



TANTANGAN PEDAGOGI PEMBELAJARAN DARING GURU BAHASA INGGRIS SELAMA PANDEMIC COVID-19

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Abstract. The COVID-19 outbreak enforced teachers to shift a face to face learning into virtual learning, widely known as E-Learning, hastily. The problems and challenges might arise due to the quick shift of learning format. Therefore, this study was aimed at investigating the challenges faced by primary and secondary EFL teachers in conducting online English learning during this pandemic. The qualitative method was used by involving three teachers representing each level of education, including primary level and secondary level. The teachers were chosen purposively by considering various criteria. An open-ended questionnaire was distributed through a Google form. The data were then analyzed inductively. Findings show that productive skills, including speaking and writing skills, become the most challenging skills to teach. Moreover, giving feedback and teaching difficult materials in the basic competence also become the challenges in conducting e-learning for EFL teachers. Therefore, a training specifically provides an effective strategy and approach in online environment is required.

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A. INTRODUCTION

The coronavirus pandemic has changed education scenario all over the world where, for a period of time, institutions and schools were closed (Khatoony & Nezhadmehr, 2020). This phenomenon has also occurred in Indonesia. In response to the phenomenon, teachers are enforced to utilize technology and transform teaching learning activities into a virtual format. Fortunately, technology implementation provides significant opportunities for language teach-

ers to adopt online application and instruments to enhance learners' proficiency in difficult conditions, for instance during Coronavirus pandemic (Khatoony & Nezhadmehr, 2020). This online learning has substantially changed the way people learn (Sun, 2011).

Over the past decades, with the development of digital technologies, the possibilities for teaching and learning languages have changed vividly, where plethora of ICT tools allow for an increased focus on interaction between stu-

dents and teachers and among students themselves (Beaven et al., 2010). This development of technology enables teachers to conduct a better online learning. Before the pandemic, the online learning platforms usually used as a supplementary tool as stated by (Cakrawati, 2017) that the platform of online learning are utilized to promote independent learning. However, before the pandemic, e-learning was not a compulsory program. Thus, in COVID-19 outbreak, teachers, including EFL teachers, might be less prepared to conduct e-learning. Meanwhile, online courses should be well organized from the beginning and provide the students with thorough expectations and instructions (Gilbert, 2015).

Literature has underlined that the implementation of technology may pose challenges to students and teachers (Khatoony & Nezhadmehr, 2020). In conducting e-learning, EFL teachers had important issues related to the lack of reliability of the software (Al-furaydi, 2013), the inadequate resources and facilities (Songbatumis, 2017), and also time constraint (Al-furaydi, 2013; Songbatumis, 2017). The issues taken in previous research are mostly related to technical aspects. The research related to the challenge related to pedagogical aspects

are scarce. Meanwhile, identifying challenges faced by instructors and highlighting the developed effective practices will enable us to propose strategies that can be empirically tested (Kearns, 2012).

As mentioned in the previous paragraph, previous research have discovered the technical obstacles in conducting online learning, especially during COVID-19 pandemic, such as the research of Khatoony & Nezhadmehr (2020). Meanwhile, the issues related to pedagogical aspects are rarely discussed. For that reason, this study was aimed at investigating teachers' challenges in conducting e-learning, especially in pedagogical aspects. The pedagogical aspects aimed to be identified in the study were the general teaching challenges and the challenging language skills to teach. In addition, this study also would like to see the teachers' efforts to cope with the challenges. Therefore, the effective practice can be developed.

B. METHODS

1. Design of The Study

The method of the study was a qualitative study. A qualitative study was taken as the study was aimed at gathering an in-depth data related to the new phenomenon, for instance the challenges faced by primary and secondary EFL teachers in conducting E-learning amidst COVID-

19 pandemic, especially related to pedagogical challenges. As stated by (Nassaji, 2015), a qualitative research aimed at gaining a deeper understanding of individual participants, including their perspectives, opinions, and attitudes.

2. Data Collection and Instrument

The data were collected through a questionnaire containing the combination of close-ended and open-ended questionnaire. The questionnaire was self-constructed that was expected to gain an in-depth information as the nature of the open-ended questionnaire. The questionnaire was constructed in and distributed through Google form.

The questionnaire, in form of Google Form, was distributed to the selected participants of the study by sending the link of the form through WhatsApp platform. The selected participants filled in the form through the provided link. The participants' answers were then downloaded from the Google form in the excel form to be analyzed.

