Online Learning Implementation in English Class at SMP Mutiara Singaraja During Pandemic Covid-19

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Abstract

The study aims to describe how the implementation of online English learning with its difficulties and strategies used to deal with those difficulties at SMP Mutiara Singaraja. Researcher used descriptive qualitative research design. There was a total of twenty-seven participants, on SMP Mutiara Singaraja. Observation sheets, questionnaires, and interviews were used by researcher as data collection instruments. The results showed that the implementation of online learning at SMP Mutiara Singaraja has been conducted properly followed the Ministry of Education and Culture's guidelines, but not strictly. Even though online learning has been running for more than a year, there are still some difficulties experienced by both teachers and students. Fortunately, over the time EFL teachers and students had found their own strategies to deal with those difficulties, so they can conduct the online learning effectively.

Keywords: Covid-19, Difficulties, EFL, English Online Learning, Strategies

Introduction

The corona virus, which shocked the world, prompted a change from offline to online learning practices. To limit the spread of the virus and maintain learning efficacy, SE No. 4 of 2020 mandated that the entire education sector employ distance learning, also known as online learning. This state of emergency shifts the status of online learning from an option to a necessity (Dhawan, 2020). Online learning refers to internet-mediated online communication networks used for educational purposes (Abidah et al., 2020). Online learning can be divided into two modes namely synchronous and asynchronous. Synchronous, which is related to the learning process, is an online learning mode that is live, real-time, and scheduled, with learning-oriented activities that facilitate student-teacher interaction (Shahabadi & Uplane, 2015). Classrooms, media, and conferences are the origins of this synchronous modality (Ogbonna et al., 2019). In running online learning for synchronous mode, a conferencing platform is required as a means of communication between teachers and their students. Asynchronous mode, as contrast to synchronous mode, is an interactive learning process that is not constrained

by time, location, or classroom (Chen et al., 2005). Yamagata-lynch, (2014) added that asynchronous learning is more flexible than real- time learning because the class is not scheduled at a specific time.

Teachers and students must utilize distinct media with synchronous mode to run asynchronous mode, which is known as LMS (Learning Management System). One of the most LMS frequently used and favored by students, especially in Indonesia, is Google Classroom. This statement is supported by the results of research from Ari (2021) which is Google Classroom is LMS that gets a positive impression from students especially in reading and writing performance. With no other option, both students and teachers are forced to bring all of their educational activities into the online learning. In the past year, based in the recent studies, several educational institutions have run fully online learning (Abidah et al., 2020). Unfortunately, there still lectures that only sent assignments through WhatsApp with no explicit instruction. It is caused by the lack of knowledge of lecturers in using technology.

Despite the fact that the system has been operational for more than a year, many junior high school pupils continue to struggle with online learning. There is an alarming fact that during the pandemic, most junior high school students face numerous difficulties accessing online courses, and this has led to its ineffectiveness (Bestiantono et al., 2020). Especially in learning English which requires patience and continuous practice to achieve good results (Nishanthi, 2018). As found by Dewi et al., (2021), there are several challenges faced such as related to teachers' disability in accessing technology, school facilities in supporting e-learning, and the difficulties in explaining the material. In addition, the problems faced by EFL students related to student's limitation in accessing the internet and technology, limitation of economic lack of motivation, lack of interaction, and lack of quality in learning (Lestiyanawati & Widyantoro, 2020).

In line with previous studies that had been undertaken solely on online learning in higher education holistically. Research on online learning that focuses on English in secondary schools, particularly private junior high schools in Bali, is quite rare. Therefore, to fill this gap, the researcher had in mind to do the research under the title "An Analysis of Online English Learning Implementation on SMP Mutiara Singaraja During Pandemic Covid-19". Thus, this study will be carried out at SMP Mutiara Singaraja, where SFH has been performed for over a year. This study would look at how online English learning carried out during Covid-19, as well as the challenges they faced and how they overcame them.

