

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of the research on the experiences of English teachers through online during pandemic Covid-19 In CHAPTER I, CHAPTER II and CHAPTER III have explained the background, theoretical studies, and research methods as the main support in the research process. In Chapter IV, research results will be presented regarding the analysis of the implementation of online learning during the Covid-19 pandemic in junior high schools. This research is a qualitative research that aims to find out and explain data regarding the experience of English teacher through online during pandemic Covid-19 period. This research was conducted in the odd semester of 2021 with the research subjects of 3 teachers. Data analysis of the implementation of online learning during the Covid-19 pandemic in junior high schools was obtained based on observations, interviews, and documentation with the following findings:

Based on the results of the study, it shows that from the question of “What will you do to make the class enjoyable and relaxed in online?” The results of the interview are:

G1: So far, in teaching-learning process, I have used various ways to make online classes comfortable and fun, but students' appreciation and interest in learning is very lacking and students are too passive so they seem ordinary and even stiff.

G2 : I try to give the materials that I have collected through the videos I made, and also the materials that I have chosen on youtube, sometimes I try to hold real-time meetings at google meet but most students reason that the internet quota is so expensive and limited and sometimes the internet is lagging that makes it difficult to load a comfortable class and fun.

G3: Actually, online learning has been relaxed, because it is only based on sending assignments, studying via the web and youtube, but the results are not optimal, there have also been through google meet and zoom, but many students cannot go online due to internet quota reasons, then many students who can't get online on time.

Based on several interviews known from respondents, it can be concluded that the statement above explains that online learning is already relaxed because it is mostly by given assignment and video to self-study at home and carried out using the WhatsApp application in delivering material to students, daily tasks are also sent via WhatsApp. This statement is supported by the results of other interviews that from the form of daily tests students do through Google forms, when students have finished working on assignments,

the results can go directly to the teacher. However, not all students can learn to use online, because there are factors that hinder students from accessing these online materials and assignments. Students who cannot go online will continue to study offline.

Results of interviews with respondents about “Have you ever teach online before the pandemic?” The results of the interview explain that:

G1: no, I have never taught online before, as we know this pandemic just happened in 2020 and our experience actually lacking in using technology so that I as a teacher have to learn more, especially in using technology

G2: I have never taught online before so I have to learn to use technology in teaching students with Google Classroom or WhatsApp in sending assignments to students, but some problems are lacking and constrained in its implementation, the point is the network. In offline learning, we don't have any problems in learning implementation, we just have to meet in teaching-learning process and give assignment.

G3: Previously there was no online teaching before this pandemic, there was only assignment collection which was sometimes online using whatsapp or google classroom.

The conclusion of the statement above is that based on the statements above, it shows that before the pandemic period, teachers did not use online learning, there was only collection of assignments via whatsapp, google classroom or school web.

The results of interviews with respondents about “What are the difficulties in managing the students in online class?” The results of the interview explain that:

G1 : We have encountered many difficulties as English teachers because it is actually very ineffective to only communicate via mobile phones or other media because English is practical. In addition, due to internet quota reasons etc. we can only do learning via whatsapp by giving material and collecting assignments.

G2: the difficulties are many because the both teacher and students have to make things online and send them via google classroom and whatsapp, not to mention the lack of knowledge about technology so we have to learn more about using technology during this pandemic. Plus there are some students who don't have cellphones so they are obliged to come to school to study and collect their assignments directly to the teacher.

G3: There are so many problems, firstly, because the network sometimes has problems so that some of the assignments are late, then in the case of students who are very passive, they seem to have no motivation in learning, so we teachers only seem to give lessons only as an abort of obligations, and there are even students who from the beginning of the semester until now have not collected their assignments at all even though they have been contacted and informed by their teachers, then there is the problem of internet quotas, most

students reason that the internet quota is too wasteful to do online learning, so most teachers are reluctant to do the real-time online learning.

The results of the statement above that they faced many difficulties when learning online, networks and internet quotas are also very influential in the learning process, even the teacher has difficulty in deciding whether to use google meet or zoom or just send material via whatsapp as available. Besides, most of the teacher lacks of knowledge about technology and the passive students are also been the main problem during learning online.

