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Korean speaking and writing online learning during the COVID-19 pandemic: challenges and student perspectives

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A B S T R A C T

Various challenges arose since the learning process in universities was carried out online due to the COVID-19 pandemic that hit the whole world. In order to have speaking and writing skills which are included as productive skills in language, students should do a lot of activities in the classroom directly by interacting a lot with both lecturers and other students. *Korean Speaking and Writing* course which must be carried out online without much time for preparation beforehand causes lecturers and students to experience difficulties at the beginning of online lectures. Therefore, this research was conducted to find out how *Korean Speaking and Writing* learning is carried out online, how students' perspectives on online learning take place, and what challenges students face when studying *Korean Speaking and Writing* online. This research is a qualitative descriptive study conducted at the Korean Language Education Study Program, Universitas Pendidikan Indonesia, focusing on second-year students. Through this research, it can be seen that: 1) Lecturers are quite good at teaching online by holding classes asynchronously using Google Classroom and synchronously with the Zoom application; 2) Students are of the view that online learning has its own advantages and disadvantages; 3) The challenges that arise from online *Korean Speaking and Writing* learning are the lack of self-motivation to study independently, external challenges in the form of a bad internet network, and difficulties in producing texts that are in accordance with Korean language rules.

A R T I C L E I N F O

1. Introduction

Korean Speaking and Writing Learning originally was carried out face-to-face, where students and teacher(s) directly meet in the same place within a specified period of time. Learning Korean Language speaking requires a face-to-face learning method as there are steps in learning that need to be done directly, as said in Park in the book entitled "한국어 말하기 교육론 (Korean Speaking Pedagogy)" in 2020, page 111, revealed there is a speaking activity *(malhagi)* in the form of training pronunciation or repeat where the students repeat the words spoken by the teacher. This of course requires teachers and students to interact directly. Similarly, in writing activity *(sseugi)*, there are also activities in cooperative writing as told by Kim (2015), the learners must interact and work together to form a complete article. However, at the beginning of 2020, there was an extraordinary phenomenon that hit the whole world in the form of the COVID-19 pandemic, which caused direct learning activities to not be able to continue.

1.1 Online Learning During the COVID-19 Pandemic

In 2020, there is a phenomenon that occurs around the world, namely the emergence of the COVID-19 pandemic which is an era where the order of life, including the field of education, is forced to change in order to quickly break the chain of transmission of the COVID-19 virus. In the field of education, the learning process that was originally carried out face-to-face must be carried out face-to-face or online. The experience resulting from planned online learning will be very different from the online learning experience in response to a crisis or disaster, explained by Hodges et al. in the website article entitled "The Difference between Emergency Remote Teaching and Online Learning" in 2020 (https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning). Campuses and universities that are carrying out this type of learning during the COVID-19 pandemic must be able to distinguish these differences when carrying out this emergency learning evaluation. Learning in schools and colleges and even courses must be carried out remotely using network-based media or the internet due to the government's policy to carry out self-quarantine, learning in this way is also called *e-learning* or electronic learning. Purbo in Nugroho, in the research entitled Multimedia-based Learning in 2010, page 1, explains that the term "*e* " or the abbreviation of electronics in *e-learning is* used as a term for all technologies used to support learning efforts through internet electronic technology.

1.2 Learning Korean as a Foreign Language

Learning is a procedure that requires interaction between individuals who carry out learning activities, such as students, and learning resources. Those including as nonhuman beings and human facilitators, namely teachers (Meilanda et al, 2023). In the process, there is material that is delivered from an educator or teacher to students. The learning that is the focus of this research is Korean language learning, therefore the learning process will be very closely related to language acquisition. Language acquisition (Mashrabovna and Alievna, 2023), is a language acquisition is how people learn to comprehend and use language. It is an essential phase in developing the human brain and enables effective communication and social interaction. Dewi in Somya and Tjahjono (2016) revealed that Korean is one of the languages currently in demand by many people in several countries, including Indonesia. Korean language learning has finally entered the realm of higher education. In the teaching and learning process in universities, the quality of the learning process will increase if the learning message delivery strategy applied by the lecturer is in accordance with the characteristics of the student's learning style (Muhtadi in Hasanah and

