

Teachers' Reflection towards the Experiences of Teaching English On-Line During Pandemic and Off-Line In New Normal Era

Aida Fitrihanah Zen

Institut Agama Islam Uluwiyah Mojokerto, Indonesia
aida.fitrihanahzen17@gmail.com

Abstract— *Instructing amid the Covid-19 widespread is challenging for teachers who have never implemented online or virtual learning. There are many challenges occur according to the implementation of remote teaching. It is necessary to comprehend the reflection of teachers' performance in online teaching as the contribution for school policy makers to develop teachers' quality through enhancing technology-based learning. The purpose of this study was to investigate the reflections of teachers on online learning during the pandemic and learning in the new normal. From the results of interviews with several teachers, it is indicated that students' motivation, the role of parents, an unstable network, supporting devices, the ability to purchase data packages, and geographic location were all shown to be problems during online learning. Furthermore, throughout the pandemic, online learning has an impact on students' English learning achievement, particularly in listening and speaking skills. Teachers also expressed some reflections as a means of improving future learning, such as the need for collaborative efforts between teachers and guidance counselor in motivating and guiding students, the formation of study groups and teacher visits, and the improvement of technology-based learning skills by teachers. It also found that the barriers of teaching in the new normal is students' low self-discipline and the limited time allocation of learning. Moreover, off-line is more effective than online learning. Offline learning encourages students to comprehend learning context better and offers accessibility to the teachers for monitoring the students' learning performance.*

Keywords: *online teaching, teaching reflection, face-to-face learning*

Submitted : November 9, 2021

Revised : January 23, 2022

Accepted : March 9, 2022

Introduction

Covid-19 outbreak has a great impact toward the shifting educational model from face-to-face into remote teaching. On March 24, 2020, online learning was suddenly implemented due to an emergency COVID-19 with the unpreparedness of teachers, parents, and students and problems in the internet network (Lie et al. 2020).

However, considering the existing conditions, online learning is certainly the proper solution to prevent interactions with

each other in order to break the chain of Covid-19 transmission. Technology is a viable option for resolving the issues that prevent educational institutions from continuing to conduct teaching and learning activities (Nasar & Daar, 2021). Certainly, utilizing technological advances is very useful for situations like this, since it allows students to continue to learn even if they are confined at their homes.

By the massive transition of technology as a medium of learning, absolutely, there some challenges experienced by the teachers. Less than two years of the virtually or online learning, many teachers in primary and secondary schools experience anxiety towards students due to weak internet connectivity, availability of devices, and online assessments (Casta & Ewe, 2004). The policy certainly forces

teachers to make new advances in learning by using technology as a medium of a long-distance teaching. Moreover, there are many E-learning platforms and LMS (Learning Management System) occur to accomplish the transferable knowledge for the students at home. They certainly have competence in IT-based learning media. However, many teachers lack virtual teaching experience.

The Minister of Education and Culture (MOEC) has made many efforts to overcome learning problems in the online learning model by conducting various trainings carried out on the Learning Teacher platform. Not only that, there is "Rumah Belajar" available on the YouTube channel and the "Belajar Dari Rumah" program which is broadcast every day on TVRI. In the results of in-depth interviews conducted by Lie et al (2020) it was found that teachers face challenges with student assignments. There are several factors that become challenges for online learning; students' mastery of technology, online learning preparation, teacher pedagogical understanding, and existing system support.

One of the teachers in Indonesia also perceive the online teaching experience in the study conducted by Lee & Yin (2021). That motivation, independence, and the mission of the school cannot be achieved well in distance learning.

Teachers should create more interactive learning scenario for students in order to achieve English language abilities as a result of the transition to this learning approach. It is expected that students would be able to acquire four skills: listening, writing, reading, and speaking, as well as face-to-face learning, through online learning. However, it's quite difficult to teach these four English skills for EFL learners. According to Hartshon & McMurray (2020) Teaching and learning online is a barrier by both teachers and students in

developing students' language skills and is simply stressful. According to the result of their research, online learning has an impact on the decline in speaking and listening skills because they only get an in-depth focus in practice and writing directions.

Assuredly, the teachers have adapted to online learning which has been done for almost 2 years. As stated by Situmorang et al (2021) that despite facing economic, technological, and mental challenges, they try to adapt to the teaching system by improving learning strategies and methods. It is expected that the class would be creative, engaging, and pleasant as a result of this endeavor.