Method

In this study, the researcher used descriptive qualitative research. The source of data in this research collected from 29 respondents consisted of 2 EFL teachers and also 27 EFL students in SMP Mutiara Singraja. Each class VII, VIII, and IX will have ten student representatives. All responders have been utilizing online learning for at least a year. Thus, respondents have expertise implementing online learning and the capacity to provide useful information, such as the implementation of online learning, the challenges encountered, and

how to overcome them. Data collected used four instruments which are researcher, observation sheets, interview guides, and questionary. All the data analyzed using Miles et al., (2014) interactive data analysis, which consists of four steps: data collection, data condensation, data display, and drawing conclusion. Researchers can gain distinct perspectives by using a variety of approaches to collect data from two different groups of people. This is what can enhance the study's validity and reliability. With the assistance and guidance of two professionals, researchers can produce results that are assured to be genuine and reliable. The result of validity shows 0.75 which indicates a high validity and the result of reliability of Cronbach analysis shows 0.84 which confirm a high reliability.

Findings and Discussions

1) The Implementation of Online English Learning

This section will explain how EFL teachers and students carry out online English learning. Starting from the initial preparation, pre-activities, main-activities, and also closing activities.

Table 1. Online Learning Implementation

Observation Item	Teacher 1			Teacher 2		
	Yes	No	Description	Yes	No	Description
PRE ACTIVITY						
Teachers create a group (what's app or other application) consists of students and/or students' parents as a media communication and interaction.	√		What's app group consist of English teacher and students.	√		What's App group consist
Every student and student's parents can access any information shared in the group.		√	Only students who can access the information in group.		√	There are no students'
Teachers and students discuss the availability of online learning facilities such as gadgets, laptops, and other media to students before online learning starts.		√	The teacher only provides information related to the subject matter that will be implemented and a zoom link on the same day.	√		The teacher sends the google meet link in advance so that if there are students who cannot attend the lesson, they can inform and looking for the solution.
The teacher ensures that all students understand the procedures for using the online learning media/platform used.	√			√		
Teachers and students discuss online learning schedules both synchronously and		√			√	

	√		√	
asynchronously to students and parents so that they are not hindered by obstacles such as the availability of media and internet quotas.				
Teachers ensure that every student is ready to take part in online learning activities.	√		√	
Teachers prepare lesson plan.	√	Both for synchronous and asynchronous learning.	√	Both for synchronous and asynchronous learning.
Teachers prepare media and material for online learning related to the learning objective, context and method used.	√	Paper and quizzes	√	*Power point and* video learning for synchronous Learning. Meanwhile teacher uses *google slide* for asynchronous learning.
Teachers use both synchronous and asynchronous online learning.	√	Zoom as synchronous learning platform and WhatsApp group for asynchronous online learning.	√	*Google meet* for synchronous learning and *Google Classroom* as LMS for asynchronous learning, also *WhatsApp* group as media for online learning.
Teachers check students' attendances	√	For synchronous learning teacher calls the students' name and for asynchronous learning students will type their name in bubble chat (WA group)	√	For synchronous learning teacher calls the students' name and for asynchronous learning students fill the google form.
Teachers give brainstorming.	√	Directly to the material.	√	Display pictures related to the subject matter or ask the previous lesson.
Teachers explaining learning objectives.	√		√	Directly to the material.
Teachers introducing the material.	√	Day before the lesson	√	Using media and methods prepared before.
MAIN ACTIVITY				
The teachers explain the learning material	√	Through questions and answers session	√	Using media and methods prepared before.
Teachers used language that is easily understand by students during online learning	√	Mixed languages such as English, Indonesia, and Balinese.	√	Mixed languages such as English, Indonesia, and Balinese.
Both teachers and students interact actively	√	Only teacher who speak actively. There is no initiative to ask or answer from students.	√	There is an active interaction from teacher and students.
Teachers encourage students to ask or answer questions.	√	*"Answer me please! "come on!", "Don't be afraid to try."*	√	*"Come on! I know you can." "Don't be shy dear."*