Kharismawati, 2019). The language skills taught are further grouped into two categories, namely the receptive aspect and the productive aspect. Skills such as reading and listening are included in the receptive aspect, where the learner only relies on the ability to receive. Meanwhile, writing and speaking skills are included in the productive aspect according to Mulyati, in the book entitled "Hakikat Keterampilan Bahasa (The Nature of Language Skills" in 2007.

Malhagi Learning (Speaking) Korean

Park in the book entitled "한국어 말하기 교육론 (Korean Speaking Pedagogy)" in 2020 revealed that speaking is not an independent function. Just knowing how to articulate and relate grammar and vocabulary does not make a person a successful speaker. Some elements of speaking are complex and overlapping. Therefore, speaking and teaching effective speaking becomes difficult.

Sseugi Learning (Writing) Korean

Choi in the book entitled 한국어 쓰기 교육론 (Korean Writing Pedagogy)" in 2019 argues that writing requires a high level of precision. In speaking, even if verbal imperfections such as grammatical inaccuracies or errors arise, imperfectly conveyed meanings can be inferred based on non-verbal elements such as facial expressions or gestures or the context of the situation, and can be filled in through interaction. On the other hand, in written communication, contextual context and non-verbal elements that can fill inaccuracies or errors are really lacking, and it is difficult to prepare conditions for filling linguistic imperfections with interactive actions.

2. METHOD

This research is qualitative descriptive research that begins by identifying the problems that will be the main topic of research. In this study, the problems discussed in the end were the learning process, perspectives and challenges experienced by students in learning to write and speak Korean during the COVID-19 period at the Korean Language Study Program, Universitas Pendidikan Indonesia. The research began by conducting observations and literature studies. The literature study focused on theories regarding distance learning, *e-learning* and emergency learning during the COVID-19 pandemic, while observations were carried out in the Korean Language Study Program, Universitas Pendidikan Indonesia through the Zoom application and Google Classroom. The main instrument for this research is the researcher itself since the research is qualitative. However there are also other instruments used in this study, such as interview guidelines and observation notes. Data collection was carried out by literature study followed by observation, interviews, documentation, and triangulation. The data analysis process is carried out using Miles and Huberman analysis, namely by reducing and displaying data.

2.1 Data collection technique

The first step taken in the data collection process was the participation observation of 2nd year Korean Language Education students (entry year 2019). As stated by Susan Stainback in Sugiyono, in the book entitled "Quantitative, Qualitative, and R&D Research Methods" in 2017, page 227, that participatory observation can be further divided into four, namely passive, moderate, active and complete participation. To achieve the objectives in this study, the researcher carried out two types of participatory observation, namely passive observation where the researcher would only observe the activities of the person who would be the source of data (resources) and moderate participation where the researcher followed some of the activities

carried out by the data source but not all of them. Before the observations were made, the writer also looked for related library references in order to find out what things should be observed during the observation.

The next step is an interview, the interview is conducted by interview which will be carried out by the researcher in this study is an unstructured interview, where during the interview the researcher does not use guidelines. The interview guide used in the unstructured interview process is only an outline of the problems that will be asked. In this study, researchers will ask second-year students of the Korean Language Study Program at the University of Indonesia Education about the experience of learning to write and speak Korean face-to-face and remotely, what differences they feel and what are the obstacles or advantages of distance learning. . The next technique is a documentation technique where the author looks again at documents related to online learning of *Korean Speaking and Writing* Korean such as lesson plans, syllabus, and other supporting documents. As a final step, triangulation of sources is carried out to test whether the data that has been obtained is appropriate or not.

