

Teachers' Managing of Learning English Online During Covid- 19 Pandemic

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Abstract

The impact of the covid-19 pandemic is not only felt in the world of health but also has an effect on the world of education. This phenomenon makes teachers use a variety of online learning applications to meet cognitive, affective, and social in learning. The purpose of this study is to find out how English teachers manage online English learning. Various institutional and educational creativities use online media with different platforms to facilitate students. This research method uses a descriptive of qualitative research. With the object of research is teacher. The researcher used 2 instruments in collecting data. There are interview and questionnaire. The result this study of Teachers 'managing English online as follow :(1) teachers manage English online learning using application such as WhatsApp group, google classroom, zoom meeting. (2) teachers give the rule in English online learning. (3) teachers prepare the material for learning (4) teachers make discussion with the student) based on data from interview (5) teacher give student the material early.

Keywords: Covid-19, Online learning, teacher's managing.

1. INTRODUCTION

In the current Covid 19 pandemic era, we are forced to change all system in learning. Students starting to learn offline to online. Thousands of schools in the country, including Indonesia are closing schools in an effort to stop the spread of COVID-19 according CNN Indonesia². Because of this, schools in Indonesia are moving to learning online. On 1 April 2020, the number of confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases (WHO, 2020). The National Disaster

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² CNN Indonesia. (2020). *Studi Pertanyakan Efektivitas Penutupan Sekolah Cegah Corona*.https://www.cnnindonesia.com/gaya-hidup/20200408103445-284_491518/studi-pertanyakan-efektivitas-penutupan-sekolah-cegah-corona

Management Authority of Republic of Indonesia has decided to extend the period of disaster emergency caused by COVID-19 pandemic until 29 May 2020. The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning (Moorhouse, 2020)³. Because of this, schools were forced to stop studying face to face and move to online learning. Teaching and learning process are following health protocols such as studying at home. However, teachers also come to school even though they study online. Some students also come to school to collect assignments and also ask questions about lessons they do not understand. However, they are allowed to come following health protocols such as wearing masks and also keeping distance each other when learning was still doing online. When learning begins offline, classes are divided into two sessions. They will take turn in learning process. Meanwhile, students who learn by online will study through whatsapp via Whatsapp, Google Classroom, and Zoom Meeting. For those who study at home, the school provides a journal for the parents of students that contains the material and assignments given by the teacher. It aims to ensure students can learn something wherever they are. The researcher did preliminary research during she was PPL at SMKN 1 Karang Baru. The researcher is interested in lifting this title to be used as a research. To find out how teachers' managing of learning English online during covid 19 pandemic in Aceh Tamiang. The aim of the researcher took this title because she is curious how the learning process was during Covid-19. There have been a lot of complaints from teachers during this pandemic. Out of 30 students only 10 of them are taking online learning.

³ Moorhouse, B. L. (2020). *Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online due to the COVID-19 Pandemic. Journal of Education for Teaching.* <https://doi.org/10.1080/02607476.2020.1755205>

Students provide several reasons why they are not present at the online meeting such as no signal, no mobile data and so on. There are also other obstacles that are felt by the teacher, namely when the teacher gave homework. There was little enthusiasm for the students to collect the homework.

2. LITERATURE REVIEW

2.1. Classroom Management

Classroom management has been defined as the “actions taken to create and maintain a learning environment conducive to successful instruction” Brophy⁴. Evertson and Weinstein⁵ refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions.

In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students’ access to learning. Additionally, Evertson and Weinstein state that teachers should (3) encourage students’ engagement in academic tasks, which can be done by using group management methods (4) promote the development of students’ social skills and self-regulation. (5) use appropriate interventions to assist students with behaviour problems. The last two actions proposed by Evertson and Weinsteinz indicate that effective classroom management improves

⁴ Brophy, J. (2006). History of Research on Classroom Management. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management. Research, practice, and contemporary issues (pp.17-43). Mahwah, NJ: Lawrence Erlbaum Associates.

⁵ Evertson, C. M. & Weinstein, C. S. (Eds.) (2006). Handbook of classroom management. Research, practice, and contemporary issues. Mahwah, NJ: Larence Erlbaum Associates, Inc.

student behaviour. Therefore, classroom management is an ongoing interaction between teachers and their students. Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.

2.2. Online Learning

The Covid 19 outbreak has hit the world, as well as what has happened in Indonesia, so the stay at home program was implemented as an effort to suppress the expansion of Covid-19. To comply with the government program, the learning mode has been changed to virtual classrooms, so that students still have their right to acquire knowledge but remain safe at home.

According to Collins⁶ Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking.

