Teachers' perspective of English learning models amidst pandemic: Online and offline learning

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Abstract

The purpose of this study is to find out the teacher's perspective on online learning and offline learning. With the advancement of technology, a new trend in the classroom has developed primarily during the Pandemic. This qualitative descriptive study investigates teachers' perspectives regarding online and offline learning; Two ninth-grade English teachers from SMPN 3 Cisauk, Banten, were involved in this study. The researchers used direct observation and interviews with two English teachers to obtain the data. The result showed that English teachers are more comfortable teaching students offline than online. Besides that, English teachers feel the maximum capacity to deliver the material chosen directly in the classroom. Meanwhile, in carrying out online learning, which is different from face-to-face learning, teachers must implement appropriate methods and media according to student needs. Finally, four recommendations are provided. Those are related to teachers' efforts to improve the quality and suitability of the learning materials, institutional support (e.g., internet stipend), teachers' readiness for Information and Technology, and attention to students' difficulties in learning.

Keywords: *English, Face-To-Face Learning,Online Learning*

Introduction

Teachers play an essential role as a determinant of success in achieving learning objectives because teachers interact directly with students and provide guidance that leads to the desired results (Faidal et al, 2020). The teacher's task is to motivate and foster students to always learn to become independent, active, creative, and innovative individuals. The teacher's responsibility as a professional in education is teaching and educating. This is a formidable task that can only be completed by a teacher with a high level of professional ability. The quality of teaching that teachers carry out in learning activities is one of the reasons that can determine the success of education in schools. It can be said that teacher performance influences the quality of education. According to Lailatus Sa'adah (2018), learning agents need to have good skills to improve the quality of education in Indonesia. It is hoped that maximum teacher achievement will produce quality education.

The development of technology now affects all aspects. Undeniably, this development also leads to an increase in the quality of education. Sources of information are not the only ones that serve as complete role models for teachers. Students can find the information they need. This generation has become technological advances in the learning process. Based on Abdullah (2012), this Alpha generation is where all the information needed is digital. It can be said that this generation is more motivated to learn via smartphones, gadgets, laptops,

androids, and so on. Learners can quickly and easily get information by clicking on google search connected to the internet. Therefore, teachers in today's digital age are no longer considered the highest rank in presenting and providing material to them. In connection with that, technological developments require teachers to always adapt and upgrade themselves so that the learning process can run well. On the other hand, the selection and use of learning media have an essential role for teachers and students. Accurate media use can help teachers present learning materials well (Yana et al, 2019).

Since the outbreak of the Covid-19 virus, the government has taken serious action to transform teaching and learning from on-site classrooms to the online classroom. Online learning is an innovative learning process that is further developed using ICT. Through this learning, the face-to-face teaching and learning process does not have to be in class and can be combined with online technology. So far, several digital platforms can be used, and these platforms are designed in a learning management system (LMS). LMS platforms include Canvas, Moodle, Edmodo, Schoology, Google Classroom, etc. The need for a learning management system (LMS) that allows students to access information provided by teachers productively enables learning objectives to be reached (Azmi et al, 2021). With this online learning method, it is hoped that learning between teachers and students will continue to run well. Therefore, students' learning achievement can be improved.

Nonetheless, the use of Google Classroom media for learning appears to be less effective. Accessing Google Classroom is challenging. Teachers' ignorance about the different functions accessible in the application and a poor internet connection. Because of these issues, Google Classroom may become a less dependable teaching tool. Online learning is more effective and prevents the spread of covid-19 cases but is inefficient because the costs incurred are more than offline learning (Bahasoan et al, 2020; Ilmadi et al, 2020). Online learning provides benefits and drawbacks perceived by both teachers and students. Using online teaching and learning to meet current difficulties while retaining the necessity for face-to-face sessions could be the approach to reconciling two opposing viewpoints on the use of online teaching and learning. Therefore, this study investigates teachers' perspectives on online and offline learning processes. Previous research was carried out on pedagogic competence, mathematics teachers, and medical students. Nonetheless, this study was about the perception of the application and the media used in learning, and this research was conducted on English teachers.

Learning Management System

A learning management system is a software used to develop, distribute, and manage learning material delivery (Ariesta, 2019). LMS is based on digital apps for students to access learning information and makes it easier for teachers to design online learning procedures. According to Azmi, et al, (2021), Learning Management System features that support the usual online learning process licensed LMS applications to have advantages, including an Easy-to-Use of User Interface.

