

**ONLINE ENGLISH TEACHING AND
LEARNING PROCESS DURING COVID-19
PANDEMIC AT SMP MA'ARIF NU 1
PEKUNCEN ACADEMIC YEAR 2021-2022**

Bachtiar Ar Ghaniy

the Graduate of English Education Study Program

Universitas Peradaban Bumiayu – Brebes

Email: arghaniy1536@gmail.com

Phone: +62 8953 8307 8184

Abstract

This study aims to describe the online English teaching and learning process during Covid-19 Pandemic at SMP Ma'arif NU 1 Pekuncen Academic Year 2021/2022. This is a descriptive qualitative research in which the data are taken by observation, interview, and documentation. The techniques of data analysis are data reduction, data display, and conclusion. This study finds out that Online English Teaching and Learning Process during Covid-19 Pandemic at SMP Ma'arif NU 1 Pekuncen Academic Year 2021/2022 have several changes. The changes are in the learning system, which initially ran conventionally (face to face) to online learning. The English teacher uses Asynchronous Learning and Task-Based Learning, it purposes to allows the students to learn on their own

schedule, within a certain timeframe. Furthermore for assessment and as an absence.

Keywords: English Teaching and Learning Process, Online Learning, SMP Ma'arif NU 1 Pekuncen, Covid-19 Pandemic

A. Introduction

The World Health Organization (WHO) declared a COVID-19 a global emergency on January 30th, 2020 and a global pandemic on March 11th, 2020. Currently, COVID-19 is affecting 213 countries and territories (WHO, 2020). In response to COVID-19, several countries have applied strict social distancing measures and lockdown policy. Obviously, this pandemic has had a tremendous effect on school, students and teachers. As of March 12th, 2020, 46 countries in five different continents have declared school closures and 26 of this countries has fully closed school nationwide (Huang, Liu, Tlili, Yang and Wang, 2020). In Indonesia, the government has restricted community mobilization in an attempt to prevent the spread of the disease and keep promoting an agenda of: work from home, study from home and worship at home. School and Higher Education Institutions (HEIs) in Indonesia have been temporarily closed since March 14th, 2020.

To deal with school and HEIs closures in Indonesia, the teaching and learning process has been maintained remotely using Information and Communication Technology (ICT). Electronic Learning (e-Learning) has been considered the best possible approach to continue the teaching and learning process during the pandemic. Electronic learning is also known online learning. However, the *implementation* of e-learning is not always smooth

and effective. During the COVID-19 outbreak, schools and universities have rapidly implemented e-learning. Based on the Minister of Education and Culture Republic of Indonesia in the letter number 4, 2020 states the government obligates school to do online learning from home because the importance of English in communicating between people. English is used as a subject in schools and even as an additional subject outside of school. In formal schools, English lessons begin at the junior high school, senior high school and college levels. Learning English at the junior high school level is very interesting to be studied. Therefore, the writer will conduct research on learning English at SMP Ma'arif NU 1 Pekuncen, because in SMP Ma'arif NU 1 Pekuncen has a unique way to teach English lesson, the English teachers of this school has several problems, such as lack of vocabulary, they have never been taught English lesson in elementary school, and has limited way to practice their English ability. So the teachers made the "English Class" in extracurricular time and insert the basic of English in their teaching and learning activities.

Therefore, school that have limited or no experience with e-learning and schools that have not prepared resources experience difficulties, especially when teachers do not understand how to use online applications (Zaharah & Kirilova, 2020). Teachers and students are prohibited from doing face-to-face learning, so that teachers and students do virtual learning using online applications. At the beginning, the teachers were confused about facing this pandemic era because all teaching and learning processes turned virtual. This confusion also has an

impact on teaching and learning activities at SMP Ma'arif NU 1 Pekuncen. The process of learning English at SMP Ma'arif NU 1 Pekuncen a quite disruption. Therefore, the writer wanted to see about the teaching and learning process of English in the pandemic era at SMP Ma'arif NU 1 Pekuncen.

B. Literature Review

The theories reviewed here covers the definition of online learning and the method used in online learning.

1. Online Learning

Online learning is a learning that conducted electronically using media based on computer as well as a network. Online learning is also known with the term electronic learning, e-Learning, online learning, internet-enabled learning, virtual learning, or web based learning. Online learning is a system that can facilitate students to learn more broadly and has many variations. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space and time. Learning materials learned more varies, not only in verbal form, but more such as visuals, audio and motion. In general, online learning is very different from learning conventional. Online learning emphasizes more on accuracy and ingenuity of students in receiving and processing information presented online (Siswanto, 2020: 23).

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility and the ability to bring forth different types of learning interactions (Sadikin and Hamidah, 2020: 216).