According to Hardjito⁷ There are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely: (1) Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet. (2) Web-Centric Course is learning with some learning materials and exercises delivered through

⁶ Collins, S. (2002). IT and accelerated learning: the perfect combination. *Training Journal*. October 2002, p. 18-20.

⁷ Hardjito. (2002). *Internet Untuk Pembelajaran. Jurnal Teknologi Pendidikan*. Edisi No. 1 ONI/TeknologiW Oktober/2002. Jakarta : Pusat Teknologi Komunikasi dan Informasi Pendidikan Depdiknas.

the internet while examinations and some consultations, discussions, and exercises are conducted face to face. (3) Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

3. METHODS

This chapter presents research design, research setting, participant of research, research instrument, data collection and data analysis:

3.1. Research Desain

The research design of this study is descriptive qualitative research method as design because comparable to collected the data from the teachers' perception. Qualitative descriptive method is understood human behavior from the informans perspective assumes.

3.2. Research Setting

This research will be conducted in SMK N 1 Karang Baru, SMK N 2 Karang Baru, and SMK N 3 Karang Baru. Those schools are located in Karang baru, Kabupaten Aceh Tamiang. The participant in this research is English teacher in Aceh Tamiang. especially in SMK N 1 Karang Baru, SMK N 2 Karang Baru, and SMK N 3 Karang Baru.

3.3. Research instruments

In this study, researchers used 2 instruments are questionnaire and interview.

a) Questionnaire

The researcher especially used the close-ended questionnaire as the main instrument in gathering data of this study. For close-ended questionnaire the researcher used Likert scale, a scale with a number of points that provide ordinal scale measurement (Wiersma⁸). Each statement was provided with four column of number from 1 to 4 which represents the level of the respondent's agreement. The high score represents positive answer in responding the questionnaire, while the low score represents the negative answer.

b) Interview

Interviews will be conducted by researchers of 3 English teachers at Aceh Tamiang. Interviews consist of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses or a combination of methods. The researcher uses the type of structured interview. There are 6 questions which will be asked by the researcher to the teacher.

3.4. Procedure data collection and analysis

Before shared the questionnaire to the participants, the researcher explain the questionnaire aspects to participants to ensured that the participants knew what the mean and purpose of the questionnaire itself. There were six steps in collected the data for the questionnaire:

- The researcher shared the questionnaire to the participants.
- The researcher collected the questionnaire
- The researcher interviewed the teachers
- The researcher analyzed the data
- The researcher classified the answers based on the questions.

⁸ Wiersma, W. (1995). *Research method in Education: an introduction*. New York: Allyn and Bacon.

- The researcher make conclusion

There were several procedures in analysis of data in this research. Firstly, collected the data which to be analyzed. Secondly, classified the answer based on the questions. The researcher also compared with the teachers interviewed.

1. Data from questionnaire

Data from questionnaire obtained from this research used Likert scale procedure that indicated whether always, often, sometimes, never from each statement.

2. Data from interview

There are two parts an interview⁹ as follow:

- a) Transcript

Transcribe was the process of converting data from the recording into the sentence form. So, the researcher has listened to the result of the interview and wrote down what the teachers said.

- b) Concluding/ Interpreting

The last step. The researcher concluded the result of the interview that already transcribe by the researcher. The researcher made the summary from the result of the interview to know what the teachers' perception of learning English is online during and how do teacher manage of learning English online.

4. RESULTS

4.1. Research Finding

The researcher used data collection techniques from interview and questionnaire. Interviews conducted by researchers with 6 teachers on

⁹ Sudjana, Nana. 2001. *Penelitian dan penilaian pendidikan*. Bandung: Sinar Baru

learning English online. The researcher used google form as a platform to create an online questionnaire. She shared the questionnaire via the WhatsApp group of each schools in Aceh Tamaiang. There were 12 teachers who filled out the questionnaire. In finding teachers' perceptions, there are several indicators to find out perception including Recognize, Knowledge, Social Interaction, Understanding, Acceptance, Responses and Solutions regarding online learning itself. Indicators of perception is taken from some of the definition of perception by experts.

To discuss the a research objectives then, researcher makes several points as follows:

1) Web Course

Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

The data from interview the teachers got

“Kalau kendalanya seperti kouta internet, jaringan. Itu luar kendali saya. Ada kuota gratis yang diberikan. Namun namanya anak tidak tau kita kuota itu dipakai untuk apa. Makanya diadakan 4 hari dalam seminggu untuk tatap muka. Agar apa yang murid tidak paham atau kurang mengerti maka bisa dijelaskan secara detail dan lebih mudah mengajar jika secara langsung. (If the problem is like internet quota, network. It's out of my control. There is a free quota given. However, the problem is that we don't know what our students use the quota for. That's why it's held 4 days a week for face-to-face meetings. So that what students do not understand or do not understand can be explained in detail and it is easier to teach directly.)

