



Teaching English as A Foreign Language Based on Home-schooling in Pandemic Covid-19

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Abstract. This study aimed to describe how to teach English based on home-schooling, the problems faced by the teachers and the solution to overcome the problems. The design of the research used descriptive qualitative. The participants were four students with secondary education levels consisting of 3 females and a male and three teachers of a male and two females. The instruments to collect data used were observation and interview. All the data were analysed qualitatively. The result of this study was the teaching method used were jigsaw, oral self-introduction and using song. This study also found that the problems faced by the teacher where students were lack of motivation and concentration. The solutions done by the teacher were giving motivation and reward, having interactive communication with students.

Keywords: Home-schooling · Teaching English · Foreign Language · Jigsaw · Oral Self-Introduction · Song

1 Introduction

Home-schooling is a teaching and learning program that is carried out at home as an alternative to learning carried out at school [1]. Home-schooling is a form alternative education that depends on (humanistic) character education theory [2]. Home Schooling teaches children at home rather than in traditional public schools. Home-schooling education more flexible and not bound by time as in formal schools [3]. Home-schooling education is a strategy by involving families that requires children to learn according to their wishes, learning styles, and flexibility can be done anywhere, anytime, and with anyone [4]. Parents take a full responsibility for children education and curriculum [5]. Parents measure the completion of quality primary and secondary education for the academic learning process and life skills. Children are given the opportunity to choose and organize the material to be studied. Parents are the determinants of curriculum and teaching materials. Parents can be the teacher or decide to use professional educators to teach the children according to the curriculum and materials that have been previously determined, but the parents still the one who have responsible for children's education as facilitator and coach [6]. Home-schooling is another alternative to stay away from the influence of the school environment that may be faced by students in general, such as

promiscuity, smoking, brawls, and so on. So that in the future it triggers the development of home-schooling trends as an alternative education today [7].

Learning tools can also be defined as informal learning, which characterized as any movement including the pursuit of understanding, knowledge or ability which happens outside the educational program of institutions giving instructive programs, courses or workshops [8]. Over the last decade there has been a growing interest in considering not only formal. Learning situations in institutional settings, but also all the various forms of learning that take place in informal learning practices outside of school [9].

Teaching English as a foreign language is an essential aspect of education today. Satisfactory foreign language abilities are vital for way of life [10]. English plays a major role all over the world, so it is important to learn English in managing to participate and communicate in our global era. This study describes how to teach English based on home-schooling during pandemic situation [11]. This research reveals the significance of the part of professional educator and parents in supporting and sustaining children to ended up autonomous and self-directed learners. Implementing effective teaching practices in HBL may be challenging, it is important to understand and provide the necessary support for children in HBL, teacher and parents should work together to create an effective teaching environment.

Many researchers have conducted research in home-schooling education and informal learning such as research done by Rofi'i [12] about teachers' English learning implementation on describing of all aspect curriculum, objectives, materials, assessment, procedures in home-school community in Salatiga. The design of the research is case study. Participants of this study were five teachers and eight students, consist of three female and two male teachers and, consist of 5 male and 3 female students with age range 7–17 years old. The instruments to collect data used individual test, documentation and interview. All the data were analysed qualitatively. The results of this study explained that the Accelerated Christian Education (ACE) curriculum is used. The proses of teaching learning used two kinds of approach in English namely; Content-based Instruction (CBI) and Content and Language Integrated Learning (CLIL). The materials used a book called PACE. It is something like module for learning. There are 3 kinds of assessment in this research; check-up test, self-test and PACE (Paket Accelerated Christian Education) test. Knowledge [13], beliefs about parents did not reject the school-based education as long as the schools can fulfil children' need. This research used survey as the design study. Participants consist of Eighty-two stakeholders were sent an email inviting them to participate in a semi- structured interview. The instrument to collecting data used questionnaire and all the data were analysed with quantitatively. The result showed that it most home educators oppose the suggestion that education professionals should be responsible for determining whether the welfare needs of children are met, and assessing the provision of education in the home environment.