According to Tjokro (2009: 187), e-learning can be more quickly understood, there is ease through multimedia facilities in the form of visualization, text, animation, audio, and video. Based on this theory, it should certainly make informants as participants of online lectures can absorb the material well through the ease of multimedia facilities.

2. Online Learning Methods

With all the benefits that can be obtained from online learning methods, teachers and students can adapt learning methods to the needs of their respective classes. The following are several types of online learning methods that can be applied:

a. Asynchronous Learning Method

The courses are often referred to as self-paced programs and are time independent, meaning that the materials can be accessed 24 hours per day/7 days per week. There is usually a component of teacher/student interaction in the form of virtual office hours, The Function of Writing weekly or monthly “check-in” online conversations or emails, and other such communications. These courses can often be accessed from multiple devices, making it easy to learn on the go (Hrastinski, 2008: 51-55).

b. Synchronous Learning Method

These courses take place in real time and can take many forms including a virtual classroom, live webinar, live webcast, and video/audio conferencing, instant messaging, and more. The instructor and students all log

into the learning platform at the same date and time and the instructor delivers the lecture, demonstration or other planned learning activity. The process is live, and the students can ask questions in real time. These type of courses can be used for any topic but are regularly used with a demonstration or visually-based subjects such as chemistry, physics, engineering, art, photography, among others (Hrastinski, 2008: 51-55).

c. Hybrid or Blended Online Courses

As the name implies, this type, of course, combines specific aspects of the synchronous and the asynchronous learning systems. They often have the scheduled, live classes several times during the semester, but use pre-recorded lectures or presentations to deliver additional course materials. In another type of hybrid learning called the Flipped Classroom Learning, the students are required to self- study a particular topic (mostly online) and interact with the teachers in the classroom to clear doubts (Hrastinski, 2008: 51-55).

d. Task-Based Learning Method

Harmer (1998: 71) said Task-based Learning puts the focus of learning on the progress of specific tasks. Task-based Learning is an approach aimed at encouraging students to act at their speed and for processing and reorganizing their inter-language within their degree and field of interest. Richards and Rodgers (2001: 223) identify Task-based Learning as an approach that focused on using tasks as the center planning units and language teaching.

From the definitions above, it could be inferred that Task-based Learning is an approach that expects students to execute the task and utilize the task as the basis of unit preparation, preparing and executing practical activities that are essential to the learning process. Task-based Learning promotes the role of tasks as a significant element of the language classroom, as it gives a superior explanation for initiating learner acquisition processes and encouraging foreign language learning. Teacher give some tasks to the students send by WhatsApp group then students do the tasks and send it to WhatsApp group. The tasks has two functions, for assessment and as an absence.

3. Benefits of Online Learning

Siswanto (2020: 36-37), based on Pranoto (2009), offers the benefits of online learning as follows:

a. Flexible

Online learning provides flexibility in choosing time and place to access learning. Learn independent, online learning provides opportunities for learners to independently take control of the learning success.

b. Cost Efficiency

Online learning provide cost efficiencies for administration organizers, the efficiency of providing physical facilities and facilities for learning and cost efficiency for learners is the cost of transportation and accommodation.

- c. The Use of E-learning to support the implementation of the learning
- d. Increase active participation of students.
- e. Improve students' self-learning skills.
- f. Improve the quality of educator materials and training.
- g. Improve the ability to display information by information technology devices, where with ordinary devices it's hard to do.

Furthermore, Cai (2012: 824) states there are two advantages of online learning:

- a. The Abundant Teaching Resources

Internet provides us with tremendous wealth of teaching resources. We can easily find the text information, pictures and audio data on almost any topic we like. Powerful tools, such as Google, Baidu and other search engines, can find a huge amount of information in any subject for us. It is very convenient and most of these information can be obtained free of charge. Part of the content has been turned into multimedia courseware. Learning becomes interesting.

- b. Easy Access to Information

Students can immediately find the relevant information for learning and discussion. A large number of high school and college students have cell phones now, texts, images, sounds can be stored in their mobile phones. Students can read English articles and hear the voice. Such easy access to information creates a small environment for them to learn English. E-learning makes students learn English anywhere, anytime.

C. Method of Investigation

This study use descriptive qualitative research that designed to gather the opinions and real experiences of online English teaching and learning process during COVID-19 Pandemic at SMP Ma'arif NU 1 Pekuncen. The source of data in this study focuses on the Head Master, the English teacher and the students of SMP Ma'arif NU 1 Pekuncen who gives information about the online English and learning process during Covid-19 pandemic through observation and interview. Besides, the writer also uses documentation as supporting data.