The results of interviews with several respondents about “What will you do in presenting the material in class in order to make the students understand about the lesson?” The results of interviews with respondents quoted explain that:

G1: In teaching students and delivering learning materials, I think it's not very effective because of the passiveness of students, every effort I make to make students understand this material is in vain because students are passive. That's why we as teachers can only provide material, it only seems like an abort from our obligations as teachers.

G2: I think when delivering learning materials are not really good and not effective because of online learning. In general, I think learning abilities of the students are still very low, coupled with the passiveness of students, it is very difficult to know which students understand and do not understand. When asked

if there was any material they didn't understand, they didn't give any answers.

When I asked them to ask questions, they just said no question available.

G3 : It is very difficult to make students understand, even for myself, because of the lack of communication with students and the students are very passive so we don't know whether they really understand what has been said or do not understand at all. Various ways have also been done so that students are motivated and want to understand the content of the learning material, but due to the passiveness of the students, I have difficulty knowing whether or not students understand the material

The statement above explains that in online learning, the teacher prepares the planning and implementation of activities as well as possible. The planning is that the teacher makes materials and evaluation questions, while the implementation is that the teacher distributes materials and assignments to the WhatsApp group then for some students who do not understand the tasks given on WhatsApp, the teacher must be more proactive in explaining learning. However, because most students are passive, it makes teachers also find it difficult to know which students understand and do not understand the learning material provided by the teacher.

The interviews to the respondents about “How do you make the students understand the objective of the material?” The results of the interview to the respondents from the quotations explained that

G1: it is difficult in conveying the objective of the material because of the network connection problem which makes it uneffective in learning English especially in order to make the objective of the material understandable.

G2: I feel that achieving the objectives of learning materials is very lacking and because our knowledge of gadgets is somewhat lacking so that is what makes us less effective in delivering lessons to students, besides that, the lack of students' participation in learning also makes it difficult to know which ones understand and don't understand the objective of the material.

G3 : As I said, it is very difficult to make them understand because the students are too passive so it is very difficult to know whether they understand or not. Not to mention understanding the content of the material, understanding the learning objectives is very unlikely.

Based on the statement above, it can be concluded that the changing learning system also affects the strategies used in teaching. Different from the previous strategy in offline learning which used various methods such as discussion methods, lecture methods, and other assignment methods, during the Covid-19 pandemic, teachers also changed the learning strategy. It aims to convey material or information to students so that students can achieve a certain assessment target. However, the results were not as expected by the teachers. In addition, due to the passiveness of students, teachers find it difficult to know

whether or not the students understand the material and its objective being taught.

The results of interviews with respondents about “How do you help the students when they are facing difficulties during online learning?” The interview explains that

G1: in helping, this can only be done outside of individual study hours by whatsapp or video call to the student concerned because the capacity to communicate using online is still very lacking so it needs individual deepening.

G2 : I help students as much as possible, but because most of these students are passive, only a few of them ask via whatsapp, and the rest is never ask at all.

G3 : Almost none at all, because the students are too passive, so we teachers don't even know whether they are having difficulties or not, we teachers also often remind them to always do their assignments and remind them that if they don't do their assignments, they may not pass to the next class. , even I myself rarely give them assignments because I know they also have a lot of assignments, but there are still some students who have not submitted their assignments at all until now.

Based on the results of the statement above, the teachers made every efforts possible so that students could understand the content of the objectives of the material being taught, but due to internet quota problems, obstacles

occurred in online learning, so that the objectives of the learning materials being taught were often not delivered.

The results of interviews with respondents about “How do you motivate the students in online learning?” The interview explains that

G1 : it is difficult to motivate students because it has to be done directly face-to-face according to our experience before and it has never been like this before so that it can motivate only through whatsapp or google classroom and even then it cannot touch the students themselves in providing motivation to learn

G2 : I try my best to motivate students everytime, sometimes I ask them about their progress with their homework, I motivate them to do the homework for them, so they can pass to the next grade, etc.

G3 : I tried various things to motivate students, for example if they don't do assignments, then they don't pass to the upper class, and other motivational motivations so that students want to do their assignments, but most of them are not conveyed and seems futile because they are not done face-to-face.

The statement above explains that in online learning the problem is the teacher were not able to provide good motivation because it must be done face-to-face so that it can touch the students’ heart and mind, and it is difficult to motivate if only through online.

