

TEACHER'S CHALLENGES IN ONLINE ENGLISH TEACHING USING VIDEO DURING COVID-19

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ABSTRACT

This narrative study aims to explore the problems of teaching English online using video during COVID-19 and the solutions to overcome them. Based on semi-structured interview data, the researcher found that teaching English online using video during COVID-19 experienced many problems. These problems are experienced by teachers, including lack of understanding or use of digital literacy/technology, poor or low internet connection and very low student participation during teaching. These various problems can be overcome by learning through several YouTube videos by watching video tutorials, teachers trying to move locations to get a network or being forced to make learning schedules at different times. And finally the teacher creates study groups by maximizing various fun applications/platforms, for example by learning to use Google Meet, Zoom, and other applications.

Keywords: *Problems, Online Teaching, Solutions, COVID-19*

PRELIMINARY

Since the end of 2019, an unidentified incidence of viral infection in Wuhan, on 12 January 2020, the new World Health Organization (WHO) has given the official name of the coronavirus that causes the pneumonic plague in Wuhan as "2019 New Coronary Virus (2019-nCoV)." On January 30 of the same year, the WTO announced that the outbreak of the new coronavirus had been registered as an international public health emergency (PHEIC), and on February 12 it was named pneumonia from the new coronavirus infection COVID-19.

The emergence of COVID-19 is not only a normal job and life but this tragedy has also rocked the world of education and this fear is likely to reverberate throughout the education sector globally. COVID-19 outbreak schools and colleges remain temporarily closed. Some of the affected areas around the world are missing the entire semester that lasts or even more in the future. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Rieley (2020) proved that this circumstances makes us recognize that scenario planning is an urgent need for academic institutions.

Online or distance education implies that students are physically distant from the instructor and need a method of delivery (Wang et al., 2013; Wilde & Hsu, 2019). As reported by several studies that the interactions between students and teachers are mediated by technology, and the design of the learning environment can have a major influence on learning outcomes (Bower, 2019; Gonzalez et al., 2020; Wang et al., 2013). Hodges, et al., (2020) adds that "Online education has been studied for decades and effective online teaching is the result of careful instructional design and planning. However, due to the COVID-19 pandemic, many students around the world have had to transfer from face-to-face teaching to online learning environments in the middle of the semester in 2020.

Massive efforts have been dedicated by the school since the outbreak of the crisis to deal with distractions and continue online learning. However, asking students to attend class, whether online or face-to-face, does not guarantee that they will benefit from the content presented (Greener, 2020). This may resonate with Bandura's Social Cognitive Theory (Bandura, 1986), emphasizing that "being there" does not mean learning takes place. So when students attend a course, whether it is in the classroom or online, it does not mean that learning from what is presented is happening. Hence, some of the practices of reverse learning are believed to empower online teaching especially the emphasis on the benefits of direct synchronous meetings between instructors and students during live sessions.

In this research, researcher focus on the challenges faced by teachers in the online teaching and learning process, especially English teacher's who teach in junior high schools. At first glance, it is clear that teacher's experience difficulties in various aspects, such as how to evaluate students in online classes, how to achieve learning objectives well, how to solve them so that teachers can prepare ICT-based teaching materials and so on. The obstacles experienced by teachers during online learning are learning applications, internet networks, teach management, assessment, and supervision (Rigianti, 2020).

The researcher also reviewed several other references regarding this matter, many statements stating that Online English Teaching is not as effective as face-to-face teaching as usual. Teachers have limitations in being creative in the teaching materials presented, such as the use of teaching media that are in accordance with the theme of teaching materials so they are limited and cannot be directly practiced by students. The challenges faced by teachers prompted researchers to conduct several studies related to this matter in order to find out the obstacles faced by those working in the world of education during the pandemic.

The purpose of this research is to find out what challenges teachers face when undergoing online English teaching using video during COVID-19 and researcher also want to find out what efforts or solutions have been made by teachers to increase creativity in teaching English online.

METHOD

Research Design

This research used narrative design (Clandinin & connelly, 2000) by exploring the teacher's challenges in teaching English using video during the COVID-19 pandemic based on the teacher's experience. The reason the researcher chose this design is because it focuses more on the story / personal life experience of a teacher in teaching online learning that is feel at this time. The purpose of qualitative research is to understand advertising interprets social interactions, studies the whole rather than specific variables, and emphasizes words (Lictman, 2010). Focusing on the teacher's actions that occur in teaching English online, this study is to describe the problems and solutions faced by teachers in the COVID-19 outbreak.