2.2 Data analysis technique
The data analysis technique carried out by the researcher is the analysis technique of Miles and Huberman, as disclosed in Sugiyono in the book entitled "Quantitative, Qualitative, and R&D Research Methods" in 2017, page 246, defined that qualitative data analysis is carried out interactively and takes place continuously until complete, so that the data is saturated. Activities in qualitative data analysis that the researcher did before advancing to the data reduction stage was to transcribe the results of interviews and observations to make it easier for researchers to analyze the data. The first thing to do is to reduce the data, namely by summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In the process of reducing data researchers will be guided by the objectives to be achieved in this study. The main objective of this qualitative research is to find a finding related to the perspectives and challenges faced by Indonesian Korean Language Education students regarding ongoing learning. The next step is to present the data in narrative form in order to understand the data patterns that have been obtained from the research.

2.3 Data Credibility Test
The credibility of the data is tested through several processes, including: (1) Statement of Willingness of Resource Persons to ensure that resource persons provide data honestly and without coercion. (2) Extension of Observation, carried out in order to increase the level of credibility of the data. (3) Improving Perseverance, is carried out to ensure that the collected data does not contain errors in it. (4) Triangulation, triangulation of sources is carried out by confirming with interview techniques to the lecturer in *charge of the Korean Speaking and Writing course.* (5) Use of Reference Materials, use of videos, notes, and photos so that the data is more reliable. (6) Conduct *Member-check* through discussion with resource groups.

3. FINDINGS AND DISCUSSION
3.1 Findings
The findings in this study will be divided into three parts, namely: (1) Korean Speaking and Writing Online Learning Process *during* the COVID-19 Pandemic. (2) Student Perspectives on *Korean Speaking and Writing* Online Learning *during* the COVID-19 Pandemic. (3) Challenges Faced by Students in *Korean Speaking and Writing* Online Learning *during* the COVID-19 Pandemic.

Korean Speaking and Writing **Online Learning Process during the COVID-19 Pandemic**
Based on field observations that researchers have done online, the method used by lecturers in teaching *Korean Speaking and Writing courses* online is to divide them into two approaches, namely synchronous and asynchronous. Asynchronous learning is carried out through Google Classroom and synchronously using the Zoom Meeting application. At the first meeting, the lecturer uploaded the syllabus for the *Korean Speaking and Writing course* on Google Classroom. Asynchronous learning through Google Classroom is carried out by means of lecturers uploading assignments, and students working on assignments that have been given with the collection process carried out through Google Classroom as well. Lecturers also regularly ask questions related to upcoming learning through Google Classroom. Questions were referred to here is a question relating to student opinion (의견 나누기) according to the theme of material that will be discussed at the meeting will come face-to-virtual. In addition to giving the task of opinion (의견 나누기), *sseugi* 쓰기 (write), the lecturer also provides task *malhagi* 말하기 (talk) by uploading a question lighters with tasks such as video outputs. Fig. 1 below presents the process of giving opinion tasks (의견).

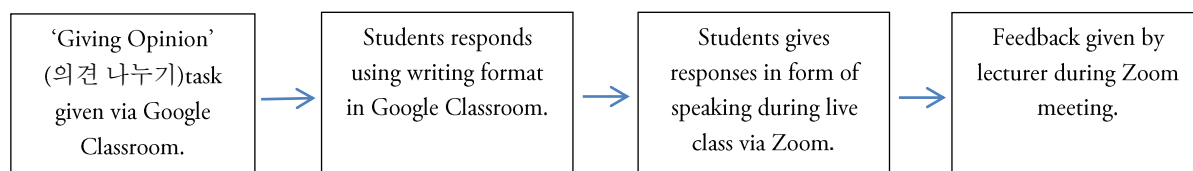| 'Giving Opinion' (의견 나누기)task given via Google Classroom. | → | Students responds using writing format in Google Classroom. | → | Students gives responses in form of speaking during live class via Zoom. | → | Feedback given by lecturer during Zoom meeting. |

