ONLINE ENGLISH TEACHING AND LEARNING PROCESS DURING COVID 19 PANDEMIC AT SDN 03 BUNGUR CENTRAL JAKARTA

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Abstract

The research explores the teacher's implementation of online English teaching and learning during the Covid 19 pandemic at SDN 3 Bungur Central Jakarta. The data are collected through interview with the English teacher at SDN 03 Central Jakarta and documentation device learning of English teaching as supporting data. There are several media learning used in online English teaching i.e *WhatsApp group, Google Drive, Google Classroom, Google Meet and Google Form.* The use of those learning media is based on predetermined guidelines. In learning English teacher has the principle that students feel comfortable in learning. Based on the results of the analysis, learning English is going well. This is assessed from the activeness of students in learning and the interaction between the English teacher and students which is interactive and warm.

A. Introduction

Teaching English for young learners at elementary school is not the same as that for adults. Therefore, it needs to comprehend and apply the theories of language teaching-learning for young learners and language classroom management. Moreover, the English teachers are also required to be able to design materials so that they can apply approaches, methods, and techniques of teaching-learning English appropriately (Sukarno, 2008: 1).

In Indonesia, the implementation of English learning in primary school refers to the Ministry of Education and Culture through circular letter numbers 060/U/1993 date 25 February about the possible English language program as a local content subject. This policy is taken because of the need to participate in the era of globalization.

Practically, not all elementary schools apply English learning. The reasons are school policy, local contents that are suitable for each region, curriculum, facilities and infrastructure and provision of English teacher. It also becomes quandary on schools which have applied English learning. One of them is the procurement of the right curriculum, facilities and infrastructure including the main factor which is the provision of English teacher.

Related to the provision of English teacher, based on surrounding observation, the average English teachers are substituted by class teachers who are not from English field teacher. In line with Fuad, the head of English teacher association Indonesia, he states in Kompas that teaching English in primary school must be balanced with competent teacher. The

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teacher must have a degree in English education or English Literature. Learning English with incompetent teachers will damage the development of English skillin the future.

The condition of Indonesia today is also homework in implementing primary school learning particularly and generally for educators in carrying out their role in the midst of Covid 19 pandemic. A global pandemic forces teachers and students to adapt the circumstances so that the knowledge transfer process can continue to run. The process of adaptation with different learning atmosphere raises its challenges, especially in remote, blank spot area and for elementary school students that online learning is not familiar in the teaching process.

Connected with the explanation above, the writer decides to conduct the research under the title "Online English Teaching and Learning Process during COVID-19 Pandemic at SDN 03 Bungur Central Jakarta". This study aims to describe how teaching and learning process takes place during the Covid 19 pandemic.

B. Literature Review

Moore et al (2010: 1) adds several relevant other definitions, the writer will try to explain more details the term of online learning and distance education. Online learning is a form of distance education to provide learning process and experience whereas, distance education is the effort ofeducator or institution to provide access education for those who are geographically distant.

Online learning experience can be in synchronous or asynchronous environment using different devices e.g., mobile phone, laptops, etc with internet access (Sing and Thurman in Huang, 2019:

10). Synchronous learning is a form of learning activities occur through live video or audio conferencing with immediate feedback. Meanwhile, the students in asynchronous learning cannot get instant feedback and message. Additionally, the learning content is not provided in virtual classroom, but rather on different learning management systems, e-mail systems or forums.

C. Method of Investigation

This study uses descriptive qualitative research designed to gather the opinions and real experiences of online English teaching and learning during Covid 19 Pandemic at SDN 03 Bungur Central Jakarta. The source of data in this study focuses on the English teacher of SDN 03 Bungur Central Jakarta who gives information about the implementation of online English and learning process through interview. Besides, the writer also uses other documents such lesson plan, teaching materials used by teacher to teach and others as supporting data.

D. Findings and Discussion

Based on the result of the interview, English teaching and learning process at SDN 03 Bungur Central Jakarta is carried out online. In the implementation of online English, the English teacher uses a number of learning media including WhatsApp groups, Google Meet, Google Drive, Google Classroom and Google Form. The use of the learning media is based on predetermined learning references. It is related to the role of the English teacher working group (KKG) at the primary school level.

