INDONESIAN EFL TEACHER'S LIVED EXPERIENCES IN ONLINE TEACHING AMIDST THE COVID-19 PANDEMIC

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ABSTRACT

Corona virus was first discovered in Wuhan, China, in 2019. This virus is spreading very quickly to the various countries of the world, and to make all the elements of life find obstacles in social mobility, economy and education. Therefore, WHO then took a stand to declare the spread of this virus to be a pandemic for entire countries. In the context of education in Indonesia, the government has issued various policies to tackle the spread of this virus by closing all formal educational institutions. The offer given by the government from this closure is an online learning method during the corona virus pandemic. The focus of this researvh is to investigate how the online learning process during a pandemic, how the influence of teachers on students when learning online

The researcher of this study is conducting by using qualitative descriptive research. The research belongs to descriptive qualitative design because it is intended to find out how is teacher's perception of online English learning in the Covid-19 pandemic at secondary school. To collect the data, the researcher used online interview. The subjects of the study were 5 teachers who teaches at the secondary schools. They have been teaching English for 2-5 years and the participants was chosen because during this pandemic all teachers are teaching online.

The results showed of teacher interviews that all respondents give good and bad lived experiences about teaching online learning. They claim that they can improve their learning system and get new experiences from the media used in online learning. On the other hand, the teacher also gave the perception that online learning has obstacles, there are bad networks, inadequate facilities, inadequate quality of mobile phones, minimalist quotas and applications used in online learning. However, teachers must continue to apply online learning or distance learning in the midst of the COVID-19 pandemic. For future researchers who wish to conduct similar study can use this research as a reference which is not only focuses on the teachers'

lived experience and perceptions but also student perceptions with different participants.

INTRODUCTION

In Wuhan, China, the virus was first discovered. The virus was called COVID-19 in late 2019, as the rapidly spreading infection grew. The World Health Organization was announced that this virus has been declared a pandemic in the world been declared an epidemic. Several countries are infected by this virus. Reporting by WHO, the cases showing up to 12,768,307. Indonesia has also become one of the countries that have confirmed the spread of this virus. This pandemic has harmed several institutions and sectors of human life, particularly with regard to educational institutions. Consequently, the most impactful effect on this educational institution is the limited access by presenting several anticipatory measures, especially to stop the spread, such as closing all educational institutions from the lowest level up to university. By this pandemic, UNESCO also responded directly, which in this case is the institution that oversees all educational institutions. One of the steps given is to provide an offer with the online learning method. This method is expected to have a concrete impact on stopping the spread this virus due to reduces direct interactions when carrying out face-to-face or conventional methods. This method is expected to have a concrete impact on stopping the spread of the virus because it reduces direct interactions when carrying out face-to-face or conventional methods.

The first experience that will be done collectively in Indonesia is overall by online. Several students and teachers are not familiar with this program. Online learning makes us aware of the extraordinary possibilities of the internet that has not been fully utilized in various fields yet, especially education. All teaching and learning activities by online is able to discover with no obstructed both place and time. Although all of them have been covered with the utilization of online-based technology, this being a positive value because it can be the first step in order to spread and the pandemic could end quickly. However, this pandemic also have a negative effect because of several possibilities that occur in education.

However, nowadays, besides the emergence of online education activities, where there are more processes both learning and transferring knowledge, there is nothing that can be done. Ensure to hope that students receive personal education from their parents. What can be done during this online learning is to involve parents to help the learning process by emphasizing the aspect of personal development. Bao (2020) and Philius et al. (2019) says that being fully connected to the internet requires active involvement of parents, the main goal of education can be achieved to the maximum by involving several of these sectors to the maximum. Suryaman et al (2020) find that learning is important even though it takes place online. Online learning was the first time in Indonesia during the pandemic, so teachers and students studied the learning process online, including parents.

During this pandemic, there has never been a blended learning method that elaborates on conventional and online methods (Sun et al., 2020). In this situation, all learning and teaching activities are carried out online (Goldschmidt, 2020). For this reason, all the facilities that are the basic components in the success of online learning are always fulfilled. The most dominant and important role in the success of online learning is the teacher. It is said that because in the teaching process, teachers are required to be able to adapt to the conditions that are happening while at the same time ensuring that all students understand the material presented.

Based on the explanation above, this research purpose to analysis how is teachers' challenges, problems and what are the kind of teachers' experiences during online teaching learning amidst covid-19 pandemic.

METHOD

This research is a descriptive qualitative research. The type of this research is presenting research data it is not intended to provide comparisons between research variables (Sugiyono, 2009). The most important thing by this type of research is to describe the research data that has been obtained with a rigid explanation (Kriyantono, 2006).The subjects in this research consisted of five English teachers who teach at secondary schools in different cities. Of course, the total number of data sources in this study was 5 informants.