Participant and Setting of the Research

A woman with the pseudonym Mrs. Rida (48 years old) volunteered to be a participant in this study. She is an English teacher at SMP 1 Banjarmasin, currently teaching in class VIII, she is a graduate of STIKIP from Banjarmasin University, and has 18 years of teaching experience.

The recruitment of research participants was carried out for two main reasons: (1) willingness to provide information related to the experience of teaching English online using video during the COVID-19 pandemic; (2) and the existence of a good relationship as a PNS teacher during PPL. These two reasons made it easier for me to explore the experience of teachers in teaching English online using videos during the COVID-19 pandemic in depth.

The research had been conducted on 11 August 2021. The chosen place is favorite junior high school in Banjarmasin where the distance traveled is easier to access data and the place to go is where I was during PPL 2 semesters yesterday.

Data and Source of Data

This research data were collected from the experience of the teacher's challenges in online English teaching using video during COVID-19.

The source of data taken was the English teacher in Banjarmasin from online interviews via WhatsApp containing essay questions about the teacher's experience stories about challenges and how teacher's overcome online English learning using videos during the COVID-19 pandemic.

Procedure of Data Collecting

To collect the necessary data, the researcher used a semi-structured interview method. This instrument is chosen because of its suitability with the research design (the intended suitability is to match certain data sources for a research being carried out) and its purpose for checking data against the truth in providing a broad and comprehensive understanding of teacher's challenges in online English teaching using video during COVID-19. Semi-structured interview method is considered as an important source for gathering further insights into experiences. Due to the COVID-19 pandemic, this instrument is implemented online via WhatsApp which is sent using WhatsApp chat.

Data Analysis

In exploring narrative data, researcher used semi-structured interviews to gain experience of the teacher's challenges in online English teaching using video during COVID-19. Before interviewing the participant, the researcher first contacted them via chat and WhatsApp telephone to ask for their willingness to participate in this study. After the participant were willing, then the researcher negotiated and discussed the interview time according to the participant free time. Interview activities were carried out using the WhatsApp chat application to make it easier to get information during this pandemic.

Harrell and Bradley (2009) assert that interviews can be conducted face-to-face or by telephone, depending on the type of research and level of access to participant. The researcher used Indonesian during the interview to facilitate communication. The interview lasted about 1 day due to waiting for a direct response from the participants. Interviews were conducted in a relaxed atmosphere so that participants felt comfortable and open to share their teaching experiences. Interview transcripts that have been made and then analyzed based on themes that often appear. the researcher analyzed the data by using descriptive analysis. In this research, the presentation of the data is presented in the form of a sentence description. Miles and Huberman (1984) stated that "the most frequent form of display data for qualitative research data in the past was narrative text. Two things are the main themes in this narrative research, namely the challenges they experience and ways or solutions to overcome these challenges. Both of these were taken based on themes that were clearly illustrated inductively in their stories or experiences during online English teaching using video. Then, the researcher transcribed the participant complete interview data according to stories. Widodo (2014) asserts that the transcribed interview data is a way to represent, analyze and interpret the data that has been submitted. After that, to support the data, the researcher strengthened the information by attaching screenshot evidence of participant related to the research problem.

RESULTS

This research resulted in two findings themes, namely (1) The teacher's challenges in online English teaching of using video during COVID-19, and (2) The teacher cope with the challenges in online English teaching of using video during COVID-19.

The Teacher's Challenges in Online English Teaching of Using Video during COVID-19

The prolonged COVID-19 pandemic has made changes to the teaching of English given to students in the classroom. It was because all teachers including English teachers at schools were forced to adapt or switch their teaching from face-to face or traditional system to online or virtual systems, so automatically it implicated on their teaching at the class. In this present study, the English teachers at the schools attempted to teach well to their students, but they experienced various challenges to teach online during critical situation. For example, at the meeting, the participants adopted a learning video to explain about the theme of asking and giving permission. The purpose of the theme aimed to provide an understanding of using asking and permission in the context of daily English conversations and able to use it in the future when dealing with other people. At least they were able to ask permission or permission to others as a form of respect as well as part of politeness. To implement the video, the teacher employed the Google Meet platform to facilitate the students in learning English. In this platform, the teacher asked students to go online and live with her. It

meant that she sent the link of Google Meet before the class began. So they can prepare themselves and the material in advance, so that they are able to learn easily during the learning process. The material is taken from various sources such as from the internet or from textbooks and module books that are already available by the school.