Maphosa & Dube [14] did research about the explanation of the role of home-schooling in order to involve a numeracy-based app prototype that uses a local language in a home-based schooling in response to the COVID- 19 pandemic. The design of the research is survey. Participant contains 10 kindergarten teachers, with range age around 26–45 years old, who completed a Diploma in Childhood Development. The instrument of collecting data used questionnaire which analysed qualitatively. This study found that

the local language numerical application improved early childhood learning in home schooling. Moreover, Mahdi et al. [15] investigated the perceptions of home-schooling and gain an insight into actual life experiences during the COVID-19 in the UAE. The design of this study used survey. Participants were 129 parents, consist of 23 males, and 106 females, with the age around 20–65 years old. The instrument to collect data used questionnaire which analysed with quantitative analysis. The result indicates a positive effect that parents in the UAE were satisfied with home-schooling (online learning). Dimopoulos et al. [16] did the research for identifying and comparing new educational inequalities (home-school) that caused by the COVID-19 pandemic. The design of this research used survey research. Participants consist of 19,038 parents. The instrument to collect data used questionnaire, interview and took place between late 2017 and early 2018 with exact dates differing slightly between countries (social groups in a sample of European countries). All the data were analysed with qualitative analysis. The results reveal that there are significant differences in important social and environmental conversion factors that disproportionately affect students from weaker socioeconomic backgrounds have limited access to greater benefits from digital-based schools. Zhao et al. [17] did the research to evaluated the effect of Home-Based Learning Involvement during COVID-19 as the Future intentions in university. The design of this research used survey with total of 6,933 students from 54 institutions in China taken part within the examination, with 5,456 substantial surveys returned. Questionnaire was the instrument to collect data. All the data analysed quantitatively. The research result which during pandemic covid, variables such as learners' individual learning circumstances, online learning artifacts, and online learning assignments and challenges all had a positive effect on learners' seen behavioural control and attitudes in embracing advance online learning, in this way effectively advancing their willingness to lock in online learning within the future. Home-based learning during pandemic also in line with the research by Hu et al. [18], did the research for investigating undergraduate nursing students towards home-based learning as instructional method during the COVID-19 pandemic. The design of this research used descriptive design. The participants are twenty-three nursing students consist of 14 students in year one and 9 students in year two, 17 females and 6 males with age range 20–48 years old. The instrument to collect data used interview. All the data analysed qualitatively. The results of this study suggest that universities ought to combine more home-based learning opportunities, as this will permit students and universities to test their capacities and address specialized challenges in online learning.

Some researcher felt not suitable for formal learning, knowledge Dlamini et al. [19] did the research about measuring the potential of home-schooling that based on the experiences and perspectives of parents as the home educators. The design of the research used case study. Participants consist of 10 people with 9 females and a male learner (1 secondary and 9 tertiary). The instrument to collect data used interview. All the data were analysed qualitatively. The research revealed that all of the parents felt that they were able to provide a better education for their children than they would receive from public or other mainstream schools. Meanwhile, Qureshi and Ali [2] describe about home-schooling as the alternative ways that driven by motivations unique. The design of this research used case study. Participants consists of 6 families from Karachi, Pakistan who decided to choose home-schooling rather than elite private schools because they were not

satisfied with what elite school provided. Using in-depth interview to collect data and all the data analysed qualitatively. This research reveals the benefits of home-schooling can be derived with 6 major benefits such as, 1. Increase the academic learning, 2. Way better socialization, 3. Increase opportunities for self-discovery, 4. Improved social abilities and ethical values, 5. Strengthen familial bonds, 6. Adaptability of subject choices and instructors.

Based on the research by Lin et al. [20] investigated the perceptions of parents as home educator communication about pre-schoolers' learning and development is related to the home literacy environment (HLE) and the home numeracy environment (HNE). The design of this research is Survey. The participants consist of 312 parents that accomplished the phone survey directed in the latter half of the preschool year. The instrument to collect data used sampling and interview. All the data analysed with quantitative analysis. The result showed that perceptions of parents as home educator communication were positively linked to the HLE, HNE, and specific learning activities. Moreover, Gedik [21] investigated the teacher idea and effort to improve home-school collaboration. The design of this research is case study. Participant consist of 25 students' parents in classroom 8-E. Instrument of collect data used interview. The data was analysed with qualitative analysis. The result showed that home-school collaboration, even in urban public schools can be improved by committed teachers.