This method is used to provide an alternative for researchers to convey information through interviews, observations, group discussion forums and

be able to explain their ideas with detail and good communication. Therefore, the steps taken in this study related to the amount of information will be analyzed carefully. Furthermore, for the collection of funds, data analysis was carried out by processing the data resulting from the information by describing the research data descriptively.

FINDINGS AND DISCUSSION

There are several clues to know the perception of teaching experience, including: the most preference used the teaching, school's approach to distance learning, the biggest obstacles encountered by the teacher, setting the curriculum to make it easier and understandable in virtual teaching, the applied strategies in teaching virtually, the biggest challenges in e-learning, the difficulties while teaching virtually, and the impact of distance learning has had on students and teachers (good and bad). Overall would be discussed according to the results of interviews by 5 teachers from different secondary school which has implemented the using online teaching learning.

1. The Most Preference Used the Teaching

To find out the perception about kind of lived experienced of the teachers during pandemic. In determining the need for this research, it involves respondents who will provide answers regarding their involvement in carrying out online learning. In the context of this research, several respondents consisting of five teachers already have classifications to be used as research samples. The intended criteria are teachers who always follow the online learning process. From the results of interviews with several respondents, an answer was obtained regarding the elements that are a priority in teaching English, namely the understanding gained by students is explained in a more conditional way. From the results of interviews with all respondents, researchers were given information that understanding English material for all students is a special happiness for them because they are able to understand it well.

2. School's Approach to Distance Learning

The COVID-19 pandemic has caused all normal activities to be cancelled carried out by almost everyone in the world, especially learning activities in various schools' level. Distance Learning is a learning process that is carried out at a distance remotely through the use of various communication and

information media. According to Setijadi (2005:1), distance learning is one type of education that where the students are separated or distance from the teacher, so learning doing indirectly or face to face. So, it's in progress distance learning is carried out with media intermediary.

Some schools implement a distance learning system or commonly called to as online learning during the pandemic. The approach taken by each school is also different in terms of the location and situation in the school environment. Many schools implement a distance learning system using online media, but not all school environments have good facilities.

From the explanations of the teachers about the school's approach during distance learning, there are some similar opinions, school uses distance learning where the material can be accessed via WhatsApp and YouTube, doing home visit and blended learning. This is because the location of the school is in a rural and facilities are limited, so the school uses an approach by utilizing existing media.

3. The Biggest Obstacles Encountered by the Teacher During Distance Learning

Constraints faced by students in distance learning also exist in teachers such as not having an android, data packets and network signals. These obstacles can be obstacles in the learning process. In this indicator, researcher give questions to the teachers about: the biggest obstacles as a teacher during distance learning, it was found that constraints faced are limited human resources, limited infrastructure such as laptops or androids by parents of students, difficulties in accessing the internet, unstable electricity conditions, and limited internet quotas that can be provided by parents. This is due to differences in school environment and location as well as students' abilities.

Many kinds of obstacles are encountered by teachers during distance learning, from students who do not have Android until students who do not have an extra quota to participate in distance learning. There are differences and similarities of the obstacles faced by the teacher. The similarities of the obstacles faced by teachers are small quotas and bad networks. For the differences in the obstacles faced by teachers can be seen from the location of the school where they teach. This can be seen from the condition of students in different school environments.

4. Elaborate the Syllabus to Become Easy and Understandable in Virtual Teaching

A pandemic situation COVID-19 currently allows students to cover by learning online. The curriculum developed and referred to by the government is the national curriculum, and the key to its successful implementation lies in the collaboration between teachers, students and parents. By online learning, the teachers also continue to follow the existing syllabus. Therefore, in accordance with the recommendations of the Ministry of Education, Culture, Research and Technology (KEMDIKBUDRISTEK), the implementation of the syllabus has been simplified. Almost all teachers said that they developed a simplified syllabus aimed at making the process of delivering material easier for students to understand.

From exposure to the respondent when conducting interviews found that by elaborating syllabus there are similarities in their teaching practice. From improvisation to make it more concise and simpler. From the results of teacher interviews, it explains that teachers try to teach according to the syllabus even though it is made simple, so that students more easily understand the lessons during distance learning.

5. The Applied Strategies in Teaching Virtually

Distance learning can be seen as more freely and flexibly accessed from home. This is a challenge for educators to be more creative and innovative in creating fun and meaningful learning. It takes a good strategy from educators so that students are always motivated to learn because when students do distance learning, it will automatically reduce students' learning motivation. It was founded that student tend to be more focused on their own activities at home than studying or doing assignments from school.

The need for strategies when distance learning to make it easier for teachers and students. As for the preparation of appropriate strategies in the distance learning process, including: time management, preparing the required media or technology, studying seriously, maintaining communication between teachers, students, parents and classmates, and parent's support.

