

Investigating english teachers' teaching activities during covid-19 pandemic

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ABSTRACT

Teaching and learning is an interaction between teachers and students, which is the teacher provides explanations or knowledge to students, while students do something according to the instructions given by the teacher. The research was aimed to find out and describe the English Teachers of Senior High School teaching activities in Trenggalek during the covid-19 pandemic. The research used qualitative focusing on phenomenological research. The research involved the English teachers of Senior High School in Trenggalek as a subject. The research instruments are questionnaires that were analysed using Likert scale and qualitative descriptive way. Research findings show English teacher teaching activities, it shows that English teachers continue to carry out their obligations to teach students during the Covid-19 pandemic, despite the many obstacles they face. They utilize technology-based learning media to support the teaching-learning process during the Covid-19 pandemic. Given the findings, discussions, and conclusion, it is suggested for the government, schools, and next researchers who may find benefits of this research.



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1. INTRODUCTION

Teaching and learning are indispensible necessities for human's growth and development. Prayudha (2020) states that teaching and learning is an activity or process of interaction between teachers and students, that the teacher explains something while the students do something according to the teacher's instructions. Further, Wulandari (2019) asserts that teaching and learning is an activity in providing knowledge to students with the aim to get an experience according to the abilities of each individual. Thus, teaching and learning is an activity or interaction between teachers and students, which is the teachers provide explanations or knowledge to students with the aim to get an experience according to the abilities possessed by each individual while students do something according to the instructions given by the teachers.

As professional teachers, English teachers need to ensure that the teaching and learning activities run well and meaningfully. Beijaard in Makovec (2018) defines that teacher's professional identity consists of three factors, such as: the subjects they teach, their role or role conception, and the relationship between teachers and students. Furthermore, Anggrayani in Rahmayanti (2021) explains that English teachers must be able to understand the needs and conditions of students in learning English. Moreover, Dewi and Pido (2019) also explain that English teachers must be creative in developing learning methods because interesting methods can motivate students and can understand well the English lessons that have been delivered. Therefore, English teachers are professional in providing knowledge to students, which is can understand the

needs and conditions of students in learning English and must be creative in developing English learning methods.

English is an international language used by the worldwide community as Chaer in Risqi (2019) defines that English as a foreign language has an important role in the world of education in Indonesia. Furthermore, Santoso (2014) states that English as the first foreign language in Indonesia is studied and used as one of the compulsory subjects from Junior High School to University. Meanwhile, as a matter of fact, English is one of the compulsory subjects taught in Senior High Schools and is used as a subject to be tested in the National Examination. Accordingly, English is an important foreign language in the world of education in Indonesia, which is must be studied and used as one of the compulsory subjects taught in Senior High Schools as well has been being tested in the National Examination.

However, as a matter of fact, the world has been being attacked by the virus called Coronavirus Disease or often referred to as Covid-19. Vergoulis et al (2020) define that Covid-19 is an infectious disease caused by a new virus, namely the SARS COV 2 pneumonia virus, and can cause multiple organ failures in sufferers of the disease. Further, Onyema et al (2020) state that the symptoms of Covid-19 disease were sneezing or coughing constantly, flu, difficulty breathing, fatigue, and sore throat. Furthermore, Sari and Sutapa (2020) also state that Coronavirus Diseases can attack the human respiratory system and can be transmitted through saliva splashes (droplets) which can cause death in people with Covid-19. Therefore, Covid-19 is a dangerous disease caused by a new virus characterized by symptoms of continuous sneezing or coughing, flu, difficulty breathing, fatigue, and sore throat, which is the covid-19 virus can be transmitted through splashes of saliva (droplets) and attacks the system human respiration which can lead to death.

Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 4/2020, it is stated that during the COVID-19 pandemic the learning process is carried out at home through online or online learning. Febliza and Oktariani (2020) define Online learning as a learning process that is carried out through the internet network using an Education management system. Accordingly, during the covid-19 pandemic learning is carried out online or online learning, which is learning is carried out at home through internet network using an Education management system.

