



Honorary Teachers' Views About EFL Online Teaching Process During Covid-19 Pandemic

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Abstract. Covid-19 has pushed honorary teachers in West Papua to switch from offline teaching to online teaching as not all teachers, especially honorary teachers, are prepared well to encounter a pandemic situation; for this reason, exploring the honorary teachers' sight to find a better educational consideration became necessary while mostly EFL teachers are honorary. This study explored the honorary EFL teachers' perceptions of the online teaching process during the Covid pandemic-19 at MTs Negeri Kota Sorong, and the obstacle encountered based on internet access, signal condition, and students' understanding. The recent study used a qualitative approach with an interview used as a data collection technique. The sub-indicators for perceiving the online teaching process were the online teaching process, lesson planning, online teaching application used, teaching facilities utilized, teaching media applied, teaching method acted, and teaching materials encountered. While internet access, signal condition, and students' understanding were the sub-indicators for online teaching barriers. The participants in this study were four honorary EFL teachers of MTs Negeri Kota Sorong. The results showed that mostly the honorary teachers had negative perceptions of the online teaching process in a pandemic covid-19 situation, and the teachers perceived that internet connection, signal conditions, and reaching students' understanding had been the issues in the teaching and learning process online.

Keywords: Honorary Teachers · EFL Online Teaching · Pandemic

1 Introduction

The current world is shaken by an epidemic of infectious diseases that are very dangerous and can cause death, namely the Covid-19 pandemic. Coronavirus is a large family of viruses that cause mild to moderate upper respiratory tract infections. The Coronavirus itself causes coronavirus infection. Coronavirus spreads when in contact with fluids from the patient's mouth. This virus can be transmitted when infected from coughs and sneezes of sufferers, touching hands or faces after coming into contact with fluids from the patient's mouth, or touching objects that secrete a fluid from the patient's mouth. This virus can spread widely through tiny droplets from the nose or mouth when coughing or sneezing.

To reduce the spread of the Coronavirus, the policies taken by the government, namely all activities in the fields of agriculture, fisheries, economics, health, and education, are all restricted, especially maintaining social distance. However, online learning has emerged to stabilize the teaching and learning process in this covid condition. Online learning was disseminated in March 2020 by the central government, and the primary source that caused online learning or distance learning was the spread of a hazardous disease that shook the world, including Indonesia and especially the city of Sorong, namely Covid-19.

In education, the government has taken a policy to reduce the Coronavirus; all schools in Sorong carry out a learning process online or remotely. Online learning is carried out face-to-face between the honorary teacher and students in MTs Negeri Kota Sorong where all EFL teachers are still honorary. Online learning uses electronic facilities such as laptops, computers, smartphones, and others. This facility is a consequence of the honorary teacher in carrying out their obligations and responsibilities as an honorary teacher. In this covid condition, an honorary teacher plays an essential and active role in teaching and learning. Then an honorary teacher also must ensure teaching and learning activities continue, even though students are at home.

The regulations for home learning have been updated in the Ministry of Education's Circular No. 4 of 2020, which was published in response to the significant changes to the educational system in Pandemic Covid-19. (1) Providing significant learning opportunities through online or remote learning without the weight of curriculum requirements for graduation or graduation. (2) Education is focused on teaching life skills, such as pandemic Covid-19. (3) Depending on accessibility and the learning materials accessible at home, homework assignments and learning activities might differ from student to student. (4) Instructors can use the instructors' qualitative feedback as evidence of the success of home learning.

MTs Negeri Kota Sarong began implementing online learning in March 2020, when the corona condition arose. Furthermore, a pre-interview was conducted with four English honorary teachers teaching online. Teaching online was struggling to conduct in that school, and they encountered some barriers to teaching English Online. The researcher has explored the English honorary teacher views of online teaching during the Covid pandemic-19 at MTs Negeri Kota Sorong to go further with that perception for an appropriate solution can be carried out.

2 Method

This research applied a qualitative approach with descriptive qualitative research [1]. The qualitative data were obtained through a semi-structured interview with honorary teachers. This study involved four honorary teachers from MTs Negeri Kota Sorong as research participants. The interview consisted of two main points: the teaching process and obstacles faced. The sub-indicators for the teaching process were the online teaching process, lesson planning, online teaching application used, teaching facilities, teaching media, teaching method, and teaching materials. In addition, there were three sub-indicators for teaching obstacles: internet access, signal condition, and students' understanding. The data were analysed qualitatively by Miles and Huberman's

[2] theories, namely categorizing, interpreting, and concluding. Data categorization is determined using indicators stated earlier.

3 Result and Discussion

The current research examined the perception of junior high school honorary teachers about teaching English online and the obstacles faced in Pandemic Covid-19. Seven sub-indicators were questioned about the online teaching process in the pandemic era; they were online teaching process, lesson planning, online teaching application used, teaching facilities, teaching media, teaching method, and teaching materials [3, 4]. While related to the obstacle, the honorary teachers were asked about three sub-indicators: internet access, signal condition, and students' understanding. That information was gathered using interviews with four honorary teachers named: honorary teacher 1, honorary teacher 2, honorary teacher 3, and honorary teacher 4.