3. Participants of the Study

Three participants representing primary school teacher, junior high school teacher, and vocational high school teacher were involved in the study. The participants were selected purposively. The participant were selected by considering three criteria, including the feasi-

bility of involvement, self-development background, and technology literacy. All of the teachers participated had received at least one training related to the utilization of technology to conduct online learning and to construct learning material or a seminar to conduct an EFL online learning. These criteria is taken as the level of computer literacy has a positive influenced on the attitude toward e-learning among EFL teachers in the public school (Al-furaydi, 2013). Therefore, technical issue would not be the main challenges. For this reason, the research can focus on gaining information related to pedagogical issues.

4. Data Analysis

The obtained data from Google form were downloaded in excel form. The gained data were then classified and identified based on their category, including the general teaching challenges and the challenging skills to teach. Lastly, the data were analyzed and interpreted to summarize the general conclusion.

C. RESULT AND DISCUSSION

The study was aimed at identifying challenges in conducting EFL online teaching related to pedagogical aspect. The pedagogical aspect in this study focus on general teaching challenges, the skills that require more effort than other skill, and how to cope with the challeng-

es.

1. General Teaching Challenges

Table 1. General Teaching Challenges

Respondent	General Challenge	Solution
R1	Getting direct feedback from students. It is hard to ensure if the students understand the explanation or not.	Doing a personal approach one by one.
R2	Time Constraint and Distance (to give a feedback).	Looking for alternative media.
R3	Teaching material classified as a hard material in basic competence.	Adding teaching video from YouTube.

Table 1 describes that the general challenges that are faced by the teachers include getting and giving feedbacks and teaching a material with a hard-basic competence. The solution offered to overcome the problem is by doing a personal approach one by one because it is hard to ensure if the students understand the explanation or not. It shows that feedback is important in online learning because of the limited interaction between students and teacher. This finding

is relevant with the study of Rajab, Khan, & Elyas (2016) that teachers' concerns and opinions are of utmost importance and usefulness in a successful learning environment. Meanwhile, to overcome the second problem, the teacher added video from another source, such as YouTube. It shed a light that teachers' technology literacy contributes positively and significantly in providing a quality online learning.

2. Challenging Skills to Teach

Table 2. Challenging Skills to Teach

Respondent	Challenging Skill	Reason
R1	Writing	Challenge in Giving Feedback. Marking students' writing that needs correction, but it takes time.
R2	Writing	Time Constraint and Distance (to give a feedback).
R3	Speaking	Hard to make the students to speak during online learning as they might feel ashamed, cannot produce video/voice note, do not understand the material.

Table 2 shows that the most challenging skills to teach in online class are productive skills, including writing and speaking. Giving feedback becomes the challenge in teaching writing online. Giving feedback in online learning is taking time and hard due to the limitation of interaction. It is relevant with the study of (Rajab et al., 2016) that for both male and female teachers, “time” is considered as the main factor in following a particular strategy for written corrective feedback (93%). However, feedback is vital to success in an online course both for instructors and students (Gilbert, 2015). For that reason, overcoming the challenges in giving feedback becomes necessary. Meanwhile, in speaking activities, students are ashamed to speak, do not understand the material, or cannot make a voice note or video. It is relevant to the study conducted by Songbatumis (2017) that, in online learning, students are challenged by their lack of vocabulary mastery, low concentration, and speaking problem (Songbatumis, 2017).

3. Discussion

Acquiring a new skill and developing a new role requires times and efforts, including acquiring skills and new role in EFL online class during pandemic. The forging of a new professional identity and the additional skills might not come

naturally to all practitioners (Comas-quinn, 2011). The survey conducted by Yang (2020) revealed that the training in online teaching skills among primary and secondary school teachers prior to the COVID-19 outbreak is lacking. Therefore, the teachers might be less prepared to face the teaching transformation.

The findings of this study described that EFL teachers’ difficulties in conducting online learning included giving feedbacks, getting feedbacks, and delivering difficult materials. Giving a feedback is essential as an effective feedback from an instructor has positive outcomes for the students (Getzlaf, Perry, Toffner, Lamarche, & Edwards, 2009). On the other hand, according to the result of the study, providing a feedback becomes a challenging task in online learning for the teacher. It is in line with the statement of Getzlaf et al. (2009) that providing an effective feedback to students with whom the instructor interacts only via online technologies is a challenge that online educators have to deal with. Providing a feedback for the students became a challenge due to a high amount of time needed to provide an extensive feedback. It is relevant with the study of Glover & Brown (2016) that, for teachers, the provision of online extensive formal written feedback for the students can

be time consuming. For that reason, feedback is often being provided too slowly and lacking in the effectiveness and necessary quality, since the volume of marking and teachers' workloads increase (Glover & Brown, 2016).