Fig. 1 - The Process of Giving Opinion Tasks (의견)

The evaluations carried out in this course are not much different from those carried out when learning is carried out offline. Evaluation is divided into several types, namely 중간 고사 (*junggan gosa)* (Middle Semester Exam), 기말 고사 (*gimal gosa)* (Final Exam) and the day-to-day assessment. Exam 중간 고사 and 기말 고사 done by lecturers to upload a matter of form document in Google Classroom. At the 쓰기 *(sseugi)* (writing), the lecturer will provide a wide range of topics that have been studied, followed by questions lighters which would then be made in the form of essays by students. Time working out the 쓰기 on 중간 고사 and 기말 고사 for approximately 60 minutes on the same day, which means students working simultaneously part 쓰기 on the same day and hour. In writing the rules 쓰기 usually lecturer instructs students to write 500 characters. Evaluations were conducted in the field of 말하기 *(malhagi)* (speaking) is not much different from those during the learning offline, just that there is a difference of evaluation in the field 말하기 *(Malhagi)* (speaking) which is usually performed individually by interviews with lecturers with the use of the Korean language, since learning is done online, the lecturer replaces it with instructions for students to make videos of 5-10 minutes in duration on certain topics in Korean.

This online learning costs more energy and materials (costs) compared to the offline teaching process. For example, in *Korean Speaking and Writing* online learning , the lecturer presents videos from *Web Dramas* (dramas that are not broadcast on television, but are broadcast through YouTube channels, Naver Video, and other video providers) as learning media during virtual face-to-face or *interviews* (interviews). Updates in Korean to teach Korean expressions. In terms of costs, the lecturer said that during the learning process the lecturer used two devices at once. The first device is a computer or laptop which is used as the main device to display the lecturer's face when conducting virtual face-to-face classes, while the second device is an IPad

which is used as a substitute for a whiteboard in virtual face-to-face classes. With the use of these two devices, students can both watch live lecturers explain via Zoom and also display from inside the IPad as a whiteboard. The contents of the IPad display as a whiteboard referred to here are in the form of Korean language books used in class in PDF form.

Student Perspectives on *Korean Speaking and Writing* Online Learning *During* the COVID-19 Pandemic.

At the beginning of the implementation, online learning was carried out only based on reference books through Zoom Meetings, while after going through several semesters where the course lecturers changed, the methods used also changed. If at first they only studied the contents of the book exactly, starting from semester 4 (*Korean Speaking and Writing* 4), the lecturer in this course did more exploration of the learning materials presented and how to teach, for example before every face-to-face meeting the lecturer uploaded a question. Short based on the theme that will be studied through Google Classroom to be further discussed in virtual face-to-face meetings. According to one of the resource persons who received the highest score, the difficulty that remains unresolved is that during online learning, everyone learns in different places and each so that the hardest difficulty is to understand yourself while studying. The situation that requires all learning to be done online also makes interactions smaller so that respondents feel they cannot freely ask the lecturer if their work is not given feedback, while offline each student can consult about his work.

The unfortunate thing about other online learning is the lack of use of *malhagi* (speaking) *skills*, because when online, if you ask a friend, it must be via a short message in Indonesian, whereas when offline learning, respondents tend to say that there is something that encourages them to keep using Korean when asking questions. friends even outside of class hours. Respondents revealed that when online, there were situations where it was difficult to ask questions, if offline it was difficult to ask questions because they were nervous having to deal directly with the lecturer, while online it was more difficult because the interaction was not as fast as offline. Respondents also felt the difference when receiving instructions, especially instructions on Google Classroom. There are times when lecturers give assignments through Google Classroom using only Korean, so if there are questions, they have to wait for a response from the lecturer because they don't interact directly. Asynchronous learning through Google Classroom is also quite effective, but respondents feel like learning on their own, so when they face virtual reality, they feel more comfortable learning because they meet friends who are studying together. Collecting assignments through Google Classroom also sometimes becomes difficult for respondents because they have to scan documents or photos of assignments, while offline can be easier because they only need to collect paper directly. In terms of explanation, respondents felt that there was not much difference, but sometimes the poor internet network became a barrier to listen to the whole class smoothly. Another difficulty faced by respondents is that when online, respondents find it difficult to express, because learning is only done face-to-face so that respondents feel like they are not talking to friends or lecturers. This interaction limitation is also ultimately related to the difficulty of getting a response from friends or lecturers outside of virtual face-to-face hours. According to respondents, when offline, everyone knows how things are with each other, so if anyone wants to be discussed, they will immediately receive a response, while offline, it is not possible to determine whether someone is busy or not, so the response can be slower. According to some students, because they had experienced *Korean Speaking and Writing* learning offline, respondents felt they had received more attention from the

