



Online Learning in Pandemic Era: Readiness and Obstacles English Teachers

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Abstract

This study aimed to know the obstacles faced by the teachers while distance learning at Junior High school Banda Aceh. This research employed a descriptive qualitative method. The research participants were the three English teachers. The instrument of collecting the data used in this study was an interview. The objectives of this research were to know the teachers' readiness when distance learning and to know the obstacles faced by the teachers while distance learning. The result revealed that three English teachers' readiness is good because their preparation when distance learning is still well. The teachers actively shared the lesson on a group in WhatsApp, ensuring students understanding. The teachers are open to the students if they do not understand the teachers available to meet them one by one. The obstacles of three English teachers are coming up from the student because the students sometimes do not have a mobile phone to study or there is no quota, the students often forget their class, so they miss the lesson and the teachers are questions themselves whether the lesson is accepted well of the students or not. However, the teachers tried their best to ensure the teaching and learning process is run well.

Keywords : Teachers' readiness, Distance Learning, Covid 19

A. Introduction

During the COVID-19 pandemic, there is a temporary suspension of religious activities, activities in public facilities, social and cultural activities, a suspension of public transportation operations, and a suspension of school and work activities, where all activities are temporarily suspended and access to do the activities at home is limited until the COVID-19 virus is eradicated (Retnasary, 2020; Buana, 2020; Engzell, 2020).

Learning will be enhanced if the subject has firsthand experience and participates in it (Efendi, 2011; Imania, 2019, Puspitarini, 2019). In order to be implemented, online learning necessitates the usage of mobile phone devices such as smartphones, tablets, and laptops, which can be used to access information from anywhere (Gikas & Grant, 2013; Retnasary, 2020; So, 2016; Baalwi, 2020). Distance education is a sort of Education in which students are separated from their teachers. Instruction cannot be delivered face-to-face, and communications from educators to students must be delivered through the media (Setijadi, 2005).

The difficulty that frequently happens is an unexpected environmental scenario, such as a lot of noise disrupting the learning process, making it less effective for pupils to assimilate the content when it is presented (Retnasary, 2020). Teacher obstacles in teaching are difficulties experienced by teachers during the teaching and learning process in schools that occurred online during the Covid-19 pandemic. A number of teachers encountered difficulties when implementing online learning, such as learning applications, internet networks, learning management, assessment, and supervision (Rigianti, 2020; Budiaman, 2010).

The purpose of this study is to assess teachers' willingness to implement distance learning to students at SMP Negeri 8 Banda Aceh during covid-19

B. Methodology

The researcher used the descriptive qualitative method to obtain his purpose. In this case, the descriptive qualitative method uses to describe the teachers' readiness in distance learning. The participants of this study were three English teachers, and the data was obtained through interviews. In conducting the interview, the researcher prepared an interview guideline. The researcher provided 14 statements to ask the respondents to answer or respond to the questions already been prepared by the researcher. The researcher records the audio while interviewing the participants. The research records the interviewing to know the result of the research problem that the researcher wants to know—the data analysis of the data interview by transcribing the interview result.

C. Finding and Discussion

The result of the interview (Teacher A)

The readiness of teacher A is really good. The teacher prepared the material for the students in distance learning by giving them the material through the online system. The teacher shared the lessons by using Whatsaap and link. The teachers tried to explain well and give the students exercise to ensure their understanding through Whatsaap. The teacher gives the students free to ask about the material they do not understand.

However, teacher A found some problems in the teaching and learning process. The problems came up from the students. Those problems: several the students did not have mobile phone, less internet kouta, less pay attention to the distance learning. They often forget to check their group class and miss the information about the teaching materials given by teacher.

The teacher could not focus on students center approach and apply the method well in distance learning. The teacher only gave them the task and limited explanation during the process of teaching and learning. It difficult to evaluate the students during distance learning even if there is the exercise because the teacher does not know

whether the students really understand, pay attention to the activities during teaching process.

Teacher A give solution, the students which do not have the mobile phone, the teacher prepare the printed materials. Asked them to do exercise, give back to the teacher and the teacher give feedback for them.

Teacher's B

Teacher B conducted teaching and learning process during distance learning the same as normal class. She prepared teaching material, explained the lesson, sent pdf file for the students.. The teacher organized the teaching process well. The teacher share the lessons by using Whatsaap, and tried. She explained well and give them exercise to ensure their understanding.

The teacher B have also some obstacles when the teacher sent pdf file to the students but it was error, the file cannot open. The teacher diffiulcut to evaluate students' learning. The students do not have mobile phone to support when distance learning, do not have any kouta to learn, the students not serious in learning, the parents complain the teaching process and lack of parental assistance to support the learning process.

The teacher said it was difficult to evaluate the students during distance learning. The teacher cannot build and evaluate the students' characters because the teacher cannot see the students face to face.

The result of interview (Teacher C)

She taught like in a normal class even if it was distance learning but she tried to give the same treatment as in a class at school. She prepared teaching material and the explanation the lesson as well. She shared the lessons by using Whatsaap, email, telegram, and explained the teaching material through audio.

The obstacle faced is less believe when the teacher cannot trust to the students do their task personally or helped by others around them. Because the teacher found that it was different reaction when the distance learning and face to face learning. Another obstacles are : the students do not have mobile phone to study when distance learning, the students often miss the information about the task and lesson and the students often forget their responsibility as the students.

Similarly, the teacher thought she could not apply the curriculum in 2013 well during distance learning. The teacher also does not know what method she needs to apply during distance learning because it is quite difficult; the media she used is only a mobile phone. The teacher evaluates the students by giving them exercise, and then the teacher checks their answers one by one. But the teacher said that if it is also quite difficult to evaluate the students during distance learning.

