TEACHER'S EFFORTS IN IMPROVING THE STUDENTS' ENGLISH ABILITY DURING ONLINE LEARNING

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Abstract:

The purposes of writing this thesis are: (1) To find out the teacher's efforts in improving students' English skills through the online process and (2) To find out how the students result from the efforts given by the teacher in improving English language skills through the online process. In this study, the researchers used: The method used is qualitative. The data were collected using interviews and documentation on English teachers, students, and SMK Kartika 1 Surabaya students. In this study, researchers used two interview methods: structured interview and semi-structured interview. The results of this study can be concluded that the teacher's efforts to improve students' abilities during online learning are through the WhatsApp application in which the teacher creates a WhatsApp chat group so that students can discuss with their friends without internet network constraints. In addition, most students showed a positive impression of the learning method via WhatsApp from those previously using the learning method through moodle e-learning.

Keywords: Efforts, Online Learning

1. INTRODUCTION

The Covid-19 virus has changed many lives worldwide, including in Indonesia. This virus has paralyzed human activities. The spread of the virus that has never subsided forced the government to make regulations to break the spreading of the Covid-19 virus.

One of the impacts of Covid-19 is education, where schools should be more active in activities offline learning. However, the process was slightly disrupted due to the covid 19 virus disaster that occurred worldwide, including in Indonesia. In response to this, the government, especially the Ministry of Education and Culture, issued Circular Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period conducted online or studied at home. This condition is certainly not easy where parents take the role of teachers or teachers when learning at home.

Students need supporting media as a means of smooth learning. Learning from home will require the learning media that students need to understand the subject matter easily. In this condition, it will not be easy to provide learning media because parents are less experienced in teaching children material given by the school.

One of them is learning English. English is a very important subject in education. Speaking English is one of the most decisive abilities in obtaining employment these days. English is also used to communicate both orally and in writing, English serves as a means of communicating in order to access information other than. In an effort to improve learning English that is interesting and fun for students, various breakthroughs are still needed in developing learning innovations and the fulfilment of adequate educational facilities and infrastructure. One of them is the teacher must play an active role in this problem.

A teacher is required to always innovate in improving English learning, one of which is by learning to be more innovative to encourage students to learn more optimally. Teachers are also required to master the material being taught and be skilled in how to teach it. In this connection, the teacher must find ways to attract students' attention to participate actively in the teaching and learning process. But considering the current conditions, it is impossible to do it directly. One way to overcome student and teacher learning today is to change the learning system at home, namely by using an online or online learning system.

According to Hanum (2013), online learning or E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning has the characteristics of interactivity, independence, accessibility, and enrichment (Rusman & Rivana, 2011, p. 264). Online learning can also be defined as a form of information technology that is applied in the field of education in the form of a virtual world. Online learning is essentially learning that uses information and communication technology in channeling learning activities between teachers and students. Online learning aims to improve the efficiency and effectiveness, transparency, and accountability of learning. Online learning is carried out using their respective gadgets such as smartphones, laptops, computers, or tablets. The use of online learning

is considered to be the right strategy for replacing classroom learning.

So, online learning implemented during the Covid19 pandemic is a new strategy applied to continue teaching and learning activities between educators and students that can be carried out from home. These activities cannot be separated from the use of internet media so that they can be effective in their application. In practice, students and teachers no longer need to do face-to-face teaching and learning activities in the classroom, but now they can learn with an online learning system. The teacher gives daily assignments to obtain student grades, which will be included in the report card. This assessment is a reference for achieving learning objectives according to what is expected during the Covid19 virus outbreak.

Based on the description above, the formulations of the problem proposed by this researcher are what are the teacher's efforts in improving the students' English ability during online learning, and how are the students' result from the efforts given by the teacher in improving English ability during online learning?

Based on the formulation of the problem, the main objectives of this research are to find out the teacher's efforts in improving the students' English ability during online learning. And to find out how students result from the teacher's efforts in enhancing English ability during online learning.