lecturers and were not shy about asking questions. When moving to online, it turns out that there are many changes, one of which is when communicating with lecturers, there is a feeling of fear of disturbing, while communication with friends feels further than offline. From a network perspective, it is also an obstacle to the learning process. According to respondent seven, the good side of online learning is that it is more organized and tidy because the task list is clearly presented through Google Classroom and there is no need to collect assignments in paper form. There is no significant difference in receiving instructions, because if there is something that is not understood from an instruction, the lecturer will explain it during virtual face-to-face.

Challenges Faced by Students in *Korean Speaking and Writing* Online Learning *During* the COVID-19 Pandemic

The most significant challenge felt by students when facing *Korean Speaking and Writing* online learning was the lack of motivation from within, because when learning offline, everyone had to learn individually. In addition to self-motivation, students assume that online learning is often not able to directly discuss directly with friends, which results in not understanding a material it will be difficult because it must be handled alone. The second biggest obstacle is the inadequate internet network. The existence of student residences that do not support a good network ultimately results in learning difficulties when they have to access learning materials either synchronously using Zoom or asynchronously via Google Classroom. The factor causing the emergence of challenges is the factor of oneself and the factor of the location of the residence where the existing network is not always friendly. Financial factors also ultimately affect network availability, if you want a stronger network then you have to install Wi-Fi and of course it costs more.

The cause of the emergence of challenges according to students is the lack of reliable sources from the internet, sometimes it is difficult to find the right vocabulary to produce sentences. According to some students, communication between families at home should also be improved because it is one of the important factors in undergoing the online learning process. Communication with family or people who live together is a contributing factor, on the other hand, the absence of strong collaboration between students (with friends) such as during discussions also has an important role in the success of *Korean Speaking and Writing* learning. The challenge in learning to write is that students don't know how to write in a good way, so far they have only relied on understanding the important points. The next difficulty faced is the lack of involvement *(engagement)* so that the resulting writing tends to repeat the same mistakes. For three respondents, together with the respondent one finds comfort in writing by hand, especially at 원고지 *(wongoji)* - writing format for writing box Korea. The computerization of *wongoji* is considered quite a challenge because it is not the same as writing on a computer as usual or writing by hand. Respondent three regretted the computerization of *wongoji* because in the end all of them had to be able to write by hand on *wongoji* in doing the actual Korean language test. the highest *scorers* agree that the biggest challenge of learning *malhagi* – speaking is the absence of feedback from the lecturer. The feedback referred to here is feedback from each speaking task (in the form of video) that has been collected. There is feedback given by lecturers during synchronous virtual meetings via Zoom, but unfortunately it is only general feedback, where errors will occur again in the future.

If the group with the highest score considered the absence of feedback as a challenge, it was different for the group with the average score. The three respondents with an average score considered that the challenge of learning *malhagi* is the lack of interaction with speaking itself

which is a challenge. When offline, students are usually divided into groups to be able to chat in Korean, but when online this cannot be done, so students are increasingly unfamiliar with speaking Korean. The respondent group with the lowest score thought the same as what the respondent expressed with the average score. The lack of opportunity to directly practice Korean orally in synchronous meetings also makes students unfamiliar with Korean.