A good LMS will present an attractive, accessible, and easy-to-understand interface for its users. LMS users will not feel confused when using it. For LMS providers, attractive interface features can also add to the aesthetics of the LMS web page to attract many new potential users. Moreover, the class presents the teaching and learning process without physical contact. This online class can present a variety of digital learning materials in the form of learning videos or animations, teacher voice recordings regarding learning materials, and learning material documents (articles or electronic books) for students to study independently.

After that, LMS also features quizzes and online exams so that teachers can evaluate learning for their students. This feature must support the teacher's needs in making questions. In LMS, students and teachers may also have a discussion room, which helps communication between teachers and students to measure how students understand the material given. Lastly, LMS is easy to generate reports digitally.

Online and Offline Learning

Online learning is the delivery of learning resources via online media or online databases so that students from all over the world can connect with it at any moment (Suprianto, et al, 2020). According to Bakia, et al (2019), online learning has increased in popularity in addition to its potential to get information and tutoring in locations worldwide. Pei, et al (2019) added that several variables that influence online learning effectiveness are as follows: a) regulatory concerns, b) human connection, c) cognitive qualifications, d) students' inspiration, e) time and study support, f) technological problems, g) expense, and h) internet access. Other issues, such as poor design and layout of video content, could lead to poor performance in distance learning (Mayer, 2022).

Unlike the online system, offline learning gives a complete impression of the teaching process. Some studies claim that conventional teaching methods are still effective. Pattanang, et al (2021) stated that offline learning is an activity of the interaction between students and educators with learning resources that occur directly at the same time and in the same place. According to Swan (2020), teachers' verbal immediacy behaviours (such as praise, humour, and self-disclosure) and positive nonverbal behaviours (such as physical proximity, touch, eye contact, mannerisms, and gestures) have been shown to reduce their emotions. However, according to Ni (2020), student scores between online and face-to-face classes do not significantly differ. According to Jabeen, et al (2015), it is better to study online with teachers' virtual presence though they study alone without a teacher. Students also prefer a classroom setting over an online environment in language learning.

Method

In this qualitative descriptive study, the researchers employed a purposive sampling technique to examine the comparison process of online and offline English teaching. The researchers also used direct observation and interviews with ninth-grade English teachers in SMPN 3 Cisauk as informants in this study. Data obtained from the interview were then transcribed and sorted to generate some outstanding themes. The themes were then presented for the results and discussion. The data analysis technique used data reduction, data presentation, and conclusion according to Miles and Huberman models.

Results

The efforts of the teachers in managing online class: After interviewing the teachers, the researchers found some points related to managing online classes. Based on the teachers' responses above, the researchers stated that the teachers gave students appropriate activity learning with media, such as small groups cooperating with their parents. They also use information and technology such as google classroom, zoom, and YouTube. Thus, it can be said that they try to apply attractive efforts in the classroom, whether in online or face-to-face learning.

Difficulties of conducting language teaching: In the second interview question, the researchers asked about difficulties when the teacher delivers the materials to the students. Based on the teachers' answers, it can be implied that the teacher experienced some difficulties in class, especially in the situation that she was required not to be in class. The difficulties are that the students do not have a smartphone or a network, and it is a little hard to get their attention. The problems came from the teacher that she has to encourage in Information and Technology aspect. It makes the teachers pay more attention to extra effort and overcoming difficulties.

The implementation of the method in language teaching: The next point is related to how the teacher delivers the material to the students in the classroom. The teachers mentioned that creativity forced the teachers to do something different and more attractive. According to their perceptions, they used several project-based learning, online method, and face-to-face learning. They also stated that the online method could be relevant to teaching-learning by implementing some applications.

The implementation of media in language teaching: The third question is about selecting the media; of course, we must use media that is not too flashy and appropriate. The teacher considers this point wisely so that it is hoped that student learning outcomes will also change for the better. According to their responses, it can be said that the teacher already used some appropriate media in the teaching-learning process based on the condition, namely google meet, WhatsApp, etc., although still limited. They already maximize the use of computers and smartphones to keep communicating.

Facing the challenges of students' online assignments: The teachers told the researchers that they faced challenges when collecting students' online assignments. Based on their responses, there are some solutions to overcome the challenges because they are relevant to the students' scores. There are some challenges as a teacher when I give them online assignments: unsupported internet networks, students being challenged to interact, high internet quota prices, and parents who cannot cooperate with the teacher. Sometimes, the teachers wait for the students to submit the assignment, which is not collected online because the students do not have smartphones and a quota for access to the internet. It can be implied that the challenges tend to be complicated, but the teachers can face them well.