D. Findings and Discussion

Based on the data, the writer finds about the online English teaching and learning at SMP Ma'arif NU 1 Pekuncen during Covid-19 pandemic is not effective for some students. There are ten students who deliver that they do not enjoy the online English teaching and learning. English is hard to learn in the classroom moreover through online. The explanation from the teacher is not as detail as in the classroom and the students do not understand the materials easily so they consider the online English teaching and learning process is not effective. Moreover, not all students can join online learning because their living place cannot reach good signal, having no internet quota and cannot meet their friends directly are exactly affect it. In the other hand, the five students enjoy the online English learning process because they can join online English learning while doing something else, they can learn English anytime and anywhere, and they can explore learning English easily by accessing Google and YouTube.

The head master and the English teacher consider the online English teaching and learning is not effective. It is because the teacher cannot control the student's absorption about English material during online learning, the teacher cannot control the others student's involvement to be more active during online English class. Even though the teachers can use the online learning application well. The English teacher always conducts online English teaching and learning on its schedule, once a week since online learning at home. It is the best solution in Covid-19 pandemic although it is not as effective as in the classroom. The writer also finds that the teacher does not teach all four skills. The teacher teaches only reading and writing, and speaking by delivering the material then asks the students to read and write the material on their book. The teacher explains the material through WhatsApp group sharing materials via Google Link and making a video while explaining the material as the student's statement. Then, the writer finds that the method used by the English teacher are Asynchronous learning and Task-Based learning method. Asynchronous learning method is used by the teacher in delivering the material in the classroom directly. Thus, the difference now learning is done through online and the method is still the same but the material explanation is in the written form in the online learning application. The teacher uses Asynchronous Learning in conducting online English teaching and learning. The method allows us to learn on our own schedule, within a certain timeframe. We can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period. This method is used by teachers to make it easier for students to follow online English teaching

and learning process. The teacher also using Task-Based learning method. Teacher give some tasks to the students send by WhatsApp group then students do the tasks and send it to WhatsApp group. The tasks has two functions, for assessment and as an absence. The next finding in online English teaching and learning process is the most important things needed by the students which is the explanation directly but the current condition is not possible to do the learning process in the classroom because of Covid-19 pandemic. The students need the explanation not only on WhatsApp application but also on another teaching application like Google Classroom or YouTube.

In addition, internet quota, signal or internet access and supporting smartphone are also the factors that students need to join the online learning. Some students are living in the remote areas where they cannot reach good signal or internet access easily. Furthermore from the data above, the writer finds the positive perceptions from the teacher and the students about online learning application that is WhatsApp. People have already been familiar with this application and used it for daily using to send and receive messages. The teacher and the students say that it is easy to use and the most important thing is it does not take much of internet quota. They consider that it helps the learning process to keep going on in this Covid-19 pandemic because the learning process cannot be done in the classroom. Based on the findings, online English teaching and learning is not effective for some students because they cannot understand the material easily and they need the explanation more detail while the teacher

only gives short explanation about the materials. Some students also do not enjoy the learning process because sometimes they disturbed by internet access or signal. In the other hand, the students who enjoy the online English learning process is because the English teacher is friendly, they have high score since the online English learning, and they can learn anytime and anywhere.

Learning process will not always run smoothly there must be obstacles that arise in the process. Especially, in English learning, in the classroom students still have difficulty to understand English material, further now the learning process is done online where students and teacher do not interact directly. The teacher proves they have the limitation in media used so they cannot explain the material freely and detail. Some students have difficulty in understanding the short material explanation presented by the teacher. According to the students the delivery of the material indirectly is not effective and the explanation of the material provided is few and not in detail. In online learning, there are also several factors that become obstacles in the learning process, such as bad signal, no internet quota, and no supporting smartphone.

The facilities used by the teacher to support English teaching and learning activities during the pandemic include using the WhatsApp application, google form, Google Classroom and YouTube. The use of these facilities is expected to make learning more enjoyable. This statement is in line with the opinion of Amry (2014), which says that students prefer learning based on innovative educational technology by utilizing smartphones.

In addition, in online learning process both students and teacher have some needs to proper

running of online English learning. The teacher and students need good signal, having internet quota, and supporting smartphone. During the online learning, the teacher wants the students to always participate from the beginning until the end of the class. Then, the students need the explanation about the material directly it can be done by the teacher make a video when explaining the material.

E. Conclusion

The online English teaching and learning process during Covid-19 pandemic at SMP Ma'arif NU 1 Pekuncen in the academic year 2020/2021 overall runs well. The process of online English teaching and learning activities during COVID-19 pandemic at SMP Ma'arif NU 1 Pekuncen have several changes. The changes are in the learning system, which initially ran conventionally (face to face) to online learning. So that learning administration must also be changed to be completely online, for example learning materials using audio, video, YouTube, WhatsApp and Google forms. The method used by teachers when teaching English during the COVID-19 pandemic at SMP Ma'arif NU 1 Pekuncen were using Asynchronous Learning and Task-Based Learning method in conducting online English teaching and learning. The asynchronous learning method allows the students to learn on their own schedule, within a certain timeframe. We can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period. This method is used by teachers to make it easier for students to follow online English teaching and

learning process. The teacher also using task-based learning method.