3.2 Discussion

Korean Speaking and Writing Online Learning Process during the COVID-19 Pandemic

The learning method carried out during the online learning period of *Korean Speaking and Writing is* divided into two synchronous and asynchronous, in synchronous learning carried out through Zoom Meetings, the lecturer starts learning by opening the class first. According to Prassida and Muklason (2011), *e-learning,* just like face-to-face learning, must begin by checking student attendance. In this virtual face *-to-* face learning of *Korean Speaking and Writing* 4, the lecturer does not start learning by checking student attendance, because attendance is done separately using Google Classroom. There are negative and positive sides to this attendance technique, because the lecturer does not directly check the student's presence during virtual face-to-face. There is a possibility that students who are absent can fill in "present" in Google Classroom, and vice versa. The learning process carried out through Zoom Meetings is by displaying *slides* containing the vocabulary to be studied and students following the pronunciation and discussion of grammar followed by practicing the grammar learned orally. This is in accordance with what is disclosed by Park in the book entitled "한국어 말하기 교육론 (Korean Speaking Pedagogy)" in 2020, revealed a learning activity '*Malhagi*'. Park revealed that one of the activities that can be done in learning 말하기 *malhagi* (speaking) is to instruct students to learn 발음 (pronunciation) and 문장을 따라 하기 (refrain), thus indirectly the students start memorizing sentence patterns before they can produce their own sentences.

There are innovations made by lecturers in synchronous learning, namely by showing footage from Korean *Web Dramas.* This is in line with what was expressed by Lee in the research entiled "비대면 한국어 교육에서 물입도를 높이는 화용교수: 한국어 교육자 대회. (Prof. Hwayong Hwang, Korean Language Educator Competition to raise the profile of virtual Korean education)" in 2021, page 25, showing that drama pieces are used to teach pronunciation and intonation, this is also done to increase students' interest in learning Korean. Asynchronous learning is carried out with 쓰기 *sseugi* (writing) assignments. The lecturer instructs the students to write their opinion on something based on the video given, a video in the form of an interview in Korean. This is in accordance with what was stated by Gayeon, in a research entitled "학문 목적 한국어 읽기·쓰기 통합 평가 문항 유형 개발 연구 (Academic Purpose Research to develop an integrated Korean literacy assessment item type)" page 20, in 2018. Gayeon described that *Sseugi* (writing) learning can be carried out simultaneously with 읽기 *Ilki* (reading) and 듣기 *Deutgi* (listening) by presenting reading or audio materials to be further processed into written form by students both in the form of a summary or opinion.

Gayeon also reveals in the same research, in page 14, that the elements that must exist in the assessment evaluation of learning the Korean language there are things that must be tested, namely: 과제 수행 능력 (task execution capability), 논리 . 사고력 (logic and reasoning), 언어 적 능력 (language skills), 사회 언어 학적 능력 (ability sociolinguistics), 담화 능력 (discourse capability), and 전략 사용 능력 (the ability to use strategies). If you look at the six elements above, then in the *Korean Speaking and Writing* learning *everything* has been done. On the ability

to carry out tasks, the lecturer conducts an evaluation by giving assignments to students who test their speaking or writing skills. In the logic and thought section, the lecturer also gave the task of concluding a text in Korean. Furthermore, language skills done by way of a video assignment *Malhagi* where there is an element of 발음 (pronunciation) in it. Sociolinguistic skills are also carried out by means of spontaneous question and answer during virtual face-to-face with respect to topics according to the themes studied and discourse skills are carried out with assignments to write opinions about videos or writings in Korean.