In a study by Lie et al (2020) with a research focus on Secondary School Language Teachers' Online Learning Engagement During The Covid-19 Pandemic In Indonesia, there is a reflection of teachers in online learning, such as not only the desire to improve competence and professional practice, but also an adequate technological infrastructure for remote areas.

Thus, knowing the teacher's reflection is very important to get an evaluation of teaching strategy carried out during online learning in order to provide information for school policy actors in improving better learning patterns in the future.

Therefore, the researcher aims to investigate the reflection of teachers' experiences during English online-based teaching. Furthermore, researchers will also observe how it effect on learning in the current new normal era. The research is conducted by asking several open-ended questions with six interviewees from different private schools. Several questions were asked to obtain data focusing on 1) teachers experience during online English teaching 2) teachers' reflections on English online teaching, 3) the differences between teaching English during pandemic and

in this new normal based on teachers' experiences.

Method

This phenomenological study is intended to investigate how teachers reflection toward the experiences of online and the new normal English teaching. Data were collected from six participants from different private secondary schools with different length of teaching experience. Teachers who have the longest teaching experience are teachers 1, 3, and 6 with a service period of more than eight years

The participants are given a pseudonym with the label Teacher 1, Teacher 2, Teacher 3, etc. The data collection was carried out by in-depth interviews with one-on-one participant. The interviewees were interviewed indirectly using WA video. Several open-ended questions were asked for more detailed and broad results from the responses given.

Results and Discussion

Implementing the distance learning system the teacher accused about several obstacles in teaching. One of the obstacles that arise is self-motivation and parents. Whereas motivation is a very necessary for students to encourage their responsibilities as students. Students who have a low level of motivation have an impact on the desire to do something that should be done.

Ikhwan & Andiyanti (2020) mentioned that learners have an insufficient level of motivation to learn English, whether integrative and instrumental motivation. Integrative motivation is motivation that arises because someone wants to socialize and join a community group. While instrumental motivation is motivation that arises because of factors to improve career or social status such as the desire to enter the favorite school and

get a good job. Moreover, Kareal & Klema (2006) contrasted the characteristics of some accessible virtual learning systems and adequate instruction. Adaptability and motivation are the most difficult aspects of virtual learning.

Teacher 1: *Those children when distance learning look really lazy. There is no motivation either from himself or his parents. Their parents are mostly workers so they are alone at home so they don't have anyone to give directions to follow online learning with discipline.*

Virtual and online distance learning is a new teaching method for teachers. So many teachers who are not updated with ICT-based learning models will experience difficulties because they require preparation such as careful planning or online learning scenarios, from how to start learning, deliver learning, and end learning activities.

Further, the teacher must also be able to choose a platform, application, or Learning Management System (LMS) that suits the needs and skills of students. Thus, online learning is a bit challenging for teachers. Teachers may require carefully planned approaches to effective use of technology that ensure exercises, activities, and homework are specifically designed to facilitate language development, particularly in terms of listening and speaking skills that may be undervalued in a moment of physical distancing (Hartshorn & McMurray, 2020)

Teacher 2: *Teaching online is very challenging for me, as a teacher, I also find it difficult to do online teaching. Then, the lack of ICT skills for teachers/students is an obstacle in distance learning.*

In addition, the low economic level of students causes students to be unable to own a smartphone and buy data packages. However, possession of a device is very important in distance learning because it's the main tool for conducting online and virtual learning activities. Some students don't have smartphones or gadgets so they use their parents' electronic communication tools (Efriana, 2021).

In addition, data packages are also needed to access and download both materials and assignments from digital platforms, LMS, and applications that support online learning that have been prepared by the teacher.

Teacher 4: *Besides that, the average class here is students from lower-middle families, so sometimes they can't even afford to buy a data package. Besides, most of our students don't have mobile phones, so how can they study online. Weak connections, inadequate facilities, and expensive internet quotas are real obstacles*

Furthermore, geographical location is also one of the inhibiting factors in the smooth running of distance learning. According to Windiarti et al., (2019), one of the device's issues is the internet connection, which varies depending on the area. The location of students who are far from signal coverage causes students to not be able to connect to the internet properly.