Furthermore, the difficulty was also found in getting the feedback from the students. In an online learning setting, students do not have the opportunity to interact face-to-face with their classmates and instructors and do not physically present themselves in a classroom (Wang, Shannon, & Ross, 2013). This condition will reinforce the teachers to spend more effort in getting feedbacks from the students, including by approaching the students one by one. However, it will surely take a lot of time and burden in administering an effective learning, especially an effective feedback cycle. Therefore, students' cooperation and good self-regulation are needed to create an affective feedback cycle. As stated by Lehmann, T., Hähnlein, I., & Ifenthaler, D. (2014), self-regulated learning is considered as a vital component of a successful online education.

Another difficulty related to pedagogical aspect in conducting EFL online learning is delivering a material that is considered as a hard material in the basic competence. To cope with this challenge,

the teacher equipped the teaching learning process with videos from Youtube to help the students comprehend the materials. The teacher's ability in selecting material to support the teaching learning process shows that teacher's technology literacy and creativity are important. Teacher's technology literacy and creativity should be supported by a sufficient training, experience, and support. It is relevant with the study of Mcgee & Torres (2017) that to develop online teaching skills, three major aspects, including training, external supports, and prolonged experience are necessary.

The findings of the study also showed the difficult skills to teach. The difficult skills to teach included writing skill and speaking skill. Writing skill became challenging because it is difficult to give a personal feedback due to the time constraint. Therefore, a strategy or tool is needed to provide an effective feedback cycle. It is in line with the study of Bishop & Mabry (2016) that there is a necessity for tools that streamline the feedback process due to much of the feedback is tailored for each student. In addition, a strategy that could be considered to ease the feedback cycle process is an online group feedback. According to Poyatos-matas & Allan (2005), online group feedback provides

an opportunity to extend the dialogue between the teachers and students regarding student performance and academic standards.

Besides writing skill, speaking skill also became the hard skill to teach in online EFL classroom. It is relevant with the statement of Afebri, Aderlaepe, & Muhsin (2019) that, in learning English as a Foreign Language (EFL), speaking has been considered as one of the most difficult skills. It is also in line with the study of Hosni (2015) that speaking problems can be the major challenge to effective foreign communication and language learning (Hosni, 2015). Based on the finding of the study, speaking skill became challenging as the students might feel ashamed, cannot produce video/voice note, do not understand the material. It is relevant with the study of Afebri et al. (2019) and Mounika & Thamarana (2018) that one of the challenges in learning speaking is the students' confidence. To overcome this problem, strategies to prompt the students to talk is needed, such as teachers talk as the input of learning (Wicaksono, 2016) and specific instructional strategies in form small group projects to facilitate learner participation, which result in an increased skill acquisition, enhanced sense of community, and better learning out-

comes (Brindley, Blaschke, & Walti, 2009).

Although online learning readiness involves technical skills, other issues regarding students' way of learning, students' learning style and preferences, and teaching strategies to effectively engage students in online learning are present (Smith, 2005). To enhance online pedagogy, technology alone is not enough (Keengwe & Kidd, 2010). For that reason, a training that is specifically design to improve teachers' ability in conducting online learning and approach to teach in online environment is necessary. Without a sufficient knowledge in giving a suitable approach, the teaching and learning process will only adopt the face to face learning process. Meanwhile, the attempt to recreate the traditional classroom into an online setting may not essentially be the wisest course of action (Gilbert, 2015). For further research, in line with Wiest (2014), more research related to how to develop an effective online instruction is needed.

D. CONCLUSION

Shifting teaching learning activities from face to face format into a virtual format in a short time raise challenges for different parties, including primary and secondary EFL teachers. The findings show that the main challenges in

teaching English language are giving feedback and teaching a material classified as difficult in basic competence. The skills that require more effort according to the finding were the productive skills, including writing and speaking skills. To overcome the problems, teachers did a personal approach to give feedback, consequently they have to spend more time to give the feedback. Meanwhile, in teaching difficult material, the respondent usually trying to find another resource for teaching, such as YouTube. Therefore, it would be beneficial if the teachers receive a training of specific approach to conduct instruction in online format, besides the technical training. Moreover, the number of participants of the study is limited. Therefore, the result of this study cannot be generalized. A larger number of participants is required to gain a more accurate and varied data.

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