Muhtadi in Hasanah and Kharismawati (2019, p. 10) states, the quality of the learning process in higher education will increase if the learning message delivery strategy applied by the lecturer is in accordance with the characteristics of the student's learning style. In line with what Ehrman and Oxford in Rismawati, in the thesis entitled "인도네시아인 중급 한국어 학습자의 학습 스타일과 듣기 전력 연구 . (A study on learning styles and listening strategies of Indonesian intermediate Korean Learners)", in 2018 said which stated that student learning styles have an influence on the selection of learning strategies. The strategy used during virtual meetings through Zoom Meetings is to display presentations containing the material to be studied as described in the method section of subchapter A. The presentations displayed through the *share screen* feature or *screen* sharing on Zoom are not in the form of electronic book displays that are broadcast live directly, but the lecturer makes it more interesting by adding pictures or writing using the Canva application (an *online* graphic design application that can be accessed via a computer or smartphone). This strategy is used to make students more comfortable in viewing the appearance of the material, so it is not monotonous. Indirectly, lecturers have been able to accommodate students with visual learning styles. Learning style as disclosed by Oxford in Rismawati (2018, p. 23), a person's learning style based on *sensory* preferences is divided into three, namely visual, auditory, and kinesthetic. Even though learning is done online, lecturers can still apply this strategy to make students with visual learning styles more comfortable. If you refer back to Oxford earlier opinion, the faculty also have implemented these strategies to facilitate students with auditory learning style, for students with auditory learning style more easily grasp the material by hearing and directly practiced in the form 말하기 연습 (practice speaking). Students with kinesthetic learning styles prefer the assignment of project forms that can actually be obtained from asynchronous learning, but unfortunately this cannot be directly implemented, causing obstacles for students who have a preference for kinesthetic learning methods.

Student Perspectives on *Korean Speaking and Writing* Online Learning *During* the COVID-19 Pandemic

According to Annur & Hermansyah, 2020, p. 198 and Adnan & Anwar, 2020 there are difficulties faced by students when carrying out online learning. These difficulties are categorized into three, namely those related to technical difficulties, student adaptation difficulties, and the unpreparedness of teachers/lecturers. Technically, all nine students who were interviewed revealed that there were some technical obstacles they faced. The most disturbing technical obstacles include unstable internet networks, device limitations in accessing Zoom Meetings for a long time, and device memory limitations. Even so, the nine resource persons managed to overcome the obstacles that arise as a result of these technicalities. When viewed in terms of difficulty adapting, there are students who view online learning as a natural thing to happen, but there are also students who consider the changes that have occurred quite surprising.

Njenga and Fourie in Kaisara and Bwalya (2021, p. 309) question whether online-based learning or *e-learning* can really boost learning success or is it just a *virtual fashion*, which is followed by the opinion that there are still many office holders who are misguided about the use of technology in this study. Through the following statement, indirectly there is an error in thinking that online learning can make learning more effective. If learning is held intentionally online, it is certain that a lot of preparation has been made, unlike the online learning during the COVID-19 pandemic. This online COVID-19 study had to be carried out due to the inability to physically meet between lecturers and students to prevent the virus from spreading further. In the end, online learning is the only way to ensure that teaching and learning activities continue according to the academic calendar that has been created. Chapman in Hill and Fitzgerald (2020, p. 4) reveals that one of the most important things in the teaching and learning process is *engagement* or involvement. The nine students interviewed agreed that during online learning, *engagement* or involvement between lecturers and students was reduced. According to all respondents, it is not only the involvement between lecturers and students, but the involvement between one student and another is not the same as what was experienced during offline learning. If you look at the findings, respondent four, respondent five, respondent six, respondent seven, and respondent eight need friends to practice *Malhagi* (speaking) in Korean. The absence of friends directly in front of the respondents made it difficult for respondents to practice speaking Korean.