Teacher 5: *Moreover, the place where our students live is quite far away and some are in remote areas so it's hard to signal*

Students' English Achievement

There are four skills that must be acquired by students in learning English, namely Listening, Reading, Writing and

Speaking. These four skills are required to be taught to students with the purpose that students meet the target of English proficiency. However, according to one teacher, teaching the four skills indirectly is excruciating. Lack of understanding and limited opportunity to ask broad questions can affect students' English skills.

The students are more dominant in face-to-face classes which are considered more effective than distance learning classes because they can develop their language skills by asking directly to the teacher if there are obstacles in learning and they can discuss together with friends in groups (Meladina & Zaswita, 2020). Moreover, English is a foreign language and not of medium of instruction in learning, so teacher assistance is needed for students so that students are more motivated.

Teacher 3: *Online learning is quite less effective if applied in learning English. In English there are 4 skills that must be accomplished by students: speaking, reading, writing, & listening. Now, if this is done through courage, then what happens is that students cannot understand/misunderstand or have misunderstandings because not all students can do independent learning. To be able to master English language skills, there must be assistance from the teacher.*

Some teachers mentioned that they gave material in the form of videos. Most of these learning videos are downloaded from YouTube and then distributed to students in the form of links or video downloads. Afterwards, the teacher gives instructions to listen to the video and answer some of the questions provided by the teacher.

Occasionally, the students also makes a summary of the video. With such activities, students feel bored and burdened. Since there is no delivery and explanation of the material from the teacher. As stated by Damayanti & Irwan (2021) that the online learning technique is appropriate for delivering assignments and evaluations, but not for comprehending English learning materials or developing reading abilities, which are accomplished through the use of e-books and videos. It can be a suggestion that teachers could use applications or digital platforms such as Zoom, G-meet or applications or platforms that provide video conferencing services to turn learning on with the aim that students can meet face to face with teachers.

***Teacher 6:** Well here usually there are those who lack a sense of responsibility towards their obligations. If through online it can be presented that only 20% of them actually read the English material or watch the material via video and really understand the material, the rest may just be a formality as long as they participate in the comments in the comments section as a sign of participation in class absences.*

Teacher Reflection during Distance Learning

According to one of the interviewee, the role of a teacher can be a driving force to provide encouragement to parents and students through an approach that is carried out by always asking the perceived obstacles. Moreover, the guidance from counseling guidance officers is also very helpful if students often do not take online classes, they will provide assistance and warnings so that students are more disciplined. As mentioned by Nurohmat (2021) online learning has several drawbacks, including the need for self-

discipline and time management skills, the absence of personal communication, the inability to support all content areas, the sudden loss of practice-based learning, and the reliance on technology.

***Teacher 1:** In my reflection, yes...the approach to students and parents is more emphasized. So we have to control students through parents. Then the assistance by Counseling Guidance officers must also be paid more attention so that students can be well controlled.*

Then, another teacher revealed that the formation of study groups is also very important in supporting success in distance learning. Study groups are formed based on students who live close to each other and teachers carry out monitoring and mentoring on a regular basis. According to Nugroho & Natiningrum (2021) teachers who have students who live in remote areas with difficult networks are expected to be able to make visits to students to give lessons and assignments.

***Teacher 1:** Then, group study is also very important. So, we need to form study groups by gathering students who live close to each other and provide learning assistance in rotation from one village to another.*

There are also teachers who think that online learning provides a valuable experience for a teacher. Because the challenges that arise cause them to learn how to teach online well. Enriching knowledge of learning methods is very important so that teachers can provide insights in interesting and varied ways. The policy of using learning models motivates teachers to increase their expertise in the field of Information and Technology (IT) and knowledge to adapt to online learning. (Rinekso, et al, 2021)

Teacher 3: *My reflection during online teaching is that I can find different ways of teaching students. And noticed the difficulties of online learning by students and I tried to fix it and make it better. When online learning is applied, teachers must be willing to learn and try to improve their ICT competence so that they can still deliver learning materials to their students through online learning.*

The Barriers of the Off-Line Learning in the New Normal Era

The impact of online learning is still felt by teachers. Like some students are still carried away with the atmosphere of learning at home. Study at home for some students affect their self-discipline. The level of self-discipline influence the students learning performance (Muksin & Makhsin, 2020). Students with high level of self-discipline perform academic learning better. On the other hand, students' learning achievement will reduce if they gain low self-discipline

This trait certainly affects interest when learning in the new normal era because they have to start adapting from scratch. Especially for new students who have never entered the classroom environment.