The results of interviews with respondents about “How do you develop the students ability to think maturely?” The interview explains that

G1: in learning online because there is no experience, I think that in developing students' abilities are very lacking, especially in thinking in learning because there is no direct face-to-face, besides I can't control and managing them if do it in online.

G2: I think it's likely very ineffective at online learning apart from us as teachers, this pandemic has just happened so this experience is very lacking and even there is no experience in developing students' thinking skills themselves.

G3: things like that can't be done online, because it's too difficult to develop and control it if it's not done face-to-face, it's different if it's done face-to-face, then we as teachers can control and develop their thinking skills, and it's easier in the evaluation.

Based on the statement above, it shows that teachers have difficulty developing students' thinking skills because it is not done in face-to-face directly, plus the teacher's lacks of understanding in technology, so in implementing strategies to develop students' thinking it can't be done well when learning online.

The interviews with respondents about the issue of “What will you do when it comes to speaking and listening practice while in online learning?” From interviews with several respondents explain that

G1: I also do practice speaking and listening, but unfortunately it is not effective because many students are not clear about their words in learning because the voice is sometimes interrupted due to the network, sometimes also asks students to send voice messages, but sometimes it seems less credible because it is not done properly. face-to-face, plus most students reasons to be embarrassed.

G2: actually, sometimes the network does not support it even though the quota is given for free in learning because the network problem is down, meanwhile when it comes to learning speaking and listening online, the students did not give a proper response

G3 : this can't be done online, I once tried to practice online, but the students were embarrassed, and didn't want to do it so they couldn't evaluate their assessment. For now, students are only focused on reading and writing

The statement above can be concluded that it explains that student understanding cannot be measured by the teacher because this practice cannot be done online due to several factors, and this practical learning must be done face-to-face.

Results of interviews with respondents about the issue of “Are you always learning outside the teaching learning process in order to make a good, effective and enjoyable online class?” From the results of interviews with several respondents are

G1: Yes, I study some of the material on youtube and sometimes make my own videos from the summary of the videos studied so that students are able to learn the material well.

G2 : I am looking for easy and easiest material to send to students, so that students can easily understand the material being discussed. However, the results are not optimal.

G3 : yes, I always look for videos that are easy and convenient for students to learn on youtube, there is a lot of content on youtube now that is easy to understand and convenient, so I don't need to make new videos for students, but to make classes it is effective and fun will be a bit difficult due to network problems and the students themselves.

The results of the above statement indicate that based on the statement above, it explains that teachers often study and find material that is easy and fun, so that students can learn easily, but it is difficult to make online learning effective due to student factors and facilities.

Based on the interviews results with respondents about the issue of “What will you do in facing the problem and organized it?” From the results of interviews with several respondents, namely:

G1: There are many problems when learning online because online is not always profitable, we used to study directly so class management is easy, but now class management is lacking because 30 students can't load on their cellphone screens and sometimes we are not able to use laptops in studying, so, sending assignment and video is the best way I can use in order to teach the students.

G2 : it's very difficult for me as a teacher because actually I also don't understand very well how to use google meet, google classroom, zoom etc so the best way I can do is to send assignment and video materials through whatsapp.

G3 : I have done various ways so that students can learn to the maximum, even when there are students who do not have gadgets to study, we ask students to come to school to study at school, even I try various ways so that students do their job well , including contacting their parents, but the rest depends on the students and their parents' responses.

Based on the statement above, all online learning outcomes can not be achieved, because there are many obstacles that hinder the process of online

activities such as the unavailability of online facilities such as smartphones, limited internet quota, and sometimes signals problem. Not all students use online there are some students who do it offline due to these constraints.

Results of interviews with respondents about “What will you do to adapt with students who are interested and not interested in English? What will you do to solve it? Especially on students who hardly understand English and don't like English?” Interview quote to the respondent that

G1 : We have difficulty in knowing students who are interested and not interested in learning because it is not done face-to-face and students are passive.

G2 : I do various ways to make students especially who don't like English feel motivated when learning English, but because the students are passive, it makes it difficult for me to know which students understand and which do not and which students interested and not interested one.

G3 : none, because almost all of them are passive, and I can't identify whether this student is interested in learning or not, even when asked if anyone has difficulty in understanding something, or asked to ask something if there is not understand, most of the students do not show a response of curiosity about this thing.