Ceria [22] evaluated about the efficiency of the home-schooling clinic project of Pandayan Elementary School in the province of Bulacan, Philippines. The research used survey as the research design. Participant consist of 737 students' elementary pupils of Pandayan Elementary School, kindergarten with 50 males and 50 females, grade 1 with 58 males and 50 females, grade 2 with 60 males dan 74 females, grade 3 with 56 males and 68 females, grade 4 with 52 males and 30 females, grade 5 with 46 males and 56 females, grade 6 with 49 males and 50 females. The instrument to collect data used questionnaire and interview, this study uses SPSS 22 to analyse and calculate the data collected from the survey. All the data analysed with quantitative and quantitative analysis. The research shows strong suggestion that the home-schooling learning clinic is effective Results based on a comparison of student performance before the program (Q1) and after the program (Q2).

Lynch [23] observed the perspectives of language arts teachers' and parents of home-schooling attachment and literacy learning in a school located in a low-income area. The design of this research is case study. Participants consists of 10 language arts teachers, 26 parents or tutor at K-Grade 5 schools. The instrument to collect data used interview. All the data analysed with qualitative analysis. The results showed that teachers on home-school engagement had different perspectives with parents, therefore, some teachers believe that it is the parents' own problems that prevent them from attending school or education, while parents accuse the teachers of not inviting them to participate. While, Soltero & Cristina [24] explained how the Latinx parents from low-income backgrounds engaged their children's early education during the COVID-19 crisis. The design of this research is case study. The participants consist of 20, 18 mothers, 1 father, 1 grandmother. The instrument to collect data used interview. All the data analysed with qualitative analysis. The results showed that variety of practices that created by families support the children's learning and well-being. Still, the vast majority of parents say they feel

pressured by the demands of distance learning, especially to keep their kids interested in distance learning. The impact of home-school partnerships is discussed.

Purwito et al. [25] investigated the empirical role of informal learning lesson such as team building activities, informal internship, job rotation and social networking on the competency's development of private school in Indonesia. The design of this research is survey. The participant consists of chief builders, builders, foreman, builder assistants, and construction laborers who were associated with internees of private construction school in Indonesia with total 1150 survey had done. The instruments of collecting data adopted questionnaire. All the data analysed with quantitative analysis. The result showed that informal learning lessons have positive association with the competencies development of private school in Indonesia. Jones [26] investigated about how adolescents evaluate and examine home-schooling. The design of this study used case study. Participants, 19 young people around 16–22 years old who grew up in a home-schooling environment. Instrument to collect data used interview. All the data analysed with qualitative analysis. The results show that some themes are related to constructivist learning, and some of them reflect general educational goals-socialization and personalization.

2 Methods

This study used case study as the research design. The participants were 3 female and 1 male Junior high school students, which their age around 13–14 years old students. The instrument to collect data used observation and in-depth interview, the interview session used Bahasa Indonesian to get more detail data and information. The writer recorded all the conversations in audio form. The interview tools used handphone, a notebook for resuming the information. Interviewers avoid long interviews so that the data obtained is not biased. And then all the data were analysed qualitatively. Home-schooling participants criteria were students whose houses are in the same area as the teacher, the situation was based on the pandemic period. The study took place in the writer house in Grobogan, Central Java, Indonesia.

3 Result and discussion

3.1 Result

3.1.1 The Teaching English Implementation in Home-Schooling

Based on the observation of teaching learning process, it was found that the teacher used jigsaw which has been modified based on the real context. The teacher gave each student a different topic to master. Each student got the topic about the use, the role, and types of determiners: articles, demonstratives, quantifiers, and possessives. Student A learnt about articles, student B was about demonstratives, student C was about qualifier, students D was about possessives. Each student had responsible for his/her own topic to master and responsible to explain about it if his/her friend asked about it. The teacher was as a facilitator and a mentor. The media used was the hard copy given by the teacher. To measure students' understanding of the topic, the teacher gives simple questions as an exercise to make the students understand. The students looked happy and active during

the study. They ask each other the topic that they do not understand. The class atmosphere was conducive. It is supported the result from the interview with the students:

“Learning one topic and sharing it with friends allows me to be more courageous to interact with other friends” (SF1)

“Feeling a little confused because I don’t know how to explain it to friends, but over time it feels faster to learn the material. (SF2)

“It’s nice to be active in class even if it feels awkward when first time, I explain it in front of friends” (SF3)

“The atmosphere feels more pleasant after getting close and sharing material with friends” (SF4)