Based on the description above, the researcher is interested to find out and describe how the English teachers of senior high school teaching activities during covid-19 pandemic. It focuses on what media they used, what materials they gave, how they taught the pupils and what challenges they faced.

2. RESEARCH METHOD

The research design used in this research is qualitative and focuses on phenomenological research. Moleong (2021) argues that qualitative research is research that uses natural settings, with the intention of interpreting the conditions that occur and involving various existing methods. In this research, the focus is on a phenomenological study. Furthermore, Moleong (2021) defines that phenomenology as a thinking view that emphasizes human subjective experiences and understandings of the world. Moreover, Ary et al (2010) state that a phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as seen by the individuals participating in it.

The subjects are English teachers of Senior High School in Trenggalek. Silaen (2018) defines the population as the whole of objects or individuals that have certain characteristics or traits to be studied, while the sample is part of the population taken in certain ways to be measured or observed. The total population of English teachers of Senior High School in Trenggalek are 40 teachers. Arikunto in Sifa (2017) explains that for determining the number of samples if the population is less than 100 then the total number of samples is taken as a whole, meanwhile, if it is more than 100 then 10-15% or 20-25% of the total population. The researcher used saturation sampling to conduct this research. Silaen (2018) explains that saturation sampling is a sampling technique by involves all members of the population as the research sample. Therefore, the

researcher takes 40 English teachers as samples in this research. Then, the primary data is a questionnaire filled out by 40 English teachers of Senior High School in Trenggalek.

The researcher used a mixed questionnaire which consist of 50 questions using Likert Scale. Syofian et al. (2015) assert that the Likert scale has five options for expressing the level of agreement, strongly agree, agree, neutral, disagree, and strongly disagree. This questionnaire was used to find out information related to English teachers of Senior High School teaching activities in Trenggalek during the covid-19 pandemic. The questionnaire data was analyzed in descriptive qualitative way.

3. RESULTS AND DISCUSSION

3.1. Result

The result of the overall data analysis collected in investigating teachers' teaching activities during the covid-19 pandemic found that English teachers in Trenggalek continued to carry out their obligations during the pandemic to teach students despite the many obstacles faced. They use technology-based learning media in teaching learning process.

Based on the result of the questionnaire data, it can be found that: First, the English teachers used teaching aid to support the teaching-learning process during Covid-19 pandemic, such as; WhatsApp to communicate with the students and sometimes to deliver the teaching-learning material of English, and Google Classroom as a learning management system. The English teachers never implemented Edmodo, because not familiar, and don't know how to operate them. However, sometimes used Google meet to deliver the teaching-learning material of English during synchronous teaching-learning process, and Kahoot to deliver quiz during asynchronous teaching learning process. Moreover, The English teachers implemented PowerPoint to present English learning material, and operated audio visual such as YouTube, video or audio to provided English learning material. Top reason why English teachers used media to support the teaching-learning process during Covid-19 pandemic is because user-friendly, cheaper, simpler, familiar, effective, it's more practical, full features, and recommended by school. Furthermore, everyone knows this application especially the students, thus it will make it easier to communicate and deliver material, assignment, attendance or score. Moreover, the teaching-learning process is more varied and teaching aid effectively increases students' interest in learning and understanding English material during covid-19 pandemic.

Second, the English teachers provided the teaching learning materials from government-provided textbooks and worksheets. Which is, the materials for the textbooks and worksheet are based on the curriculum, syllabus, basic competencies, and graduation standards. Moreover, during pandemic, English teachers gave the important material from each chapter to students, and delivered English material sequentially according to the contents of the book. Top reason for English teachers related to the teaching material is because make it easier for students to understand the learning material, due to limited study time, the quality of the teaching-learning process is more effective, focused, and the teaching-learning process can be achieved successfully.