“Kalau bermasalah dengan internet atau hal lainnya. Siswa diberi arahan agar mengumpulkan tugas disekolah. Dengan syarat tetap mematuhi protocol kesehatan. Pakai masker, jaga jarak. Dan tidak boleh berkumpul di area sekolah. Kalau pun ada siswa yang tertinggal atau tidak memahami materi bisa ditanyakan ketika jadwal belajar langsung di sekolah.(If the problem is with the internet or something else. Students are instructed to submit assignments at school. but still comply with health protocols. Wear a mask, keep your distance. And no gathering in the school area. Even if there are students who are left behind or do not understand the material. they can ask when the face-to-face study schedule at school.)

Data from questionnaire show that 8 teachers chose “always” 4 teachers chose “ often”, 0 teacher chose “sometimes”,0 teacher “never”. The researcher conclude that teachers can use leaning apps to manage class online during pandemic covid- 19.

2) Web-Centric Course

Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted in face to face.

Data got from interview show “Saya menyiapkan materi lalu saya kirim diwhatsapp grup. Kadang juga kita bikin zoom meeting untuk membahas materi. (I prepared the material and then I sent it to the whatsapp group. Sometimes we also hold a zoom meeting to discuss the material.)

Kami para guru jika anak tidak bisa ikut dalam pembelajaran online. Secara terus- menerus. Maka akan diberikan surat

pemanggilan orang tua. Dari situ orang tua dan guru berdiskusi. Jika memang siswa tidak bisa mengikuti daring. Maka siswa bisa ke sekolah menemui guru mata pelajaran. Bisa minta diajarkan atau minta mengambil tugas. Dan mengumpulkan juga bisa langsung datang ke sekolah. (If students cannot participate in online learning continuously. Then, the student will be given a letter calling the parents. From there parents and teachers discuss. If indeed students cannot follow online. Then students can go to school to meet the teacher. Students can ask to be taught or ask to take assignments. And collect assignments can also come directly to school)

Belajar melalui google classroom. Disana saya bisa mengirimkan materi, menjelaskan juga. Lalu anak-anak bisa mengumpulkan tugas di google classroom. Membuat soal pakai google form lalu link nya saya kirim ke classroom. (We learn through google classroom. There I can send materials, explain too. Then children can submit homework in Google Classroom. Make a question using google form then I send the link to classroom)

3) Web-Enhanced Course

Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

Data got from interview that “Kalau terlalu sering lambat atau tidak mengumpulkan tugas sama sekali. Biasa nya saya hubungi mereka atau orang tua mereka. Dan menanyakan hal tersebut. (If students often take a long time to collect or do not collect homework at all. Usually, I will contact them or their parents. And ask about it).

Data from questionnaire show 2 teachers chose “always”, 7 teacher chose “often” 3 teacher chose “sometimes” 0 teacher chose “never”. It concludes teacher gave student homework in learning English online.

Saya mengajar pakai google classroom. Disana kami diskusi tentang materi bersama siswa. Saya kadang juga membuat pertemuan virtual pakai zoom meeting. Untuk menjelaskan materi pelajaran lebih detail. I teach using Google Classroom. There we discussed the material with the students. I sometimes also make virtual meetings using Zoom Meeting. To explain the subject matter in more detail.)

Saya memberi mereka ketegasan dan juga aturan. Agar sebagai siswa walaupun daring mereka tetap bisa disiplin .Seperti jika tidak menggunakan seragam saat zoom meeting. Siswa akan dikeluarkan. Dan siswa diberi waktu hanya 15 menit telat masuk zoom. Setelah itu siswa tidak diizinkan masuk zoom. Jika selalu tidak hadir dalam zoom meeting. Maka sekolah akan mengeluarkan surat panggilan orang tua. (I am strict on the rules. So that even though they are online students, they can still be disciplined. like if you don't wear a uniform during a zoom meeting. Students will be expelled. And students are given only 15 minutes late to enter the zoom. After that students are not allowed

to enter zoom. If you always don't attend the zoom meeting. Then the school will give a letter to parents).

Pertama sekali saya menyiapkan bahan, lalu saya kirimkan ke siswa saya. Biasanya kami diskusi masalah materi di whatsapp grup. Jika tidak paham bisa kita ulang kembali saat tatap muka. Karena murid ada belajar disekolah juga . dan ada daring juga. (First I prepare the material, then I send it to my students. Usually we discuss material problems in the WhatsApp group. If they don't understand, I will repeat it again when we study face-to-face. Because students are studying at school and it's online too).