For learning to use Google Meet, it must be scheduled in advance so that students know when learning begins. So they can prepare themselves and the meter is notified. So that at the time of the implementation of learning they are better prepared. (Rida, interview via whatsapp, 3 september 2021)

However, related to teaching using this video, there are several obstacles that the teacher does not expect, such as not understanding or using digital/technology literacy, of course many things must be prepared to carry out the online learning and teaching process. With the use of digital technology that must be learned from hardware to software or applications. Many parties such as teachers in schools do not really understand how to run certain features on several platforms so that teaching is not optimal. This is what makes the online teaching process not run properly.

The second obstacle is bad or low internet connection. This is one of the most common problems faced by teachers. In fact, bold learning requires a strong enough internet network considering the media used are Google Meet, Zoom, and other applications. Applications like this require a strong internet network so that the learning process remains smooth and is not constrained by videos that suddenly stop or sound that falters.

And the last obstacle is student participation during teaching implementation is very low. This can be seen from the students' responses to the explanations or those delivered by the teacher during the online teaching and learning process. Students lack the initiative to ask questions when experiencing difficulties in learning, students are busy taking notes without any interaction with the teacher and students listen more to the explanations given by the teacher. The result of these problems is the result of student participation in teaching is very low.

The existence of these obstacles makes online teaching less effective. Teaching becomes monotonous and less fun because of the lack of innovation in the teaching process because teachers do not know about technology so they do not understand the use of platforms that support the teaching process. As an English teacher reported in her interview that:

Of course there are obstacles or challenges that I face including lack of understanding or using digital literacy/technology, poor or low internet connection and very low student participation during teaching. This is what makes the online teaching that I do less effective and does not run optimally. (Rida, interview via whatsapp, 28 agustus 2021).

The teacher copes with the challenges in online English teaching of of using video during COVID-19

The main trigger in online teaching using video is the lack of understanding or using digital literacy/technology. This is because the lack of knowledge about platforms that support teaching will certainly have an impact on the learning process, because there is no predictable platform for what to use when teaching takes place. With this obstacle to overcome this, the teacher tries to learn through several YouTube videos by watching video tutorials and asking peers who have more knowledge of technology. As an English teacher reported in her interview that:

To overcome this, I learned through tutorials on YouTube and I didn't hesitate to ask friends who had more abilities. (Rida, interview via whatsapp, 3 september 2021)

In addition, the obstacles experienced by teachers are bad or low internet connections. The trigger for the emergence of this obstacle is because it occurs during learning, because every day there is teaching either directly at school or from home, especially when the electricity suddenly goes out while teaching is taking place. With this obstacle to overcome this, teachers try to move locations to get a network or are forced to make learning schedules at different times. As an English teacher reported in her interview that:

Connections or networks are sometimes disrupted so that they affect online learning. To overcome this, I can't help but try to move locations to get a network or I am forced to make a learning schedule at a different time. (Rida, interview via whatsapp, 3 september 2021)

The last obstacle experienced by the teacher was that student participation during teaching was very low. The trigger for the problem of low student participation occurs when the teacher has not used many applications / platforms which at the beginning of online teaching the teacher could only send assignments and assignments, eventually students felt bored quickly with the method used. With this obstacle, to overcome this, the teacher creates study groups by maximizing various fun applications / platforms, for example by learning to use Google Meet, Zoom, and other applications. As an English teacher reported in her interview that:

By creating student study groups and maximizing the various available and fun applications, for example learning to use Google Meet, Zoom and the Whatsapp web. (Rida, interview via whatsapp, 3 september 2021)

DISCUSSION

One participant has already studied S-1 (bachelor) in Banjarmasin. With this educational background, English proficiency, academic ability and social challenges are not significant problems (Wolf & Phung, 2019; Yu, Bodycott, & Mak, 2019). However, the COVID-19 pandemic has had a huge impact on the teaching of English in the use of videos. In teaching the use of video, the teacher uses the google meet platform which must be scheduled in advance so that students are better prepared before the online class begins. Participant felt that they had a positive impact on this teaching because they could interact actively with other students who were able to slightly treat their longing for teaching at the previous school. This finding is in line with previous findings which identified positive attitudes of teachers towards virtual teaching (Keeton, 2004). In addition, this finding also confirms the previous research by Gustilo et al. (2015) who concluded that the use of videos in an active learning environment facilitated by teachers showed better student performance which supports the findings of this study.