Teachers take advantage of diverse resources and activities	√	Monotonous by only using the material in the paper and quizzes as well as the question-and-answer method.	√	*Power point, Google site*
Teachers facilitate online discussion	√	There is online discussion in WA group and through video conference.	√	There is online discussion both in Google classroom or WA group and through google meet.
Students attend the online class at designed times	√	There are some students who attend class late.	√	There are some students who attend class late.
Teachers give reinforcements toward students who actively follow the learning	√	In the form of congratulations such as "Good job", "See you can do it." "Nice!"	√	Point plus and word of affirmation such as *"Good Job", "Give applause for your friends."*
CLOSING ACTIVITY				
Teachers do the reflection toward lesson on that day.	√	Briefly repeats the subject matter and provides opportunities for students to ask questions if there is material that they do not understand.	√	Briefly repeats the subject matter and provides opportunities for students to ask questions if there is material that they do not understand.
Teachers give an opportunity for students to conclude the lesson.	√	Only teacher who concludes the lesson	√	The teacher appoints one of the students to give a conclusion on that day's lesson
Teachers give individual or group assignments	√	Mostly individual assignment	√	Mostly individual assignment
Students submit the assignments on time	√	Many students are late in submitting assignments until the teacher repeatedly reminds the students.	√	Some students are late in submitting assignments until the teacher repeatedly reminds the students.
Teachers give feedback toward students' works	√	In form of grade and bonus point.	√	In form of grade, bonus point, and feedback directly through video conference.
Teachers give information for the next lesson	√	The teacher informs and sends the material for the next lesson.	√	The teacher informs the material for next lesson.

Table 1 showed that both teacher and students followed the principle made by Kemendikbud. There were several stages that the teachers did not follow, such as not giving brainstorming and explaining the learning objectives. Teachers have also carried out their respective roles. Teachers ensure the preparation for students, explain the material to be taught, facilitate online discussion, and giving feedback. Unfortunately, this practice is not followed by students. Even though they have participated in online learning, there are some things that students do not do, such as taking lessons and submitting assignments on time. In addition, students also do not interact with the teacher.

2) Difficulties and Strategies in Implementing Online English Learning

It is evident that even though online learning has been adopted for more than a year, both teachers and students are still experiencing some difficulties. To run online learning, students and teachers do not have other option to alike are obliged to develop effective strategies to the issues they faced. In education, a strategy is a phrase used to solve a challenge in order to reach the desired educational goals, which in this case can take the shape of effective online learning. In a table below, the researcher outlined the difficulties they faced and the strategies they took to address those difficulties.

Table 2. Difficulties and Strategies in Online Learning Implementation

Difficulties			Strategies		
Teacher 1	Teacher 2	Students	Teacher 1	Teacher 2	Students
Internet Access			1. Mixing 2 online learning mode namely, synchronous & asynchronous. 2. Switching virtual meeting to online discussion. 3. Sending the material (Video lesson, power point, quizizz, paper) through WA group or google classroom.		1. Going to the places with a better signal. 2. Going to the school to use school's wifi.
Explaining Material	Learning	Lack enthusiasm	Improving students' enthusiasm through game-based learning. 2. Keeping students motivated by providing positive reinforcement such as additional points and word affection	1. Increasing students' enthusiasm by linking lesson content based on students' life and students' interest. 2. Motivating students by giving them positive reinforcement such as additional points and word of affection. 3. Providing assistance with English course-related questions outside of class hours.	1. Motivating themselves through remembering the points and benefit of the knowledge. 2. Preparing themself before lesson started by studying the Material. 3. Understanding the way teacher's explaining material
Security system			Installing Anti-Virus		
Interaction			1. Hold online discussion virtually trough online learning platform and asynchronously through WA group or Google classroom. 2. Giving groups assignments.		1. Chatting with classmate through WA 2. Having a discussion with peers and teachers thorough WA group or Google Classroom
Feeling Isolated			Providing games on the sidelines of online learning	Giving group assignments, so students can work together.	1. Doing enjoyable activities such as travelling and hang out with friends 2. Enjoying the learning process

Device Problems	1. Giving permission to the student for using one device together. 2. Giving material and assignment to be studied asynchronously.	1. Erasing unimportant files or applications from their smartphones. 2. Refreshing their device frequently 3. Borrowing device from their family. 4. Sharing one device together 5. Asking materials and assignments to the teacher.
Financial Problems	Frequently mixing the mode of online learning namely, synchronous and asynchronous.	1. Buying Wi-Fi voucher together with friends. 2. Using school's Wi-Fi.