How to deal with the problems of students' online assignment: In the last question, if teachers know all of the conditions of the student, it is easier for the teacher to handle the problems. According to the teachers' declarations, the ways they deal with the problem of students' online assignments are for teachers to understand the students' condition or personal history, give them more time to collect their assignments, and make rules to avoid crowds. Hence, teachers develop a collecting assignment schedule. Based on the explanation, it can be assumed that the teachers and students will work well together to solve the problems.

The online class is more effective, convenient, interactive, and fun than offline classes: For that statement, both of them prefer chosen disagree because it can get more venture when teaching-learning in the classroom. Those activities can not be replaced during online learning. The learning atmosphere will be different from not feeling pleasant face-to-face, even though it is possible to use it during online learning.

Discussion

Based on the researcher's data from direct observation and interviews, teachers teaching online and offline learning try to give appropriate activity learning for the students, such as making a small group or working in pairs with their parents. Besides, the teachers use information and technology, likely google classroom, zoom, and YouTube, which can support the students in an attractive effort to learn in school or offline learning. Bakia, et al (2019) stated that schools are implementing information technologies to increase connectivity, enhance educational value, and lower the transaction cost of instruction. However, teaching through online learning has some obstacles for the students and the teachers. Students do not have smartphones and networks. Even if they have, poor connections are always to be trouble so, to get their pay attention for learning a little bit difficult, and for the teachers, they stutter of technology. It means teachers should learn more about information and technology aspects.

Based on Windiarti, et al (2019), teachers' inexperience with e-learning, time management, students' enthusiasm, internet allocation charge, and connectivity flaws are the teaching obstacles presented by internet learning devices. According to Fauzi, et al (2020), teachers understand the online learning scope, but many exercises such as infrastructure, connection, mobile services, planning and learning assessment, and working collaboratively with parents are encountered during implementation. Meanwhile, the teachers said using creativity is one method to get attention from students, namely project-based learning, online method, and face-to-face learning (König et al, 2020). Because schools' traditional face-to-face learning system has taken online, teachers are motivated to improve their classroom instruction and prepare learning resources that focus on learning from home. Moreover, teachers chose media such as Google Meet and Whats App to help students learn more effectively. Maulidya, et al (2021) research showed that WhatsApp had become a social media that support distance learning. It means WhatsApp is one of the ways to support learning for students.

Then, when the students try to submit their task given by the teachers, the problem arises either whether the internet or quota price. Quite seriously, Jaggars, et al (2020) claim that "for limited and unready students, a rise of the internet does not significantly improve entry also outcompete achievement and development across the school". From the statements above, online learning is perhaps more accessible for the students to give their tasks to the teachers, but from that, tools can reduce the academic of the student if compared to offline learning. Besides student problems, the teachers have to understand the condition and background of their students. They should give more time for students to submit the assignment and make a schedule with the hope that the problem will be done. Xu, et al (2013) stated that online learning benefits students with many responsibilities and a busy schedule.

Online and offline learning, of course, have advantages and disadvantages. One downside to this type of learning is when the electricity or networks are turned off. Teachers and students must spend money on internet connections. Then, when the students take an exam, the teacher cannot monitor whether the students take the exam by themselves or with the assistance of another person. Moreover, this does not negate the benefits of online education. Explained the benefits of automatic and collaborative feedback loops (Lack, 2013). Several people chose the conventional process over the online method, while others combined the two. "Training sessions are one method of reducing faculty resistance to participating in online courses" (El-Mansour, 2021). Even though some people do not accept online teaching and learning, the benefits may provide a breakthrough in the education world.

Conclusion

Based on the discussion, the interview, and observation, the study found that both English teachers are more comfortable teaching students offline than online. English teachers feel the maximum in conveying the material and are comfortable directly in class.In addition, the study further revealed that the teacher has an extraordinary passion for educating all students. Despite this pandemic condition, the challenges faced can be overcome with good cooperation between teachers and students.The current study further recommends; 1) English teachers should pay attention to and improve the comfort and suitable material related to the condition to create the learning process precise offline learning; 2) The principal should provide policies to carry out full-day offline learning effectively and efficiently with a complete facilitate; 3) English teachers should ideally aware of the students' difficulties in class, and it is hoped that teachers can prepare the best learning materials to attract the students.

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