Third, during the pandemic, English teachers implemented teaching style, such as: giving a warning to students who do not submit assignments on time, giving some excuses to the students who were in problems to finish their assignments due to the due date, gave a minus score to students who are always late in taking English lessons for uncertain reasons, and didn't tolerate students who were not serious in following the teaching-learning process. Moreover, the English teachers' delivered teaching-learning material by using synchronous meeting applications such as Zoom/Google meet, ordering students to turn the camera on and enforced students to be active during the synchronous teaching-learning process. And then, the English teachers gave quiz at the end lesson to train the students' competence. Top reason why teachers implemented teaching style is because the English teachers control the students during online learning, to train students in

discipline, responsibilities related to the tasks that have been given by the teachers, and serious in following the teaching-learning process. Furthermore, gave some excuses to the students because sometimes some of them can't take online learning that day, and they don't have internet quota or internet trouble.

Fourth, the English teachers implemented several strategies or learning models to support the teaching-learning process. Which is in accordance with the material and needs of students, such as: ICT, quiz, small group, self-direct learning, genre-based approach, scientific approach, Audio-lingual method, contextual teaching and learning, cooperative learning, discovery, problem-based learning, collaborative learning, and project-based learning. Top reason why English teachers implemented several strategies or learning models to support the teaching-learning process is that more effective to get a score, to train students to be more active, creative, and critical. Moreover, to complete the material, the teaching-learning process is more effective and interesting in pandemic era. In addition, the teaching-learning process can be achieved successfully.

Fifth, during Covid-19 pandemic, English teachers experienced several resistances, such as: bored, difficulty making interesting learning content, difficulty managing classes while teaching-learning process, difficulty choosing appropriate and interesting learning media to increase students' motivation in learning English, having family activities at home during the pandemic, made teachers feel disturbed in carrying out the teaching-learning process. Top reason why English teachers experienced several resistances during teaching learning process in pandemic era is because the house was noisy, many children were running around and the neighbors were turning on music so that the teaching and learning process was disrupted, not familiar with the online teaching-learning process, thus didn't know what media or content that is suitable for students. Moreover, the English teachers didn't meet directly with students and it was difficult to condition the students. In addition, due to limited time, and sometimes due to an inadequate in-house internet network.

In conclusion, from the opinion of English teachers in the questionnaire, the English teachers of Senior High School in Trenggalek continued to carry out their obligations during the pandemic to teach even though there were several obstacles faced. They use technology-based learning media in the teaching-learning process, the evidenced by the results of the questionnaire that has been obtained.

3.2. Discussion

According to the results of questionnaire, the English teachers of Senior High School in Trenggalek continued to carry out their obligations during the pandemic to teach even though there were several obstacles faced. They use technology-based learning media in the teaching-learning process. It can be assumed that the English teachers who have been participating in the questionnaire accepted the items given to them. Then, it was proved by the result of the questionnaire with a total score of 7.399, which was interpreted as approval from the English teacher stating that during the pandemic, the process of learning activities was still effective. Based on the questionnaire results, it showed that at the media points, WhatsApp gain the most top responses. Further, at the material points, the English teachers chose to take material from textbooks and worksheets provided by the government as the main source of teaching and learning materials as the highest point. At the teaching style points, the English teachers gave a warning to students as the best choice. Moreover, at the pedagogic points, the English teachers chose utilized Information and communication technologies (ICT) to support the teaching-learning process as the highest choice by utilizing students centered learning; the project and problem-based learning. Then, at the obstacle's points, the English teachers' choice was the difficulty in making interesting

learning content and media to increase students' motivation in learning English as the highest answer.