The data revealed that the teachers have incorporated online learning based Kemendikbud's principles, but not strictly. Before the activities began, the teachers organized groups containing English teachers, students, and parents using the WhatsApp application. It intends to facilitate students' access to information. WhatsApp has become one of the most used platform in helping teachers and students during online learning (Almahasees et al., 2021). Moreover, parents can observe their children's growth and conduct during learning activities. Parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process (Onyema, 2020). By adhering to Mairing et al., (2021), the teachers discuss both synchronously and asynchronously the student's available schedule in online learning. Although they have already delivered the material, the teachers continue to employ brainstorming to stimulate the students' minds and help them connect the new information to their prior knowledge. Developing and relating this prior knowledge has a positive effect on students' memory (Papp & Matulich, 2011).

Unfortunately, the teachers did not explain the objectives of the lesson at that time. Whereas, students are more likely to grasp and be aware of the learning objectives and what they are expected to learn if the goals and learning objective are clearly stated by teachers (McKay & Guse, 2007). Observations indicate that students speak with greater confidence when teachers provide encouragement in the form of word affection or other positive reinforcement, such as additional point. This is consistent with the findings of study from Bashir et al., (2020) where pupils' positive behavior is shown to develop as a direct result of the high impact of effectively implementing positive reinforcement. There is an important part of the activity that is missed by the teacher, namely the explanation of the lesson's objectives. Whereas according to previous research, students are more likely to understand the lesson if

the teacher clearly states the learning objectives and what is expected from the lesson (Redelius et al., 2015).

Unfortunately, this positive aspect is not followed by students. Even though, students are also taking advantage of online English learning, but not all students are enthused about taking online courses. Based on the research data, students admitted that they experienced several problems including internet access, financial, devices, feeling isolated, lack of enthusiasm, and weak interactions with peer. There was a lack of engagement exists between students and their peers caused a feeling of isolated. In fact, online learning requires interaction between students and teachers, as well as among students themselves. As supported by Boulton et al., (2019) students' presences, involvement, and interaction among students in online classes can contribute to the development of a fruitful educational setting. Even while not all students encounter problems with their mobile device when engaged in online learning, this obstacle nonetheless manifests itself in a form that is detrimental to some students. Whereas, the mobile devices used by students have a crucial function in supporting learning activities in the online classroom (Mizad et al., 2018).

The data also showed three key issues teachers confront when operating online learning platforms. The three key issues are difficulties in accessing internet, explaining material, and protecting the data from viruses. Thankfully, to maintain the effectiveness of online English learning, both teachers and students have found strategies that can solve these problems. Mixing synchronous and asynchronous mode is used by teachers to overcome the limitations of weak internet signal during online learning (Fadhilah et al., 2021). As a sort of responsibility and to speed up the delivery of material, the teacher often tries to discover ways to raise student enthusiasm. Using the content in a way that connects it to students' daily lives or interests is one option. This is accurate and in accordance with the facts found by Ewing & Cooper (2021), pupils who are engaged in their studies are more successful academically. When a topic connects to what students like to do, their level of engagement increases because they are more likely to voluntarily invest time in contemplation, meaningful conversation, and the generation of new ideas. In addition, the teacher also prepared a variety of teaching media and games to relieve student boredom and increase student enthusiasm. Finally, the teacher also keeps students motivated to learn by giving words of encouragement and positive reinforcement. The strategy has also identified a problem with data and security systems.

Conclusions and Suggestions

This study concludes that SMP Mutiara Singaraja do not fully undergo online learning guidelines from the government, but learning materials are conveyed well to students. Since the advent of covid-19, EFL teachers on SMP Mutiara Singaraja have been offering online English learning in two modes: synchronous and asynchronous. Some students and teachers at Mutiara Singaraja Junior High School, however, are still experiencing some

difficulties. Fortunately, both teachers and students have devised their own ways to solve the problems.

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