Teacher 2: *Yes, it is very different, students' enthusiasm for learning online has really decreased. So, during this new normal, we must re-cultivate children's enthusiasm for learning. Some of them are comfortable studying at home so they are lazy to go to school. However, some of them are happy to be back in school.*

Further, the limited time for face-to-face learning. Even though in the new normal era students are allowed to carry out face-to-face learning, the learning estimates are very short. The policy for conducting face-to-face learning is carried out in accordance with school and foundation policies. Usually, schools based on

Islamic boarding schools, they apply face-to-face learning activities for all students. However, for students who are not based on Islamic boarding schools, they carry out learning activities in waves. For students who do not have a face-to-face learning schedule, online learning is applied. This blended learning is the optional mode to cover all the students' English learning material. Integration of online and offline learning create an efficiency learning (Siswati, Astiena, & Savitri, 2020).

Teacher 3: *Online learning still affects face-to-face learning in this new normal. This is because the time allocation for face-to-face learning is very limited in school. Then the teacher also delivers the material/tasks done online learning, this is to help students who still have not mastered during face-to-face learning.*

The Differences between Teaching Online and Offline

Based on the assumption of a teacher, direct learning can minimize student learning difficulties. With face-to-face learning, students are more comfy to ask questions to the teacher and discuss in groups. Hence, students will not experience learning loss and psychosocial risk. With the distance learning model, students are not convenient to communicate between friends with the application of applications or learning LMS that are not appropriate. The time scheduled for online learning is insufficient to convey the overall learning. This is due to the many problems that occur during online learning such as unstable internet connections, resulting in poor video conference quality (Ulfa, 2021).

Teacher 6: *When face to face learning, all students can access the same learning materials without any problems. Then, they can understand the material presented more quickly and keep the interaction between teachers and students optimally. So, it minimize the occurrence of learning loss and psychosocial risks to students.*

There are four English skills that English learners must achieve. For teachers, face-to-face learning optimizes the mastery of the four English skills more than when learning online. Most teachers only provide readings and videos without giving instructions for students to convey their ideas orally. The difficulties faced by EFL teachers in conducting online learning included providing feedback, receiving feedback, and conveying complex materials (Putri, 2021).

Teacher 4: *Of course there is a difference, namely the teacher can easily monitor the students' ability to understand the material presented. Then, with face-to-face learning, it is easier to control the four English skills.*

Conclusion

The application of distance learning provides valuable experience for teachers in technology-based teaching approaches during the Covid-19 pandemic. From the teacher's experience during online teaching, the reflection obtained by the teacher greatly supports the development of future learning. The innovation of teachers towards technology-based learning designs is necessary so that

learning activities are more interesting and acceptable.

Then, a study visit by gathering students in one place prioritized for students with inadequate online learning facilities by students such as the availability of devices and limited networks is an alternative to preserve the efficiency of learning process during the covid-19 pandemic. The existence of a transition in learning methods is excruciating for students and teachers to deal with.

Therefore, even though learning is in the current new normal era, teachers can provide learning activities that slightly review the efficiency of learning during online learning in order to get feedback and reflection for better learning in the future. Teachers should also start making learning models by integrating technology to make them more familiar with more interesting learning. Based on the limitations of the study, the next researcher can investigate students' opinions on online learning and students' reflections for learning English later. Thus, the practice of learning English online and online will obtain the portrait of challenges and strategies for the progress of learning in the digital era.