The English teachers used teaching aid to support the teaching-learning process during Covid-19 Pandemic, such as; WhatsApp, and Google Classroom. However, sometimes used Google meet, and Kahoot. Top reason why English teachers used media to support the teaching-learning process during Covid-19 pandemic is because, as recommended by school, user-friendly, cheaper, simpler, familiar, it's more practical, has full features, and effectively increases students' interest in learning and understanding English material during covid-19 pandemic. These findings were in line with the previous study by Mardhiah and Akbar (2018) defines that media has a very important in the teaching-learning process, which is can help the teachers in the teaching-learning process, and increases students' interest in learning, and understanding of learning material, thus as to obtain good learning outcomes.

Moreover, the English teachers provided the teaching learning materials from government-provided textbooks and worksheets. Which is, the materials for the textbooks and worksheet are based on the curriculum, syllabus, and basic competencies. Top reason for English teachers related to the teaching material is because the quality of the teaching-learning process is more effective, focused, and the teaching-learning process can be achieved successfully. This is contradictive with Yulaika et al (2020) beside materials from government-provided textbooks and worksheets, the use of flip book-based electronic teaching materials in economics learning has a positive impact on improving student learning outcomes and increasing student activity including visual, verbal, listening, writing and emotional.

Furthermore, during the pandemic, English teachers implemented teaching styles, such as: giving a warning to students who do not submit assignments on time, giving some excuses to the students who were in problems finishing their assignments due to the due date, and giving a minus score to students who are always late in taking English lessons for uncertain reasons. The top reason why teachers implemented teaching style is that train students in the discipline, and responsibilities related to the tasks that have been given by the teachers. These findings were in line with the previous study by Hanik et al (2021) argues that Discipline and responsibility are important in developing students' personalities, because they can help students understand and adapt to environmental pressures that have an impact on learning outcomes and shape their academic growth and character.

Further, the English teachers implemented several strategies or learning models to support the teaching-learning process. Which is in accordance with the material and needs of students, such as: ICT, quiz, small group, self-direct learning, genre-based approach, contextual teaching and learning, cooperative learning, discovery, problem-based learning, collaborative learning, and project-based learning. The top reason why English teachers implemented several strategies or learning models to support the teaching-learning process is that the teaching-learning process is more effective and attracts student motivation in learning during the pandemic. These findings were in line with the previous study by Wartulas (2021) defines choosing and using effective learning methods during the pandemic, as being able to increase student motivation in participating in the teaching-learning process.

However, during Covid-19 pandemic, English teachers experienced several obstacles, such as difficulty managing classes while the teaching-learning process, difficulty choosing appropriate and interesting learning media and content to increase students' motivation in learning English, The top reason why English teachers experienced several obstacles during the teaching-learning process in the pandemic era is that the not familiar with the online teaching-learning process, lack of student motivation in learning, and due to an inadequate in-house internet network. These findings

were in line with the previous study by Amalia et al in Zulyusri et al (2021) argues that in learning during a pandemic there are several obstacles including inadequate internet quota, unstable internet network, and lack of motivation to learn.

4. CONCLUSION

The objective of this research is to find out and describe the English teachers of Senior High School teaching activities in Trenggalek during covid-19 pandemic. The researcher collected the data by distributing questionnaires. The researcher used samples from English teachers of Senior High School in Trenggalek.

From the results of English teachers' conviction, during covid-19 pandemic, English teachers in Trenggalek continued to carry out their obligations during the pandemic to teach students despite the many obstacles faced. They use technology-based learning media, implemented strategies, learning methods or models that the teaching-learning process is more effective, interesting, and not boring. In conclusion, this research has been able to achieve the objective of the research which are to find out and to describe the English teachers of Senior High School teaching activities in Trenggalek during covid-19 pandemic.

Given the findings, discussions, and conclusion elaborated above, it is suggested for the following people who may find benefits of this research. First, the government is advised to issue new policies and regulations in education. Second, Schools are advised to improve the quality of schools in teaching activities. Third, English teachers are advised to be more effective in carrying out teaching activities in all situations. Fourth, for other researchers, it is recommended for those who can use research findings as a reference to conduct research on similar or different and better topics to add to the progress of Indonesian education.

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