

## **English Teachers Instructional Practice in the Pandemic Outbreaks: the Efforts and Challenges**

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### **ABSTRACT**

This research investigates English teachers' challenges and efforts in instructional practice during the pandemic outbreaks. It aims to know the English teachers' challenges in the instructional practice during the pandemic outbreaks and to know the English teachers' efforts during the pandemic outbreaks. The research employed a descriptive qualitative approach and the data was collected through a set of questionnaire and interview. The participants are three English teachers of senior high school. The results show that there are some challenges in instructional practice; the implementation of online learning seems uneven and tends to be teachers centred, less curriculum material coverage, students were not discipline and passive in learning. It has been found also that there are some efforts to overcome the challenges during the pandemic outbreaks such as through the use of recorded videos and create good interactive lesson set to promote students' critical thinking and encourage the students' participation in online learning.

**Keywords:** English Teachers, Instructional Practice, Challenges and Efforts

### **INTRODUCTION**

English language learning and teaching are essential in education, and it is an interesting subject all around the world. Rachmajanti (2008) as cited in Songbatumis, 2017) states that the purpose of teaching English in school is based on the Decree of Ministry of Education and Culture No, 060/U/1993 and 1989 Constitution on National Education System that the goal is to enable students to be proficient in English in the globalizations era. Instructional practice is important to teachers, especially for English teachers. Brown (1994:3) states that teaching is guiding and facilitating learning enables the learner to learn, setting learning conditions. In this situation, teaching English is not easy, the pandemic outbreak has changed the education system in the world, schools were closed, and it is challenging for teachers, especially for English teachers. The English teachers' instructional practice efforts in pandemic should be ensembled to the education need from offline learning to online learning. Learning is a learning process that is supported by an electronic or computer system as a learning medium(Luhdyanti & Hardi, 2020).The teachers are expected to teach using internet

resources or platforms for teaching and learning such as WhatsApp, zoom, google meet, google classroom, etc.

Several factors are becoming the challenges in instructional practice during pandemic partly from the students, English teachers, and school activities. Especially for English teachers, Atmojo & Nugroho (2020) found that teachers' challenges are limited of time, the teachers' difficulties in creating material, and the teachers' lack of experience and knowledge in carrying out online learning. Then, the teachers also find a problem in giving personal feedback to the students. Further, the teachers find difficulties in engaging low motivated and passive students in an online learning setting.

Based on the researcher's preliminary observation at Senior High School. First of all, the challenges when teaching English, it is challenging to create a good classroom learning because the students were not discipline when joining the classroom and not a few students who did not do the assignments. The students tend to feel uninspired and unsupervised behind the screen when they enter the classroom. One of the problems may be that the teachers still had problems in designing materials, and many teachers had little or no information about technology and it may be the instructional process by the teacher especially for the English teacher did not use a suitable method in teaching and learning especially in the pandemic outbreak.

Based on the research problem above, questions leading the present research are: (1) What are the English teachers' challenges in the instructional practices during the pandemic outbreaks? (2) What are the English teachers' efforts in the challenges?. It is supported by related researches that show online class in pandemic need effort and give challenge. A research by Rahayu and Wirza in 2020 shows a result that a positive perception of the usefulness and ease of online learning systems during pandemic Covid-19. Most of teachers did not agree on the effectiveness. The teachers got many problem in online teaching process. The teacher show good ability in using technology in online class.

The explanation above shows that important to investigate Therefore, it needs to investigate the effort and challenges faced by teacher, especially english teacher in online teaching.

## **METHOD**

This research used descriptive qualitative approach. According to Gay et al (2012, p.7) states “Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (non-numeric) data to gain insights into a particular phenomenon interest.” Furthermore, the qualitative descriptive is the study that is described in words, used to analyse various phenomena that occur in individuals, group, or communities. Nassaji (2015) stated that “The goal of descriptive research is to describe a phenomenon and its characteristics.” Therefore, the researcher used descriptive qualitative approach to collect the data based on the experience of the participants, especially for the English teachers. The research was conducted at one of Senior high schools in Bogor. In gathering information, the researchers used a set of questionnaire and interview to three English teachers at senior high school in Bogor. According to Wilkinson & Birmingham (2003) a questionnaire is a favoured tool of many of those engaged in research. It can often provide an effective way of collecting data in a structured and manageable form. Moreover, In Patton (2002, p.4), interview responses about people’s experiences, perceptions, opinions, feelings, and knowledge. The data from the questionnaire and interview were gained to answer the research questions of this research. Safety, confidentiality, and privacy anonymous were used in reporting the findings. Responses to the open-ended questions were recorded, transcribed, coded and conclude. The Interviewees are labelled as participant 1 – participant 3 (P1-P3). The section below describes the detailed findings.