Moreover, the teacher also understands more about his students. This is proved from interview. *“Playing a role as a facilitator and a mentor, can help me to understand the students need” (MT).*

The second method, the teacher decided to use oral self-introduction. Teaching an oral introduction is an advanced comprehension session of alphabetic sounds and how to spell. Students have to collect English vocabularies which related to introduce themselves. Then students gave their vocabularies list to the teacher. The teacher gives examples of how to pronounce the words correctly. Then she asked each student to introduce him/her self orally. The media used is a hard copy facilitated by the teacher. The teacher listened and gave feedback. It is supported the result from the interview with the students:

“It feels nervous when I start to deliver, but it is quite fun because it’s not just me who is nervous” (SF1)

“It’s a bit hard to say the right way, I still do not know how to pronounce it well (SF2)

“I think it’s quite difficult to arrange the words even though it’s a simple word” (SF3)

“I feel a little embarrassed but also exciting” (SF4)

The results of the interview help the teacher to arrange a simpler material for the students. This is proved from interview. *“Oral introduction will be good for students if they fluent in speaking” (MT).*

The last method used by the teacher was using a song. Teacher explained the lesson about question words: “what, who, when, where, why, which, whose, whom, how” as the lyric of the song to sing. The teacher sings the song first then followed by the students. The media used was the white board. Students respond actively and pleasantly during the study. This is supported by the results that have been interviewed:

“The song helps me to understand and to arrange it with sentence, it’s fun to sing with other friend” (SF1)

“I think the song cause a sense of joy in learning” (SF2)

“it’s easier to understand the material if you use a song” (SF3)

“I feel a little less anxious and comfortable while studying the question word” (SF4)

Moreover, the teacher feels excited same as the students. This is proved from interview. *“Applying a song in teaching learning process could bring a pleasant situation” (MT).*

3.1.2 What Are the Problems Faced by Teacher in Implementing English Learning Through Home-Schooling?

Based on the observation, the teacher found students were lack of focus in the process of studying. This situation influences them in understanding the lesson and make the class atmosphere not conducive to study. They did not pay attention to their teacher when she explains the lesson. Another problem is students lack of motivation to study. Some of them did not do the homework given by the teacher. It is supported the result from the interview:

“I do not like English, because it is difficult to study” (SF1)

“I do not know why I have to study English” (SF3)

3.1.3 The Ways to Overcome the Problems

To overcome the problems faced by the teacher, he created a simple and interactive communication with students. He asks questions to each student about their daily activity and their interest to build a strong engagement with students. Then he decides to choose the simple easy materials to students. He explains about the basic English materials such as alphabet, noun, the sound of alphabet and etc. He also motivated students at the beginning and the last before closing the class, he remains students that English is important for their future to get a job as well as to get a scholarship overseas. He also gave the gift to the student who accomplish the homework well. To make the students understand the materials easier, the teacher used mix dialect (English-Bahasa).

3.2 Discussion

In term of implementation of English learning in home-schooling, the finding of this research that students lack of focus and motivation support the research done by Rofi'i [12]. He found that students felt confuse and hard to learn in home-schooling because the curriculum was totally different but they could follow and enjoy the rules. In the home-schooling problem and the solution to overcome the problem was in line with research did by Syamsuardi et al. [27]. While Cendana et al. [28] discuss the same topic about student needs, investigated the students' motivation and what to expect. The research background of this study was related to pandemic situation which it was in line with the research done by Dlamini et al. [19] and Tay et al. [29] who did the research about home-schooling in pandemic situation. The present research used many kinds of methods to teach English in home-schooling which is in line with research done by Qureshi & Ali [2] with 6 major finding.

4 Conclusion

This study found that the teaching technique used in home-schooling were oral self-introduction, song, and modified jigsaw. The problems were faced by students lack of focused and lack of motivation. The solution to solve the problem were giving motivation, giving a reward and used mix dialect (English-Bahasa). Based on the covid pandemic situation where students are required to study at home, home-schooling can be an education system that is sufficient to provide good results for students in understanding and knowing they needs of English lesson. There are several implications for the results of the study. The teacher should learn the students' behaviour, and build the students understanding in English to know what they need. Creating a good environment and choose the right materials to avoid the students' loss of focus in teaching learning process. However, this research emphasizes more on efforts to implement English learning in home-schooling, describes the media, methods, materials, assessments in English lesson with covid pandemic situation.

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