Challenges Faced by Students in *Korean Speaking and Writing* Online Learning *During* the COVID-19 Pandemic

Vershitskaya, et al. (2020, p. 10) revealed that actually *e-learning is* very actively accessed by students when studying independently. So, it is true that apart from virtual face-to-face meetings, students still need other learning tools asynchronously, so that students can access material that has been actively studied. The use of Google Classroom in *Korean Speaking and Writing* 4 learning can be one of the *solutions* to the challenges faced. If you look at the findings, there are no respondents who consider Google Classroom a challenge, but with the emergence of Google Classroom, students feel that learning is not too monotonous. Dillon and Gunawardena in Pangondian, et al. in research entitled "Faktor-faktor yang mempengaruhi kesuksesan pembelajaran daring dalam revolusi industri 4.0 (Factors affecting the success of online learning in the industrial revolution 4.0)" in 2019 reveal that online learning can be carried out effectively if the network allows for synchronization and asynchrony, students who take part in online learning must also have easy access to it. The problem of internet network access which is still not too evenly distributed has finally become a problem for the smooth running of online learning. Another factor that can affect the smoothness of online learning is the motivation of the students themselves. That way, in online learning, internal factors that arise from students in the form of motivation and desire to learn have an effect on the *Korean Speaking and Writing* online learning process during the COVID-19 pandemic. This opinion is very much in line with what respondents responded to in this study. For example, respondent one and respondent seven feel that the thing that has changed the most since online learning is done is that they know themselves better when processing learning and must be self-motivated to learn independently.

Lee in the research entitled "외국인 유학생을 위한 한국어 에세이 쓰기 교육 방안 연구 (Research on Teaching Korean Essay Writing for International Students)" in 2017, page 64 included the use of 원고지 *wongoji* as part of learning to write basic, but does not mention that the writing should be done by typing. Because, if it refers to the way it TOPIK (*Test of*

Proficiency in Korean) , the writing section, participants only need to write by hand on a sheet 원고지 *wongoji* . According to all respondents, writing *wongoji* directly by hand with a few bound rules is quite difficult, especially if it has to be done through Microsoft Word. Fig. 2 below presents example of Korean language *writing* using *wongoji.*

Fig. 2 - Example of Korean Language *Writing* Using *Wongoji*

Chin, in the proceeding entitled "Korean Language Teaching Techniques in the Non-Face-to-Face Era" in 2021, provides an alternative to provide feedback that can be given non-real time-non-contacted through the Padlet and Flipgrid applications. In the Padlet application, students can see each other, discuss, and provide comments. The use of the Padlet application can be an alternative if conditions do not allow lecturers who are alone to provide feedback to many students. That way students can give each other comments on the work of their friends. The next thing that must be anticipated is that there are students who feel inferior if the videos that have been made must be seen by their friends. However, with the use of this application, at least all students can feel a closer involvement between students and lecturers as well as one student and another student. The challenges faced by students today are various. Internet network problems can be solved by installing WiFi or choosing a place with a better network to study. The problem of motivation is solved by the students themselves trying to get to know themselves better and looking for the best materials and ways to learn. Problems with technical assignments and feedback, as mentioned above, can be an alternative for students and lecturers in carrying out online Korean Speaking and Writing learning.

4. CONCLUSION

The online learning process of *Korean Speaking and Writing* during the COVID-19 pandemic is entirely done online in a synchronous and asynchronous manner. The strategy is done by asking students questions about personal opinions about the themes that will be studied at the upcoming virtual face-to-face meeting, so that students can first prepare what will be studied and delivered at the virtual face-to-face meeting. Students considered that *Korean Speaking and Writing's* online learning during the COVID-19 pandemic had gone quite smoothly. Although initially both students and lecturers were still unfamiliar with online learning, over time students became used to it. The challenges faced by students during online learning are divided into internal and external factors. Internal factors due to lack of motivation to study independently, external factors due to unsupportive home conditions and internet networks or inadequate device capabilities. The problem of motivation is solved by the students themselves trying to get to know themselves better and looking for the best materials and ways to learn. Technical problems such as network difficulties were overcome by private Wi-Fi installation by students. This

unequal network is still a problem so it must be followed up by stakeholders or related parties in order to facilitate the online learning process.

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