During online teaching there are several obstacles or challenges experienced, the main obstacle is the lack of understanding or using digital/technology literacy. This is in line with the findings of Nikolopoulou and Gialamas (2016) saying that although technology is increasingly popular, many teachers still have challenges to integrate platforms in teaching activities. The next obstacle is bad or low internet connection. This finding is also corroborated by several studies that internet access is one of the unavoidable problems during online learning or teaching (Aboderin, 2015; Koomson, 2018) and the last obstacle is student participation when teaching is very low. It seems believed that this should be the duty and responsibility of teachers even teachers have challenges on network connections, technological competence, student performance, and institutional support (Lestiyawati & Widyantoro, 2020; Mishra, 2020; Basilaia et al., 2020; Adedoyin & Soykan, 2020; Bao, 2020; Akyıldız, 2020).

To overcome these obstacles, completion steps are needed which also function as a condition for the success of implementing the use of video in teaching during the COVID-19 pandemic. As according to Kusnandar (2011) that professional teachers are teachers who always master the material or subject matter that will be taught in teaching and learning interactions that are adapted to the times, and always develop their abilities in a sustainable manner, both in terms of their knowledge and experience. It was further explained that to overcome these obstacles or challenges, they were as follows: (1). Teacher must have access to digital technology and the internet in teaching at school and at home. This means that teachers must have adequate infrastructure facilities related to information and communication technology, such as the availability of computers/laptops/mobile phones and internet networks. (2). Teacher must have knowledge and skills in using digital tools and resources in teaching and learning activities in order to achieve Minimum Completeness Criteria Standards (KKM). And finally (3) the teacher creates study groups by maximizing various fun applications/platforms, for example by learning to use google meet, Zoom, and other applications. This is what makes English teacher find it helpful to communicate with students in online teaching using video media during COVID-19.

CLOSING

Based on the findings, the researcher concludes that using videos in online English Teaching is the best choice in this COVID-19 pandemic situation because normal classes cannot be held. However, online teaching is carried out experiencing some obstacles or challenges. These obstacles include lack of understanding or use of digital/technology literacy, poor or low internet connection, and very low student participation during teaching implementation. With this obstacle, online teaching carried out by teachers is less effective and less than optimal. These various problems can be overcome by learning through several YouTube videos by watching video tutorials, teachers trying to move locations to get a network, or being forced to make learning schedules at different times. And finally, the teacher creates study groups by maximizing various fun applications/platforms, for example by learning to use Google Meet, Zoom, and other applications. This is what makes English teacher find it helpful to communicate with students in online teaching using video media during COVID-19.

Schooling from Home during the COVID-19 Pandemic has a big impact on education systems altogether countries of the planet. In response to the present crisis, countries have implemented different rules and methods to affect changes in learning systems. Within a couple of months, the national education system shifted to solutions like online methods (using one applications, TV, radio and offline methods including books and print modules). Alongside these changes, changes in learning strategies are needed, technology readiness to be applied online. Learning and providing support and motivation to all or any parties concerned. While there's great hope that things will return to normal soon, meanwhile, changes to the national curriculum should be made to extend flexibility, and technology readiness should be accelerated. Teacher educators could also be advised to permit teacher students to practice educational technology during their teacher education program, to enhance their digital literacy skills and to boost awareness about the possible defects and advantages of data and communication technology for his or her prospective language classes.

Further research is required to research a deeper understanding of the role of experiential educational technology in teacher education schemes, and this research might be extended to explore the possible influence of using technology and reverse learning models on the teaching practices of those teachers' students in schools. Lastly, education must be improved. Seen as a collaborative community effort between government, teachers, parents, and schools to extend the effectiveness of teaching and learning methods that are negatively impacted and make sure that students are not left behind.

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