Generally, *WhatsApp group* learning media is the most frequently used learning media. Apart from being a medium of learning in delivering subject

matter as well as a medium of communication used by the English teacher to communicate with class teachers, the English teacher and the students.

Learning begins with the teacher greeting the *WhatsApp group* and then continuing to give a text message explaining today's lesson activities. Then, the teacher looks at the students' response, records the students' response as a students' attendance at the lesson and gives appreciation to students and other responses. Thus, the interaction that exists between teacher and students is good. With responsive teachers, warm students will feel comfortable doing learning even though learning online. This is line with the basic principle applied by English teacher that the students feel comfortable in learning.

Things are different when the teacher does teaching and learning process by using the *Google Classroom* platform. Before starting the lesson, the teacher gives directions for the use of the learning media and access to enter the classroom. The briefing process is carried out by the teacher through the class *WhatsApp group*. The use of the *Google Classroom* platform aims to make the learning process varied. In addition, the advantages of the *Google Classroom* platform allow storing more data and monitoring the time for collecting student assignments.

The *Google Classroom* platform is the same as *WhatsApp group* media which can be made into several classes in one application and can provide comments in the class. The advantage of this application is that teachers can create columns within columns. This means, for example, in class 2, another column can be created for the assignment column, the subject matter column and others. As a result, when the teacher gives assignments, they can easily monitor the students' work through the column feature and

upload assignments without worrying that they will be deleted, which is different from the *WhatsApp group* media. The lack of this media cannot be used as a medium for intense communication, so when the teacher provides material documents or assignments, the teacher also needs to notify through the *WhatsApp group* so that students open the *Google Classroom* application.

On other occasions when learning requires students to practice speaking English, the teacher makes a video call. Previously, the teacher divides the students into small groups. It is intended that the learning process is carried out in a conducive manner. Meanwhile, the use of *Google Form* and *Google Drive* media is used during the final semester examination or daily test.

As we all know online learning is firstly carried out simultaneously in Indonesia from elementary school to university level. For a period of more than a year online learning has become a challenge for the teacher in the teaching process without exception SDN 03 Bungur Central Jakarta. The challenges experienced by teachers is that the teacher needs to be observant in assessing students' spiritual and learning attitudes and the teacher needs to be extra patient in responding to responses of the students in learning activities or questions from the students' parents.

Currently the teacher is carrying out a new strategy in the process of assessing spiritual attitudes (responsibility and discipline) and student learning. These strategies are closely related to the learning processes and learning strategies whereas the teacher from time to time asks or appoints students at random to come to show the results of their work to school.

In learning carried out through *Google Classroom*, it makes it easier for the teacher to monitor the work assignments that the students have done. In this *Google Classroom* there is a feature to load columns in the classroom to upload materials or assignments as needed by the teacher. Hence, the assessment of student learning outcomes is determined more than the tasks that students do.

In the event of the challenge of the teacher as a public service to students and parents, the teacher tries his best to be friendly in answering. What often happens is that parents often ask the teacher again personally when actually the teacher has given instructions, or learning materials in WhatsApp groups or other learning media. Therefore, the teacher reiterates or directs to read the group conversation carefully.

The incident above indicates that the background of the students' parents is that some of mothers of these students work. Accordingly, there is a problem that follows the parental background factor, namely the uncontrolled way of student learning. There are several students who are noted that they often do not do their assignments well and there have been misunderstandings between class teachers and the English teacher. For instance, one day, a student says he has submitted his English assignments well to the class teacher. However, in tracing the record of collected assignments, the English teacher states that he has never collected it, so that this drags communication with his parent. From this communication, the parent does not feel that they are collecting their son's assignments. These events are not big in comparison to the good relationship between students and parents. However, it will be the realm of the classroom teacher to handle communication with

parents. The English teacher only plays a role in reporting when he finds students who are not good at learning.

E. Conclusion

Based on the explanation above the online English teaching and learning process at SDN 03 Bungur Central Jakarta goes well. In teaching and learning process, the teacher applies the principle of learning that students feel comfortable in learning and uses several media learning such as WhatsApp group, Google Meet, Google Drive, Google Classroom and Google Form. The use of the learning media is based on predetermined learning references. It is related to the role of the English teacher working group (KKG) at the primary school level.

Acknowledgement

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