However, the teacher's solution is that if there are students who do not understand the lesson and then the students do not say why they do not understand, the teacher will invite them to the school. The teacher also said that she would wait for the students at school if the students do not understand the lesson. The students can show which part they do not understand towards the teacher. But in fact, there is not one of the students meet the teacher. The teacher said maybe they afraid to meet.

DISCUSSION

Interview

Based on the interview with the three English teachers, the researcher found that the teacher prepared the materials or the lesson they wanted to teach to the students. Solution or alternative that teachers' do in preparing a lesson will make it easy for students to understand the material. And it is one of the crucial and classical problems faced by English teachers in Indonesia is lesson planning (Simarmata, 2015). The teachers were recommended to teach a face-to-face class in preparing the materials at the school, besides students expected to learn the material with face-to-face teaching.

Preparing the materials was not different before they were ready to teach the students in an online classroom. Preparation good material is needed to the students in teaching. In delivering lesson terms, instructional material can be used in various media formats such as video, audio, and print (Gujjar & Malik, 2007). But, in this case, the students' preparation is exactly the same as they teach the students in the class. Preparing the teaching materials and teach them. The researcher concludes that there is no problem in teachers preparation.

The teachers prepared the classroom as a normal class . This condition was not easy to manage the class in distance classroom situation. However, the teacher was aware that the class was without anything different. Teacher C feels difficult in preparation because the students do not come on time to join the class. As a result, the process of teaching and learning does not run well. The students should also be ready to learn and manage their time because of distance learning. If the students do not on time in the class, they will lose focus on the lesson given by the teacher.

In delivering the lesson, teacher A sent links to the students by Whatsaap and google form to give them exercise. Teacher A gave her best effort to ensure the students understood the lesson. The teacher sent the students to link to make students easy access the link and learn without the need to search the materials by their selves. The teacher also sent the exercise by google form. It is a way for the students to do the task on time because google Forms can set the time.

Teacher B, The process of teaching and learning in distance learning is the same as usual, it was no differences in preparing the lesson. The teaching material is given to the students during an online class. The teacher also used the Whatsaap platform as a teaching medium to teach the students. It was used to handle the process of teaching and learning in the pandemic.

Similarly, teacher C almost encounters the same with teachers A and B. The teacher's way to deliver the lesson is by sending the students material, explaining them, and then giving them some questions. In this case, the teacher also explained that if the students do not have mobile phones and do not understand the lesson, the teacher is ready to go to the students' house. It shows that the teacher cares about the students. The teacher wants to ensure the students understand the lesson even if the teacher explained the lesson well during distance learning. However, the teacher understands if not all students have mobile phones to study and accept the materials as other students have.

In the teaching and learning process, all teachers did like they were in the class. The teachers teach the students like in a normal classroom or face to face. Teacher A said if she prepared the materials and taught the students, even she questioned the students understood or not about what she gave. Teacher B said that if the students can learn at home with their family, the teacher gave the students the example of the lesson. The students can ask the teacher freely if they do not understand. Teacher C said that if she taught the students like in a normal class.

Teachers A and B said that the curriculum is not too bad while distance learning. Because the topics that the teacher should give to the students are only about two topics, it was different in a normal class that the students should learn until five to six topics in a semester. So, the teacher thinks there is no obstacle in applying the curriculum. The lowest errors number produced by the students is in singular/plural. On the other hand, teacher C feels that the curriculum cannot apply well during distance learning. But she understands because of the pandemic.

The media that the teachers use during distance learning is a mobile phone. This media is a primary tool for the teachers to teach the students. Absolutely mobile phone has been proven to bring benefit for studennt (Yudhiantara & Nasir, 2017), easy to response the students attention (Wong, 2016) and mprove Educational Outcomes (Valk, Rashid & Elder 2010). However, the teacher wil get the problem when the students did have the mobile phone, it would be hard for teachers to teach. Beside, the teachers also use Whatsaap as social media to teach the students or share the

lesson. WhatsApp shares everything (Mbukusa, 2018) and WhatsApp is one of the most popular messaging applications nowadays. Beside WhatsApp tool as a medium in the **teaching** and learning process (Manan, 2017). Mostly, the teachers do not use the media like Zoom, which can see their students face to face or see them while teaching and learning. But no one of the teachers uses such that media.

The obstacle faced by the teacher was when the students did not have a mobile phone to learn. It is a problem for teachers because they cannot teach the students perfectly. The students should have mobile phones because it was an important tool for them to accept the learning process (Joseph, et. al, 2020). Mobilephone could be produced with additional features for **students** to store information and learning (El Hariry, 2015), to support **students** regarding explaining of the lesson (Aamri & Suleiman, 2011).

The methods used by English teachers are different. The teachers used different methods because distance learning limits their movement to apply the methods. The teacher only prioritizes the students. As long as the students understand the lesson, it is enough for the teacher. Because the teachers cannot deny that the teaching and learning process disturb distance learning, it was an alternative way for the teacher to teach students to achieve the expected learning objectives.

Teachers' readiness in implementing teachers is good. The teacher prepared the lesson and teaching material even in distance learning before teaching. The teacher tried to give the same treatment to the students as in the class at school. The teacher shares the lessons using WhatsApp, links and explains them. They gave the students exercise to ensure their understanding. The teacher is free to allow the students to ask if they do not understand. The problem sometimes comes from the teacher and comes up from the students. However, the teacher can solve the problem because teachers are responsible for managing the classroom

D. Conclusion

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