Teacher give some tasks to the students send by WhatsApp group then students do the tasks and send it to WhatsApp group. The tasks has two functions, for assessment and as an absence.

The facilities used by teachers in teaching and learning activities during the COVID-19 pandemic are by using the WhatsApp application and Google Classroom. The teacher provides material in the form of audio, images, and videos to students. In addition, the teacher also uses YouTube as a learning medium so that students do not feel bored and more interested in learning materials. Other facilities used by the teacher are the use of Google forms to provide daily test questions, midterm tests, and final semester exams.

In addition, the students' involvement is the important thing to make the online learning process run well. The interaction during online learning process makes the teacher knows whether the students have already understood or not about the material given.

Acknowledgement

First of all, the writers would like to thank the Almighty Allah SWT who has given guidance, mercy, and his blessing. In this occasion, the writers would like to thank deeply Prof. Dr. Yahya A. Muhaimin, the Rector of Peradaban University and Dede Nurdiawati, M.Pd., the Dean of Educational Sciences and Teachers' Training Faculty. The writers believe that there are many weaknesses in this article.

The writers hope that this article will be useful for anyone, especially the students of Peradaban University.

Bibliography

- Arifin, Zainal. 2012. *Penelitian Pendidikan*. Bandung: PT Remaja Rodaskarya.
- Atikahsari, I. 2018. *English Teaching and Learning Process at Albatross Cruise Ship Hotel School Purwokerto*. A Thesis. English Education Study Program of Peradaban University of Bumiayu: Not Published.
- Brown, H.D. 2003. *Language Assessment Principles and Classroom Practices*. New York Pearson Education Inc.
- Harmer, J. (1998). *How to teach English: An Introduction to the Practice of English Language Teaching*. Longman.
- Honigsbaum, Mark. 2009. *Pandemic*. Online available at: Hrastinski, Stefan. 2008. Asynchronous and Synchronous E-Learning. *Educause Quarterly*, volume 31 (4), pp. 51-55.
- Huang, R.H., Liu, D.J., Tlili, A., Yang, J.F., Wang, H.H., et al. 2020. *Handbook on Facilitating Flexible Learning during Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak*. Beijing: Smart Learning Institute of Beijing Normal University.
- Irwanto. 2017. *Using Make a Match to Improve the Students' Reading Comprehension at Mts Guppy Samata Gowa*. A Thesis. English Education Department of Alauddin State Islamic University of Makassar: Not Published.

- L. Tjokro, Sutanto. 2009. *Presentasi yang Mencekam*. Jakarta: Elex Media Komputindo.
- Lestari, P. Ayu Suci and Gunawan. 2020. The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels. *Indonesian Journal of Elementary and Childhood Education*, 1(2), pp. 58-63.
- Milles, Mathew B. and A. Michael Huberman. 1992. *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia Press.
- Morens DM, Taubenberger JK, Fauci AS. *The persistent legacy of the 1918 influenza virus*. N Engl J Med 2009; 361:109–13.
- Mulyani, Sri. 2020. *Students' Perception and Motivation Towards English E- learning during Covid-19 Pandemic*. A Thesis. English Education Department of State Institute for Islamic Studies (IAIN) Salatiga: Not Published.
- Nabila, Aulia. 2020. *The Teachers' Implementations of Distance Learning during the Covid-19 Pandemic at SMP N 3 Bringin*. A Thesis. English Education Department of State Institute for Islamic Studies (IAIN) Salatiga: Not Published.
- Pranoto, Alvini.dkk. 2009. *Sains dan Teknologi* Jakarta: PT Gramedia Pustaka Utama.

- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- S. Shalev-Swartz. 2012. *Online Learning and Online Convex Optimization*. Israel. The Hebrew University of Jerusalem.
- Sadikin and Hamidan. 2020. *Pembelajaran Daring di Tengah Wabah Covid-19*. Jurnal Ilmiah Pendidikan Biologi. Universitas Jambi.
- Sadiku, Lorena M. 2015. The Importance of Four Skills, Reading, Speaking, Writing, Listening in A Lesson Hour. *European Journal of Language and Literature Studies*, 1(1), pp. 29-31.
- Sarwono, Jonathan. 2006. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu.
- Sugiyono. 2007. *Statistika Untuk Penelitian (12th ed.)*. Bandung: Alfabeta. Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Zaharah, G.I Kirilova, Widiarti. Anissa. 2020. *Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia*. Jakarta. UIN Syarif Hidayatulloh.