Based on the statement above that most teachers in the online learning process have had difficulty in providing teaching because it is still online, while what is expected is that learning can be done face-to-face so that it is easier for teachers both in supervision or in providing guidance and direction when students experience understanding problems in learning English. In addition, because students are passive, it makes it difficult for teachers to identify students who are interested and not interested in learning.

The results of interviews with respondents about “What application you usually use during online teaching?” Interview quote to the respondent that

G1: So far, in my studies, I do lessons using Whatsapp and send assignments also using WhatsApp, the form is in the form of a word file and they answer with the time I have provided

G2 : I use whatsapp in giving assignments to students and sometimes when learning speaking using google classroom but the time is limited if the network is not good. Sometimes, I also use google classroom to send the assignments and collect the assignments from students.

G3: During learning, I usually only send assignments to the students via WhatsApp and the school website, sometimes I also use Google Classroom, I have also used Google Meet and Zoom several times, then because most students can't be online in real time, so for the material, I only send videos for

them to learn, which are sourced from YouTube, which I have chosen so that students can understand easily.

Based on the statement above, it shows that online learning causes teachers to create new learning strategies. The strategy used after the pandemic came is different from before the pandemic, before the pandemic came, learning was carried out in schools with face-to-face meetings and then using appropriate learning strategies in the classroom. During a pandemic, teachers change learning strategies. When delivering material and giving assignments through the WhatsApp application, the teacher provides material in the form of text, photos, or videos. Some also use google classroom, sometimes also use google meet or zoom, but rarely due to quota limitations.

Results of interviews with respondents about “Which one is better in your opinion when it comes to teaching? Face-to-face teaching or online teaching? Why?” Results from interviews with respondents that

G1: In my opinion, face-to-face learning was more comfortable, because we could manage the class and help students with difficulties, then in practice the learning could be done freely, and it was also very possible to improve students' mindsets and morals, but now because of regulations the government is required to conduct online learning, this has become much more difficult, in addition to the lack of knowledge about technology, it is also difficult to manage

classes, provide materials, and form characters as before. In addition, in providing material, it is also very difficult to make students understand, due to quota factors, time and there are some students who do not have gadgets so they have to do face-to-face learning and collect assignments directly to the teacher.

G2: I think face-to-face learning is much more effective because students can't justify quotas for not being able to study, then in terms of learning they can focus, students who find it difficult can ask questions more comfortably because it's done face-to-face. When compared to online learning, it is rather difficult to motivate students in learning, then it is difficult to know whether students understand or not with the material provided, not to mention in collecting assignments, some do not collect until almost the end of the semester now.

G3: Of course it is face-to-face learning, because we can teach them and manage the class directly and motivate them by practice it directly. For them, if they have any difficulties, they can ask their teacher.

Based on the statement from the interview above, it can be seen that the time allocation carried out during online learning is different from ordinary learning when at school. Offline learning is done every day, while online the time allocation is independent or determined by yourself. The task collection system is in accordance with the agreement that has been set by the teacher. New learning strategies can provide benefits for teachers to increase knowledge

and improve skills in the use of technology. Plus, in providing motivation, character and mind development, class management, etc. much more effective when done face-to-face than done online.

Observation week 1:

Indicator	Mrs. Elis	Mrs Dina	Ms.Eka
Retention of control in the classroom	X	X	-
Presentation of work in a way that interests and motivates	X	X	X
Making clear what pupils are to do and achieve	X	X	X
Judging what can be expected of a pupil	X	X	X
Helping pupils with difficulties	X	X	X

Managing question and answer sessions.	X	X	X
Problems or issues are organised, represented,	X	-	-

Observation week 2:

Indicator	Mrs. Elis	Mrs Dina	Ms.Eka
Retention of control in the classroom	X	-	-
Presentation of work in a way that interests and motivates	X	X	X
Making clear what pupils are to do and achieve	X	X	X
Judging what can be expected of a pupil	X	X	X

Helping pupils with difficulties	X	X	X
Managing question and answer sessions.	X	X	X
Problems or issues are organised, represented,	-	-	-

Based on the results of observations that have been carried out as long as the teacher provides learning in the form of google classroom. There are several things that have been done that from each teacher from each school that what they do is from the Retention of control in the classroom, Presentation of work in a way that interests and motivates, Making clear what pupils are to do and achieve , Judging what can be expected of a pupil, Helping pupils with difficulties, Managing question and answer sessions.