The benefits of this research are that the reader is expected to be able to add and develop knowledge about teacher efforts and improve online learning activities during Covid-19, especially in learning English. Another one is this research can become a supporting strategy in overcoming educational problems during the Covid19 virus and can develop new media in delivering information or material that is done online.

2. RESEARCH METHOD

This study used a qualitative method with a phenomenological approach. Qualitative research with a phenomenological approach is research that investigates and explores a phenomenon carried out by a person or group of people (Creswell & Poth, 2016). In this context, the understanding and exploration of the efforts used by the English teacher of SMK Kartika 1 Surabaya in online learning increase student interest in learning English. Qualitative research is a research method based on the philosophy of post positivism,

which is used to examine the conditions of natural objects where the researcher is the key instrument. Qualitative research uses scientific methods to reveal a phenomenon by describing data and facts through words as a whole towards the research subject (Mulyana, 2008, p. 151).

According to Sukardi (2013, p. 19), Qualitative research is research based on the quality or quality of the research objectives. Qualitative research is designed in general, namely research conducted for the object of study that is not limited and does not use scientific methods as a benchmark.

In this study, the researcher took the location at SMK Kartika 1 Surabaya. The subject of the research is the English teacher at the school and several students. This research was conducted during interviews with sources through conversations with telecommunications. Research is carried out outside active lesson hours.

Subjects in the research concept refer to respondents, informants who want to be asked for information or data extracted. According to Amirin (1986, p. 29), the research subject is someone or something about which information or people want to be obtained from a research background that is used to provide information about the situation and conditions of the research background. The dominant subject here is an English teacher of SMK Kartika 1 Surabaya. To obtain accurate data, the researcher will discuss with other parties, such as some students, as a supporting subject.

Data must come from the right source. The data source is the subject from which the data was obtained. In this study, the data source was the English teacher at SMK Kartika 1 Surabaya and 9 Students, the data in form of delivered by Whatsapp chat and interview transcript. So, this data source shows where the data is originally from.

The method used to collect the data needed in research to answer the formulation of research problems is called the data collection technique. In this study, the data collection techniques used include: interviews and documentation

Data analysis in qualitative research is a technique that is directed to answer problem formulations or test hypotheses that have been formulated. In qualitative research, the best data analysis is carried out from the beginning of the study (ongoing). Researchers should not wait for complete data to be collected and then analysed. Furthermore, Miles,

Huberman, and Saldana (2014) suggest data analysis activities: Data Reduction, data display and Verification (Conclusion Drawing).

3. RESULTS AND DISCUSSION

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. According to Kukuh (2005, p. 13), Moodle is a software package useful for creating and conducting internet-based courses/training/education. Moodle, according to Darmawan (2014), is an open source-based CMS (Course Management System) / LMS (under the GNU Public License) provided free of charge as software, so Moodle is software in the form of an open-source CMS/LMS that can be copied, downloaded, and modified to create an internet-based course/learning. At SMK Kartika 1 Surabaya, E-Learning Moodle is a method of learning methods during the covid 19 pandemic. Students, teachers, and schools know about using Moodle through the various features. Most students and teachers at SMK Kartika 1 Surabaya already have facilities that support using Moodle applications such as smartphones. The school also provides wi-fi facilities for teachers to access the internet for free in several corners of the school.

But according to Mrs Ida, an English teacher, Moodle is considered less effective for students because many complain about internet quotas and signal networks. Finally, Mrs Ida changed the form of learning using WhatsApp, and maybe some other teachers also used WhatsApp. WhatsApp is a learning medium, a tool for discussing with friends, and a means to share school information.

Based on the description above, it can be understood that WhatsApp social media is useful for using online classes and making it easier for students and teachers to exchange information. English teachers use Group Chat Whatsaap in SMK Kartika 1 Surabaya and students to share information in English lessons, ask questions and discuss. Group chats are also usually used by English teachers to share teaching materials such as photos, videos, and documents.

Implementation of online learning is not always easy. Students also experience and face various obstacles when participating in online learning. Some of these obstacles include:

1. The signal is not very supportive, making students late for online classes.

2. Students do not receive a study quota from the government.

3. Effective communication between individuals allows misunderstandings in understanding the material presented by the teacher.