Yang rumahnya tinggal di daerah yang sulit signal. Saya menyuruh mereka untuk datang kesekolah menemui saya. Disitu saya akan memberikan materi atau penjelasan bahkan tugas. Kepada mereka yang jarang mengikuti kelas daring. (The one whose house lives in an area that is difficult to signal. I told them to come to school to meet me. There I will provide materials or explanations and even assignments. For students who rarely take online classes).

Proses mengajarnya. Materinya saya kasi ke anak-anak terlebih dahulu. Ketika jadwal saya mengajar. Baru kami diskusikan. Mana anak-anak yang tidak paham mereka akan bertanya ke saya. (The teaching process. I give the material to the students first. When my schedule is teaching. We just discussed. Students who do not understand them will ask me).

5. DISCUSSION

In the research discussion the researcher makes point based on the research question as follow:

1. Teachers' managing of English subject teachers of online english online during Covid- 19 pandemic

Based on teacher's interview. The researcher got data how teachers' managing English online learning. (1) teachers manage english online learning using application such as whatsapp grup, google classroom, zoom meeting. Based on data from interview " Saya mengajar pakai google classroom. Disana kami diskusi tentang materi bersama siswa. Saya kadang juga membuat pertemuan virtual pakai zoom meeting. Untuk menjelaskan materi pelajaran lebih detail. I teach using Google Classroom. There we discussed the material with the students. I sometimes also make virtual meetings using Zoom Meeting. To explain the subject matter in more detail.) (2) teachers give the rule in english online learning. Based o the interview "Saya memberi mereka ketegasan dan juga aturan. Agar sebagai siswa walaupun daring mereka tetap bisa disiplin .Seperti jika tidak menggunakan seragam saat zoom meeting. Siswa akan di dikeluarkan. Dan siswa diberi waktu hanya 15 menit telat masuk zoom. Setelah itu siswa tidak diizinkan masuk zoom. Jika selalu tidak hadir dalam zoom meeting. Maka sekolah akan mengeluarkan surat panggilan orang tua. (I am strict on the rules. So that even though they are online students, they can still be disciplined. like if you don't wear a uniform during a zoom meeting. Students will be expelled. And students are given only 15 minutes late to enter the zoom. After that students are not allowed to enter zoom. If you always don't attend the zoom meeting. Then the school will give a letter to parents). (3) teacher prepare the material for learning based on interview "Pertama sekali saya nyiapkan bahan, lalu saya kirimkan ke siswa saya. Biasanya kami diskusi masalah materi di watsapp grup. Jika tidak paham bisa kita ulang kembali saat tatap muka. Karena murid ada belajar disekolah juga . dan ada daring juga. (First I prepare the material, then I send it to my students. Usually we discuss material problems in the WhatsApp group. If they don't

understand, I will repeat it again when we study face-to-face. Because students are studying at school and it's online too). (4) teachers make discussion with the student) based on data from interview "Yang rumahnya tinggal di daerah yang sulit signal. Saya menyuruh mereka untuk datang kesekolah menemui saya. Disitu saya akan memberikan materi atau penjelasan bahkan tugas. Kepada mereka yang jarang mengikuti kelas daring. (The one whose house lives in an area that is difficult to signal. I told them to come to school to meet me. There I will provide materials or explanations and even assignments. For students who rarely take online classes). (5) teacher give student the material early based on data from interview "Proses mengajarnya. Materinya saya kasi ke anak-anak terlebih dahulu. Ketika jadwal saya mengajar. Baru kami diskusikan. Mana anak-anak yang tidak paham mereka akan bertanya ke saya. (The teaching process. I give the material to the students first. When my schedule is teaching. We just discussed. Students who do not understand them will ask me).

6. CONCLUSION

Based on the findings and discussion, during this pandemic, online learning is a good choice to break the chain of covid 19. However, there must be improvements for teachers, students, schools and the government in optimizing online learning during the covid 19 pandemic. The teacher viewed online learning systems like Whatsapp, Google Classroom, and Zoom meeting are easy to operate. They can interact with the online learning system, understandably and flexibly. They thought they didn't need a long time to learn the new platform, so it would be easy to be competent in using an online learning system. The positive is that online learning by applications is easy to use. Teachers' managing english online as follow :(1) teachers manage english online learning using application such as whatsapp grup, google classroom, zoom

meeting. (2) teachers give the rule in english online learning. (3) teachers prepare the material for learning (4) teachers make discussion with the student) based on data from interview (5) teacher give student the material early.

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