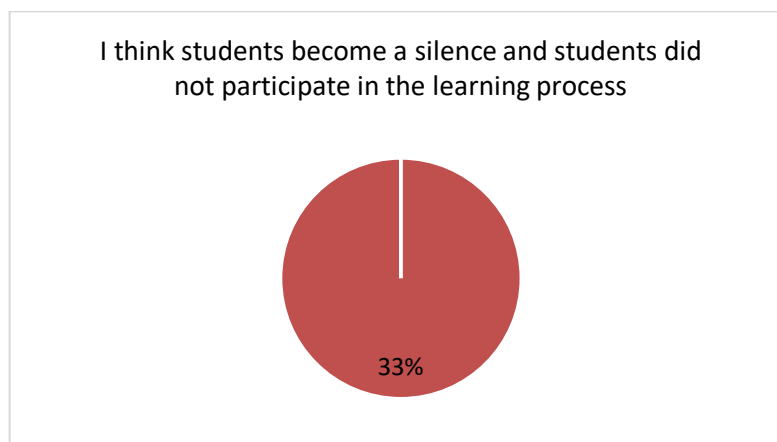
## **FINDINGS AND DISCUSSION**

This data shows the teachers’ perception on the challenges in instructional practice during the pandemic outbreaks and efforts during pandemic using online learning.

### **1. The English Teachers’ Challenges During the Pandemic Outbreaks**

After conducting the interview session and questionnaire, the researchers revealed the answers to the research question. The English teachers had some challenges in instructional practice during pandemic outbreaks. Each indicator would be explained below:

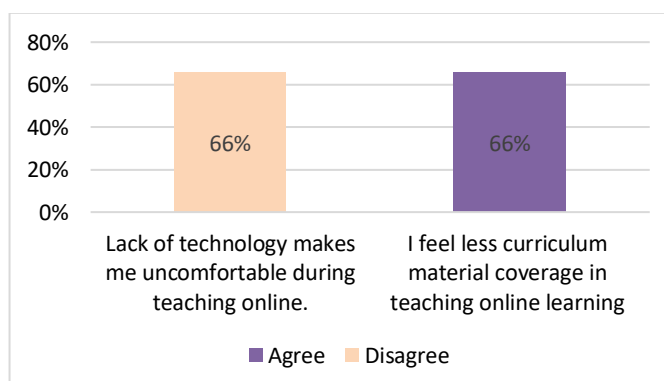
**The implementation of online learning seems uneven and tends to be teacher-centered**



**Figure 1. The teachers' feeling to have participation in learning process**

As shown in figure 1, It is known that 33% of English teachers felt that students became silence and students did not participate in the learning process because students find it challenging to understand the materials. Based on the interview result, the implemented teaching during the pandemic was not easy because they implemented teaching using online learning. It was lined with the teacher's opinions from the interview session. P1 revealed that students lacked vocabulary in the learning when the teachers explained. It can be concluded that, the teachers must use bilingual language to make students understand about the materials. Moreover, teachers must pay attention to students in the learning process. To increase student involvement is to have them participate in class online with the teacher. Moreover, discussing and asking questions can result in higher student involvement (Smith & Diaz, 2004 as cited in Mahmood, 2020).

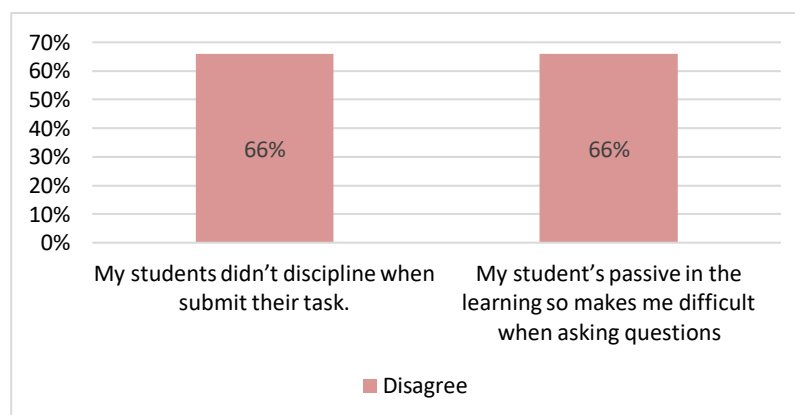
#### **Lack of technology skills and less curriculum material coverage**