References

- Casta, J, S., & Ewe, L, C. (2021). Teacher Anxiet during the Covid-19 Pandemic. *The Journal of Asia TEFL*, 18(3), 932-940. <http://dx.doi.org/10.18823/asiatefl.2021.18.3.12.932>
- Damayanti, S., & Irwan.(2021). Online Learning in EFL Classroom during Pandemic COVID19: Teaching Activities, Problems and Solutions. *Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 463 – 474. DOI: 10.24256/ideas.v8i2.1911

- Daar, G. F., & Naar, I. (2021). Teachers Challenges In The Learning Process During The Covid-19 Pandemic In Rural Areas. *JINOTEP (Jurnal Inovasi Teknologi Pembelajaran)*, 8 (2), 186-193. DOI:10.17977/um031v8i22021p186
- Efriana, Leli. (2020). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*, 2(1), 38-47.
- Hartshon, K.J., & McMurray, B, L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. *International Journal of TESOL Studies*, 2(2), 140-156. <https://doi.org/10.46451/ijts.2020.09.11>
- Ikhwan, E. J. Q., & Andriyanti, E. (2021). Students' motivation to acquire English through virtual learning in the midst of Covid-19 pandemic. *Lingua Cultura*, 15(1), 11-20. <https://doi.org/10.21512/lc.v15i1.6839>.
- Kareal, F., & Klema, J. (2006). Adaptivity in e-learning. *Current Developments in Technology Assisted Education*, 260-265.
- Lee & Yin, J. (2021). "As a Teacher, COVID-19 Means...": Stories of How English Teachers in Asia Developed Resilience During the Pandemic. *The Journal Of Asia TEFL*, 18(3). <http://dx.doi.org/10.18823/asiatefl.2021.18.3.2.764>
- Lie, A., Tamah, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary school language teachers' online learning engagement during the Covid-19 pandemic in Indonesia. *Journal of Information Technology Education: Research*, 19, 803-832. <https://doi.org/10.28945/4626>
- Meladina & Zaswita, H.(2020). Shedding Light on EFL Students' Readiness and Problems to Face Online Learning in the Pandemic Era. *Jurnal Bahasa, Sastra dan Budaya*. 9(1).
- Muksin, S, N, B., & Makhsin, M, B. (2020). A Level of Student Self-Discipline in E-Learning During Pandemic Covid-19. *Proceding of the International Conference on Intellectuals' Global Responsibility (ICIGR)*, 2722-0672 , <https://pssh.umsida.ac.id>.
- Nugroho, A., & Natinigrum, N. (2021). English Teachers' Perspectives On Challenges, Suggestions, And Materials Of Online Teaching Amidst The Global Pandemic. *IJEE (Indonesian Journal of English Education)*, 8 (1), 108-126. DOI:<http://doi.org/10.15408/ijee.v8i1.17886>
- Nurohmat, N. (2021). The Effect of Online Learning on Students Learning Achievement (Overview of Learning English Achievement). *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(2), 165-171.
- Puti, W. (2021). Tantangan Pedagogi Pembelajaran Daring Guru Bahasa Inggris Selama Pandemi Covid-19. *Jurnal Teknolgi Pendidikan EDUTECH*, 20(1).DOI:<https://doi.org/10.17509/e.v20i1.30993>
- Rinekso, A. B., Muslm, A. B., & Lesagia, O. (2021). Teaching Online In Pandemic Time: The Experience Of Indonesian Efl Teachers. *English Teaching Learning and Research*

Journal,7(1),DOI:10.24252/Eternal.V71
.2021.A9

- Siswati, S., Astiena, A, K., & Savitri, Y. (2020). Evaluation of Online-Based Student Learning: Models During New Normal Pandemic Covid-19 in Indonesia. *Journal of Nonformal Education*, 6 (2), 148-155.DOI: <http://dx.doi.org/10.15294/jne.v6i2.25599>
- Situmorang, K., Pramusita, S, M., & Nugroho, D. (2021). English Teachers' Reflections and Lessons Learned in Language Teaching During COVID-19 Pandemic. *EDUVELOP Journal of English Education and Development*,(1).DOI:<https://doi.org/10.31605/eduvelop.v5i1.1111>
- Ulfa, K. (2021). Challenges of Online Learning Faced by Efl Students During Covid 19 Pandemic. *TIN: Terapan Informatika Nusantara*, 2(4). 222-225.ISSN 2722-7987 (Media Online) Website <https://ejurnal.seminar-id.com/index.php/tin>
- Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B, W. (2019). Teachers' Perception toward the Obstacles of E-Learning Classes. *Ethical Lingua Journal of Language Teaching and Literature*, 6(2),117128.DOI:[10.30605/25409190.v6.117-128](https://doi.org/10.30605/25409190.v6.117-128)