCUSSION

Researchers tested the level of validity and reliability of the assessment of the instruments used using SPSS to find Cronbach Alpha. Here are the results of the reliability test:

Table 1. . Reliability Statistics

Cronbach's Alpha	N of Items
.622	27

From the table above, it can be seen that the results of the Cronbach's alpha value show a value of 0.622. If the Cronbach's alpha value is above 0.6, then the instrument is considered as a reliable instrument. These results indicate that the instrument used by researchers to measure the performance of blended learning is quite feasible to use.

Cognitive Role

The following is the data from the questionnaire that has been segmented into cognitive roles in an application of blended learning.

Table 2. Results on Cognitive Role

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	24.042	67	.000	3.47059	3.1825	3.7587
VAR00002	17.165	67	.000	2.94118	2.5992	3.2832
VAR00003	30.658	67	.000	3.88235	3.6296	4.1351
VAR00004	24.090	67	.000	3.51471	3.2235	3.8059
VAR00005	34.637	67	.000	4.08824	3.8526	4.3238
VAR00006	25.846	67	.000	3.44118	3.1754	3.7069
VAR00007	28.671	67	.000	3.70588	3.4479	3.9639
VAR00008	19.238	67	.000	2.66176	2.3856	2.9379
VAR00009	38.774	67	.000	4.36765	4.1428	4.5925
VAR00010	26.490	67	.000	3.60294	3.3315	3.8744

From the table above it can be seen, the item that gets the highest average score is item number 9. The statement in number 9 is, when I make a mistake in English, the teacher helps to correct my mistake, this shows that in using the blended learning model, the main focus is the teacher in maximizing his role as a learning facilitator is to provide interventions in the form of feedback when students make mistakes.

Giving feedback on a digital platform is easily done. Through zoom or through google meetings, teachers can still both intervene directly and provide feedback when something goes wrong, and giving this feedback itself becomes the focus of the learning process.

Both online and face to face, giving feedback in learning English can be done by using the demonstration method. The obstacle faced by students and teachers in implementing demonstrations in online learning is that the media used will be very limited, it is

different if the demonstration is only verbal, such as improving pronunciation and grammar.

Broadly speaking, distance learning can still facilitate teachers in building students' cognitive abilities. Students' cognitive abilities, which include understanding and mastering theoretical material, can still be conveyed well, this is different from learning which requires direct practice under the supervision of the teacher. In language learning itself, this direct practice can still be done. This is because language learning can be represented in a form of conversion that can still be done through distance learning.

Affective Role

The following is the result of the affective role aspect:

Table 3. Affective Role Results

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR001	30.838	67	.000	4.13235	3.8649	4.3998
VAR002	20.934	67	.000	2.70588	2.4479	2.9639
VAR003	33.142	67	.000	3.91176	3.6762	4.1474
VAR004	21.772	67	.000	3.22059	2.9253	3.5158
VAR005	27.785	67	.000	3.72059	3.4533	3.9879
VAR006	20.623	67	.000	2.80882	2.5370	3.0807
VAR007	29.107	67	.000	3.83824	3.5750	4.1014
VAR008	22.320	67	.000	3.54412	3.2272	3.8611
VAR009	14.304	67	.000	2.27941	1.9613	2.5975
VAR010	23.490	67	.000	3.61765	3.3102	3.9250

In the affective role, it is found that the teacher is still dominant in determining the conditions of the class to be set. In this condition, the teacher, as a facilitator,

both offline and online, will continue to be the party that determines the course of the class. It can be assumed that the teacher will build classroom

the teacher. In language learning itself, this direct practice can still be done. This is because language learning can be represented in a form of conversion that can still be done through distance learning.

conditions that allow students to continue to be able to learn in a student centered manner.

If this data is compared with data on the cognitive aspect, it will be found that students tend to be more able to optimize learning that is cognitive rather than affective. The dominance of cognitive learning can be seen through the following comparison table:

Table 4. Cognitive Role Report

	-
Mean	3.5676
N	10
Std. Deviation	.50241

Table 5. Affective Role Report

	-
Mean	3.3779
N	10
Std. Deviation	.60328

From the two tables above that describe the overall condition of each item in the cognitive and affective aspects, it can be seen that learning allows students to maximize cognitive processes. With an average of all items on the cognitive role of 3.6 for the cognitive role and also 3.4 for the affective role of the teacher, students feel that the learning process of blended learning is more optimal if the teacher wants to build a class that promotes understanding cognition.

Managerial Role

Table 6 Results on Managerial Role

	Test Value = 0				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower

VAR0001	11.886	25	.000	3.11538	2.5756	3.6552
VAR0002	12.093	25	.000	3.00000	2.4891	3.5109
VAR0003	14.887	25	.000	3.84615	3.3141	4.3782
VAR0004	8.811	25	.000	2.26923	1.7388	2.7997
VAR0005	10.718	25	.000	2.53846	2.0507	3.0262
VAR0006	19.829	25	.000	4.03846	3.6190	4.4579
VAR0007	15.374	25	.000	4.00000	3.4642	4.5358

In this blended learning process, it was found that the role of the teacher in a managerial manner was the weakest aspect. This class managerial role can be seen from how the teacher is unable to provide note content that is in accordance with the practice questions to be given. This is due to the inadequate use of the digital platform used by the teacher when teaching. In presenting material to online learning, teachers tend to monotonously present material in the form of an oral lecture. This of course makes the interaction between students and teachers only limited to speakers and listeners.

The use of features on digital platforms that are used in an online learning process is very important. In a learning process based on a digital platform, teachers overlook many features, for example the use of a breakout room on the zoom platform that can be used as a small group maker for students to discuss independently. But unfortunately, in this study, the class managerial process is very weak so that learning is only monotonous

The following is the result of the average overall managerial item:

Table 7. Managerial Role Report

	VAR00055
Mean	3.2582
N	7
Std. Deviation	.71739

When compared with the two previous aspects, it can be seen that in this managerial aspect the weaknesses of blended learning can be seen. In blended learning-based learning, students as material recipients will be able to optimize their learning experience if they are supported by teachers who are able to manage a variety of classes, this can be seen in how teachers are able to build classes by utilizing the features on the platform. digital that wanted to be used.

5. CONCLUSION

As a conclusion from this research, based on the theoretical basis references that have been described previously and also the findings in this study, the application of blended learning during this pandemic period, especially in eastern Indonesia, still experienced problems in 2 aspects namely; technology that has not run optimally which causes instructions that do not run optimally or vary. Teachers who are not optimally able to operate and take advantage of all the available features to develop the class cause the technology that is not running optimally. This in turn has an impact on how the classroom conditions on a digital platform only become a means of delivering material to improve students' cognitive abilities, but not as a whole can provide an optimal learning experience.

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