**Figure 2. The English teachers' response on Lack of technology skills and less curriculum material coverage**

Figure 2, shows that 66% of English teachers disagreed that Lack of technology made the teachers uncomfortable during teaching online. Meanwhile, 66% of English teachers agreed that the curriculum material coverage in teaching online learning makes them less curriculum material in teaching online learning. It could be seen that most English teachers have no challenge in the use of technology during teaching-learning. The material presented online may not be understood by all students because time in delivering material in online learning is less than face to face. Moreover, P2 explained that there was a limited time, so the teacher must have to compress the materials. "in the online class, there is a limited amount of time, so we have to compress the material with an understanding based on basic competencies ..." (P2). It can be concluded that limited time is the factor teacher less curriculum material coverage in teaching online learning so, students did not understand the material. Similarly, Lack of experience and knowledge in carrying out online learning is one of the factors teacher difficulty the materials. Similarly, Coppola (2004, as cited in Ertmer & Ottenbreit-Leftwich, 2010) explained that teachers must enhance their knowledge of pedagogical practices across multiple aspects of the planning, implementation, and evaluation processes teaching with technology.

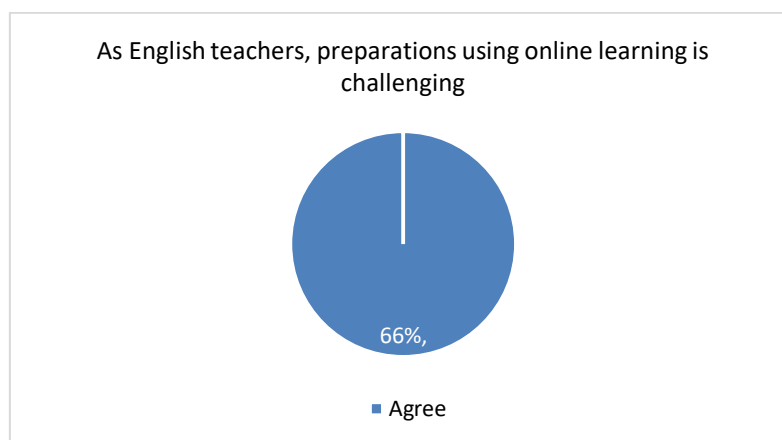
### **Students were not discipline and passive in the learning**



**Figure 3. English teachers' feel on dicipline and passive students in online class**

Figure 3, shows that 66% the most of the English teachers disagreed that students did not discipline when submitting their task. Furthermore, 66% of the most English teachers disagreed that student's passive in the learning. However, the result of the statement supported by the interview, the teacher argued that students did not discipline when submitting their tasks and student's passive in the learning. P2 reported, "there is limited time or internet limitations, so students are not on time in collecting assignments." Furthermore, based on the interview session student's passive in learning because the students lack vocabulary. P1 revealed that "students' mastery of English is limited." It can be concluded that, the internet connection was problem in collecting task and mastery of English was limited is the factor students became passive in the learning. Supported by Atmojo & Nugroho (2020) they explained that some students submit their assignments after the deadline has passed. It could be caused by various things. Some students were lazy to complete the task or project that the teacher has assigned. It's possible that their internet quota was run out.

#### **Preparing online learning to spend more time than preparing face-to-face class**



**Figure 4. English teachers response on Preparing online learning to spend more time than preparing face-to-face class**

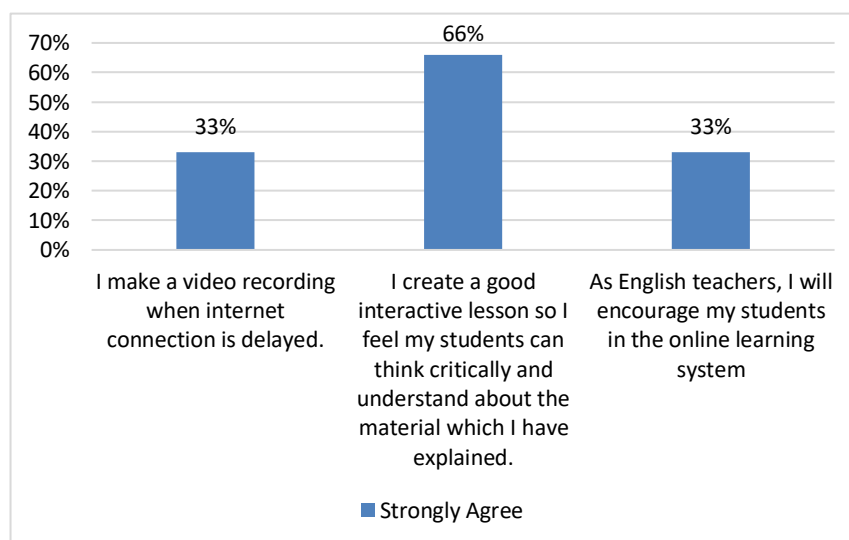
As shown in figure 4, 66% of English teachers agreed that online learning is challenging. It indicated that most of the challenges in preparations using online learning. They felt preparations using online learning spend time; they spilled the explanation in the form of a file in an online class, they felt challenged while made the interesting material. The results of the statement