4. The internet network is sometimes not always stable, so it hinders the smoothness of online learning

5. Lack of student understanding of the delivery of material that is not delivered directly (face to face).

This research is very limited from the advantages presented, only investigating the teacher's efforts in increasing students' interest in learning English through WhatsApp and student responses after experiencing English learning.

Online learning during the Covid-19 pandemic is an alternative solution for SMK Kartika 1 Surabaya. Schools use the Moodle E-learning application in online learning, and the Moodle E-learning application is very good for online learning because it has more exclusive features, but because many students complain about the internet. Finally, the English teacher tries to keep students able to follow online learning during this pandemic, namely by using supporting applications. Applications that support the implementation of online learning can make it easier for students to understand the lesson. For example, in learning English, teachers prefer the WhatsApp application as a medium of learning when learning online. The use of the WhatsApp application for online learning is the best alternative, according to Mrs Ida as an English teacher. Learning methods in online learning use discussion methods, story methods or stories using videos. Students are guided to learn various ways of teaching English through videos, pictures, group work, discussions, and so on.

In learning on WhatsApp during the interview, the most frequent occurrences were signal interference, limited internet quota, and not understanding the material presented. Students were still trying to understand and were looking for ways to send assignments to the teacher even though it was late. So, from 10 informants, it can be concluded that online learning using WhatsApp has advantages and disadvantages. The great thing about WhatsApp is that students can view colour images and videos and respond via private chats with teachers or groups. And the lack of signals and materials

that are still poorly understood. And for the results of students' English proficiency, the researchers concluded that there was an increase in student scores. However, not all but the average student scores increased more when using Moodle.

4. CONCLUSIONS AND SUGGESTIONS

4.1. Conclusion

Implementing the learning process during the COVID-19 pandemic is very different from learning as usual, where educators can meet directly with students. The learning process involves interaction between students and an educator, which requires mutual communication in an educational situation to achieve learning objectives. However, under these conditions, education is carried out online using a smartphone as a communication medium to deliver materials and assignments. Based on the results of field observations and interviews, the English learning process is carried out online using one communication medium, namely WhatsApp and Moodle. In this Moodle, teachers can interact with each other.

In implementing online classes in English learning, of course, there are several obstacles and problems faced by both teachers and students, considering that online classes are conditions that do not allow face-to-face meetings. This causes the process of implementing online classes not to run effectively. Based on the results of observations and interviews with the English teacher that during the process of implementing online classes in learning English, he and the students also experienced several obstacles. The problems that occur in the online learning process are following what was conveyed by Ida Mudji Lestari, S.Pd. as an English teacher, that the main obstacle for online learning is the decline in student enthusiasm due to the internet network (signal) and learning quotas.

According to Mrs Ida, many students cannot follow and open Moodle because there is no quota, and students have never received a study quota from the government. The obstacles in learning English through online classes were experienced by several students of grade 11 TKJ 3 namely the first is the internet network (signal). One student said the internet connection was bad, so it took time to work on the assignments. The

internet connection is sometimes less stable, making students understand the self-explained material left behind, and the teacher has explained the next material. Second, they also feel lonely where usually, in their class, there are always friends who make them excited to learn. Based on interviews, some students are more face-to-face than online. In addition, during this online learning, some students could not understand the material or questions. This makes students not enthusiastic about carrying out online learning

It can be concluded that efforts in improving English through online learning establish good communication with students as much as possible to create an interesting atmosphere so that students can be enthusiastic about learning during online classes, namely through group work through WhatsApp. According to the teacher, this method is very efficient during this pandemic, and it is also recommended for schools to propose to the government that students get free study quotas to make it easier to see the material and work on questions through their mood.

4.2. Suggestion

The teacher must further improve learning strategies and media to deliver subject matter online to students using online and face-to-face learning systems. School Online learning is more optimally applied, supporting infrastructure and facilities so that education continues to run smoothly.

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