The interview result showed that teaching online cannot exchange for classroom teaching [5, 6]. This view can be seen from the answers to the questions asked. All honorary teachers provided the same sight on teaching online. They perceived that teaching online was ineffective, the material could not be fully delivered, and even though it could enhance honorary teachers' creativity, the students still did not catch all the lessons learned, and the lack of facilities owned by students mostly became a problem in every meeting. This result is in line with the finding of some researchers that the effectiveness of teaching online was still need to be considered [6–13]. Additional result was found also by the previous study conducted by [14] that concluded that learning policies from home during the Covid-19 period, according to teacher perceptions, have not been implemented well, and according to teacher observations, only 25% of students carry out learning from home. Here was the answer from honorary teacher 4:

“Teaching online in the pandemic era was not effective, almost every meeting, some students were absent because the internet signal objects them. Even because of not having appropriate handphones and sometimes they need to share with their siblings in using it. Furthermore, they mostly could not understand what we shared in the video”

When teaching English during the pandemic, all the honorary teachers said the same belief for planning the lesson. They said they used the emergency lesson plan on only one page, which was still concerning with the K13 curriculum. Honorary teacher 1 answered the question as follows:

“We used the K13 curriculum we wrote on an emergency lesson plan, especially for the pandemic era. It consisted of one page only”

Zoom, google classroom, google Forms, WhatsApp, and Kine Master to make a video were the applications utilized by the honorary teachers in teaching or preparing the lesson online. Teachers should care for their students' motivation and participation by demonstrating proper personal and teaching behavior integrated with ICT in the classroom [23]. The same application were also stated in the finding provided by other

researchers such as [7–9, 11, 15–17], the honorary teachers argued the same opinion as honorary teacher 1 below:

“Formerly, I used Zoom. After that, I change Zoom to google meet. I also used to google classroom, google Forms, and WhatsApp. Nevertheless, I used WhatsApp only to share information”

The honorary teachers deliver different perceptions of teaching facilities used online in pandemic situations. Three of them thought that the teaching facilities were good, and the other one said that it was still not accommodated well. Wi-Fi, laptops, handphones, and hard copy books were the facilities they employed in teaching and learning. They equipped handphones and computers. At the same time, the school prepared Wi-Fi and a book, as the honorary teacher 2 interview answer below:

“The facility provided was well prepared”

During a pandemic, the honorary teachers applied some medium to teach. They were audio recorded or video, and online sources such as YouTube, google drive, and PowerPoint. It said that it was ineffective because most students did not understand the material. As [4] stated that students preferred printed material that online material in learning as in the classroom. Here were the honorary teacher s statements:

“Typically, I created videos and PowerPoint to explain via google meet”

“It would be ineffective if the teaching and learning process was done online”

All the honorary teachers remarked that they explained the English material through video, audio, and google meet were the method they applied in teaching English online. They believed that it was the best way to employ. It was supported by [6, 18–20] on their study that most of the honorary teachers, 62%, adopted the same method as the recent finding in teaching online. Here was on honorary teacher 1 answer:

“One method I always used in teaching English online was explaining through video records, sometimes studio records that I sent via WhatsApp. Instead of that method, I also Explain the Lesson via Google Meet”

The honorary teachers discovered the English material from two primary sources: the Internet (YouTube) and the teacher’s book. The learning materials they mostly used were the student’s book, Video, Audio, Picture, and English tasks. Here is the honorary teacher 2 statement:

“My learning resources were taken from hard copy books and online sources such as YouTube”

The obstacle was also faced by the honorary teachers when teaching English online [7]. In the previous study, [16] also conducted research to describe information related to teacher perceptions of the challenges of implementing online learning at home due to the impact of the COVID-19 pandemic. In his research, the teachers also have some obstacles, namely: internet quota purchases, internet connections that sometimes become

slow, learning styles that tend to be visual, and the lack of flexibility of teachers in controlling student activities. After interviewing the honorary teachers, they stated that the internet connection is one of the biggest problems in teaching and learning online in pandemic situations. This problem was encountered by most of the students. In addition, [10] also found that teaching online produced less learning and bad internet connection. It was also stated by Honorary teacher 2:

“Every honorary teacher almost experienced a lousy internet connection. Moreover, Sorong often underwent power failure that affected the internet connection quality”

Truthfully, the honorary teachers' signal conditions differed from the students; The honorary teachers mostly had a goon signal condition than the students. However, the electricity problem also caused a problem for them. As honorary teacher 1 stated:

“Every day, my signal seems reasonable, but it will distract on a particular day with an electricity problem”

When discussing students' understanding of material delivered online, all the honorary teachers complied that the understanding was still better when teaching offline than online [15]. Because honorary teachers could directly see and know the student's understanding, the honorary teachers or students could clarify it as soon as they could. It was also supported by the [13] that the students would be more confused when working with technology in completing the tasks. Additionally, [11] also found that the online teaching also resulted low interaction in its process. Here is what is remarked by the honorary teacher 4:

“The students still lack understanding. It differed from direct teaching, where they can ask what they need to understand more. If in an online class, we only share a video or explanation online, and they mostly only watch it. Moreover, this is a foreign Language, English. If the explanation was not complete, it could make the students confused”

Furthermore, the results above showed that all the four honorary teachers who had responsibility to teach English online in pandemic situation faced the same problem in common, such as unstable internet connection and reaching the objective of the lesson becomes another one. The same finding also has been published by [21, 22] when surveying remote teaching in pandemic, lower understanding of the lesson delivered must be faced by the teachers because of internet connection and the less ability of the students' in using the technology. In addition, [11] also has found that online teaching reduced social interaction of the students in teaching process.

4 Conclusion

Regarding the English teacher's perception of the online teaching process at MTs Negeri Sorong City, the teacher is in a negative perception position. They have an unfavourable perception of the pandemic-19's online English teaching process. They claimed that

online instruction is both subpar and incredibly useless. Additionally, they run into several challenges, including weak internet signals, networks that are not supportive, and pupils who do not comprehend the lessons that have been taught. As a considerable suggestion, before applying online teaching, instead of preparing the teachers, providing an appropriate facility including the internet access is necessary to conduct.

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