supported by the data of the interview. P2 responded that "The challenge is to make the interesting material." Moreover, P1 stated that she had to made questions, examples of sentences, and it must be spilled in the form of a file and then shared with Google Classroom or made in ppt form. It can be concluded, in online learning was challenging to teachers make interesting materials and preparation in online learning spend more time than preparing a face-to-face class, and it was challenged by the teaching. Supported by As Hosnan (2014 as cited in Muharram, 2018) explained that before teachers teaching in the classroom, they had to have learning materials, and teachers need to sort them because it is important to find good learning materials for students.

## 2. The English Teachers' Effort in the challenges During the pandemic Outbreaks

There are efforts for any challenges, especially for English teachers. The several findings below are the efforts for some English teachers' challenges in instructional practice during pandemic outbreaks. The efforts in the challenges are used to make the teacher, especially for the English teacher to solve the challenges and attain those educational objectives.

**Recorded videos and create a good interactive lesson settopromote students in critical thinking**



**Figure 5. English teachers response on recording videos and create a good interactive lesson settopromote students in critical thinking**

Figure 4.7 shows that 33% of the teachers strongly agreed that the Teacher made a video recording while the internet connection was delayed. Furthermore, 66% of the teachers strongly agreed that the teacher created a good interactive lesson. The results of the data interview, when there was the problem of the internet in the teaching-learning process, P1 revealed that she would explain the material through another platform. Moreover, P3 explained that students could contact the teacher, and the teacher would share the materials. Furthermore, As the teacher, we need to have more creative lesson to deal with online learning to make students critical thinking in learning. The teacher need method in the teaching learning. the students have to learn with the discussion method, and the teacher must direct them when they discuss. This method can refer students to a particular subject, clarifying vague points, and reinforce what students already know about a topic (Ocak 2008 as cited in Akdeniz, 2016).

#### **The teachers encourage the students in online learning**

As shown in figure 4.7, 33% of English teachers strongly agreed to encourage students in the online learning system. By encouraging students in the learning process, the students were expected to understand the topic in the English classroom, and the students would be effective in following the class. the English teachers should encourage students in the learning process, motivate students with the students' parents, and evaluate the learning, and then assessment is affected student's motivation. P1 revealed that she would be motivated students when discussing the materials. "... keep motivating students to be able to speak in English so that the discussion continues and tells the material to studied before starting the lesson so that students can understand the material and always present interesting material ..." (P1). In summary, the English teachers should encourage students in the learning process, motivate students with the students' parents, When the teachers were motivated the students, they would be expected to understand the topic. Furthermore, In the learning process, the teachers must be utilizing the platform in the technology to make students interesting in online learning. Based on Djamdjuri et al (2018) explained that the use of technology by watching movie can make students interested and they creative in the learning process. Moreover, the teachers keep motivating students to be able to speak in English, parents of student's support can increase student motivation in



learning. Supported by Cahyanti (2020, as cited in Rahimah et al., 2021), states that parents role when learning from home is a substitute role. This is because parents take part in motivating their students and taking the time to help with the assignments that have been given by the teacher while at home.

## **CONCLUSION**

The present research the English teachers have challenges in the online learning activities. The English teachers felt that students became silence and students did not participate in the learning process, the limited time make the teachers have to compress the materials, and lack of experience and knowledge in carrying out online learning is one of the factors teacher difficulty the materials. As a result, the preparation of the online learning was challenges for the teachers. Teachers should be creative in creating a variety of learning so that students could be motivated to learn and to improve their performance.

The future for the English teachers, the researcher suggests to the English teacher to more creative in teaching learning process. Using method in the learning can make the material interesting. In addition. The teachers need improve their technology to teaching online learning. More researcher recommends conducting the research about the English teacher's challenges and efforts in the challenges in instructional practice during the pandemic outbreaks in a wider scope.

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