6. The Biggest Challenges in Distance Learning

The most common challenges in implementing this distance learning are the lack of understanding of teachers and students in the use of technology and limited access to the internet network. Even though this is the most important part to run this distance learning system. This is one of the big obstacles and challenges that must be faced, in this limitation the teaching and learning process with this distance learning system is not optimal and the results obtained are not as expected.

In fact, the implementation of distance learning there are several challenges faced, there are: first, the facilities are not evenly distributed. Some of the complaints that students faced in studying from home are not having a laptop or smartphone, limited quota, and bad network, so that online learning activities cannot run well. Second, the weakness of teacher creativity. Online teaching learning becomes unfriendly for teachers and students who do not yet have devices to facilitate learning, for example, mobile phones are still old models. Third, bored, this is not only experienced by students but also teachers. The implementation of distance learning is weak in some areas, the teachers also admit that the distance learning system is less effective. In addition to the lack of facilities, there are also complaints of students not being able to following distance learning.

7. The Difficulties while Teaching Virtually

In distance learning during the covid-19 pandemic, teachers face many difficulties. Learning that was began with face-to-face, due to the pandemic has changed with a lot of it being online. In this section, the researcher asked the question about the teacher's experience when teaching is the difficulties when learning virtual or so-called distance learning. It was founded that teacher experienced some difficulties during distance learning, bad signal, inadequate media, lack of cooperation with parents and lack of enthusiasm for students' learning during distance learning.

The difficulties in online teaching learning such as: the location of the house and school does not have an internet network, including the minimum internet quota of students, the learning media used by the teachers is monotone and makes students feel bored. Then, dominant learning is not interactive, the character or behavior of students is difficult to monitor, the

learning tends to be online assignments, and other difficulties, the understanding of lessons by students is very minimal.

8. The Impact of Distance Learning Has Had on Students and Teachers (Good and Bad)

Distance learning is a way for students and teachers to still be able to participate in teaching and learning activities during the pandemic. With distance learning, teachers and students learn to use technology as a media learning. This is not only good impact but also bad impact for students and teachers.

Teachers give statements about the good impact of distance learning for teachers and students is the benefits of online media. Teachers and students can understand and use new technologies for online learning. This statement was confirmed by all the respondent teachers, they said that both teachers and students were able to use technology for distance learning. As for the bad impact for teachers during distance learning is not being able to give material optimally. The negative impact of distance learning is the lack of students' understanding of the material presented because it is bad signal or other disruption, the lack of cost to buy quotas, too often in front of gadgets can disrupt with eye health, there are many other negative impacts on the distance learning system in the midst of the covid-19 pandemic.

In addition to the negative impact of distance learning, there are also positive impacts, there are teachers have more flexible time and can use their free time for other things, with distance learning students will be at home more often so they can be together longer with their families, use gadgets in distance learning makes teachers and students in the learning process more aware of modern technology, the tasks given can make the time used more useful, and many other positive impacts if we can use distance learning properly.

9. Solutions for Distance Learning

In the era of a pandemic that does not know when it will end, the researcher provides suggestions or solutions for distance learning that will last quite a long time. As for the solutions that can be taken, there are: If the internet quota is minimal, students can join friends who have Wi-Fi at home, a maximum of 3 students and obey the health protocols Covid-19. Next, use a

variety of distance learning media so that students don't get bored. Efforts are made to use varied online media that are interactive. use online media that can be broadcast live, such as zoom meetings, google meet, webinars and others, so that the character or behavior of the students is relatively monitored. The next solution, the material to be delivered in learning should be given the day before to students to read first. When the teacher explains the material, the dominant students can understand better, if there are still difficulties, they can be asked. Assignments are given a time limit to collect and grade. With a variety of online media, it will be easy to understand the material explained. Finally, utilizing online media, which will be able to continuously monitor student behavior during distance learning. it will be easier if parents participate in supervising distance learning activities. Cooperation between parents, teachers and students is very important. In the current situation, learning conditions require collaboration between teachers, parents and students.

CONCLUSION

Based on the explanation and disclosure of the findings above, it can be concluded that: kind of online teaching lived experiences when distance learning during a pandemic has the perception that online teaching and learning there are bad and good experience, the respondents can be said that online teaching to be less effective learning for schools whose locations and situations are in village or cities, but this is a new experience for teacher and student to try online teaching learning system. In addition, there are several problems and complexities experienced by teachers during online teaching and learning, there are, minimal of good facilities to support the online teaching learning and lack of collaboration with parents.

Judging from the survey results, there are suggestions as follows: 1) Teachers are expected to be able to apply effective learning skills and be supported by adequate facilities, such as good networks and mobile phones that support online learning applications. 2) Students must improve their knowledge in the online learning process and better understand the media used by teaching teachers. 3) The results of this study can be used as a reference for further research to study a common theme associated with online learning.

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