This means that teachers in providing learning are still in the form of providing understanding in the form of material because they cannot communicate directly to students only in the form of giving questions to students.

B. Discussion

Based on the results showed that from the experience of teachers in teaching English especially related to the experience of teacher in teaching online pandemic period. When teaching online the teacher has problems in delivering lessons because the teacher is still not able to optimize learning well because it is not as usual face to face with students. Based on the teachers, this online class are already relaxed, but the results is not optimal, the main problems are on the internet quota which is limited and expensive and also network problems.

Most of the teachers have not taught online before the pandemic. Mostly, this is their first time teaching online in their career as a teacher. The results of the research on teacher problems in teaching online are that teachers are still lacking in developing the mentality of their students, and skills so that they are able to deal with their problems. When teaching online the teacher still has difficulty in guiding immature students, and providing a direction for students to be able to solve a problem to live a life that will come during online learning.

English teachers in online teaching which are still not able to manage student learning which includes: a. less able to control the ability to understand students, with indicators including: 1) less able to understand the developmental characteristics of students, such as understanding the cognitive level of students

according to their age. 2) less able to understand the principles of personality development of students, such as recognizing the personality types of students and recognizing the stages of personality development of students. 3) less able to identify the initial teaching provisions of students and explore the differences in the potential of students. 4) lack of ability in making learning designs, with indicators including: 5) less able to plan the management of teaching and learning activities, such as formulating learning objectives to be achieved in accordance with the competencies to be achieved, choosing the type of strategy or suitable learning method, determining learning steps, and determine ways that can be used to motivate students. 6) less able to plan classroom management, such as being able to determine the allocation of teaching and learning time, and being able to determine how to organize students to be actively involved in teaching and learning activities. 9) less able Able to plan learning outcomes assessment models, such as determining various forms of assessment and making learning outcomes assessment instruments.

The ability to carry out educational and dialogical learning, with indicators including: 1) less able to manage teaching and learning activities, such as being able to explain the material, use teaching methods, give examples that are in accordance with the material, use learning media to provide reinforcement, ask questions, and emphasize things -Things that foster positive habits in student behavior. 2) less able to communicate with students, such as being able to

provide opportunities to understand the material, clarify instructions and explanations if students misunderstand, provide opportunities for students to ask questions, and use spoken and written language clearly and correctly. 3) less able to carry out assessments during the teaching and learning process and carry out assessments at the end of learning.

The ability to evaluate learning outcomes, with indicators including: 1) less able to design and carry out assessments, such as understanding the principles of assessment, being able to arrange various kinds of learning evaluation instruments, being able to carry out evaluations. 2) less able to analyze the results of the assessment, such as being able to classify the results of the assessment and conclude the results of the assessment clearly. 3) less able Able to take advantage of the results of the assessment to improve the quality of further learning, such as being able to correct invalid questions and being able to identify the level of variation in learning outcomes.

The ability to develop students to actualize their various potentials, with indicators including: 1) less able to facilitate students to develop academic potential, such as channeling students' academic potential according to their abilities, being able to direct and develop students' academic potential. 2) less able to facilitate students to develop non-academic potential, such as channeling the non-academic potential of students according to their abilities, being able to direct and develop students' non-academic potential.

There are many difficulties in managing online classes. The results of the research show that teachers are still not able to make interesting learning so that students do not get bored. Teachers can also be less able to direct students to study a material in depth or only learn on the surface, and teachers are also less able to arrange for students to only memorize the material being taught or challenge students to think creatively to find solutions to a problem. This is presented to show how the role of the teacher can greatly determine the quality of learning.

The results also show when teachers teach online that they are less able to bring students to be able to (1) construct new knowledge (material) through linking with old knowledge, (2) understand material more than just knowing, (3) able to answer what, why, and how, (4) internalize knowledge into oneself so as to shape behavior, and (5) process behavior into self-character”.

The findings in the field show that from teacher learning during this pandemic period, teachers are still unable to apply online learning because teachers can only deliver material learning. Teachers are also less able to supervise students individually because they cannot do face-to-face directly with students so that only material is delivered. This teacher's difficulty also makes the teacher have to work hard so that the questions given are in the form of sentences that must be understood by students because they cannot ask the teacher directly.