

Online Teaching during the Covid-19 Crisis in Indonesia: Is It Effective?

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ABSTRACT

The covid-19 plague compels ELT lecturers in Indonesia to move their teaching method from face-to-face to online teaching in a short time suddenly. However, the government has not fulfilled the facilities and infrastructure to do online teaching. This study investigated the effectiveness of online teaching implementation at the university level based on the English lecturers' perceptions. This study involved 46 lecturers from Indonesia in different areas, such as South Kalimantan, East Java, Central Java, West Java, Central Sulawesi, South Sulawesi, and Jakarta. The researcher used two instruments to collect the data: semi-structured interviews and questionnaires. The researcher made the data reduction and displayed to analyze the qualitative data, whereas for quantitative data, the researcher analyzed by statistical calculation. The findings of this study indicated that online teaching implementation was not effective yet. The English lecturers faced several significant challenges during online teaching implementation during the Covid-19 plague.

Keywords:

Online Teaching; The Covid-19; English Lecturer; Challenges.

ABSTRAK

Wabah covid-19 memaksa para dosen ELT di Indonesia untuk memindahkan metode pengajaran mereka dari tatap muka ke pengajaran online dalam waktu singkat secara tiba-tiba. Namun, sarana dan prasarana untuk melakukan pengajaran daring belum dipenuhi oleh pemerintah. Penelitian ini menginvestigasi keefektifan penerapan pengajaran online pada level universitas berdasarkan pada persepsi para dosen Bahasa Inggris. Penelitian ini melibatkan 46 dosen dari Indonesia di wilayah yang berbeda, seperti Kalimantan Selatan, Jawa Timur, Jawa Tengah, Jawa Barat, Sulawesi Tengah, Sulawesi Selatan dan Jakarta. Peneliti

menggunakan dua instrument untuk mengumpulkan data: wawancara semi-terstruktur dan kuesioner. Untuk menganalisis data kualitatif, peneliti melakukan pengurangan data dan tampilan data, sedangkan untuk data kuantitatif, peneliti menganalisis dengan perhitungan statistik. Temuan penelitian ini menunjukkan bahwa pelaksanaan pengajaran daring belum efektif. Para dosen bahasa Inggris menghadapi beberapa tantangan signifikan selama pelaksanaan pengajaran daring di masa wabah Covid-19.

Kata Kunci:

Pengajaran Online; Covid-19; Dosen Bahasa Inggris; Tantangan.

1. Introduction

Online teaching is familiar and implemented in the educational institutions of many countries in the world. The implementation of online teaching is believed to be effective in the teaching-learning process in various fields (Albashtawi & Al Bataineh, 2020; Borup & Evmenova, 2019; Mącznik et al., 2015). Many researchers have investigated the implementation of online teaching. Wang et al. (2019) note that the implementation of online teaching improves pedagogy and language instruction. Xia et al. (2013) report that the online learning circumstances provide learning flexibility and students' opportunity to respond to the assignment. Online teaching implementation also develop the students' academic proficiency (Fageeh & Mekheimer, 2013; Lin, 2015), self-regulated learning (Borup & Evmenova, 2019; Chang, 2020), behavior (Albashtawi & Al Bataineh, 2020; Fageeh & Mekheimer, 2013; Payne, 2020), and motivation (Borup & Evmenova, 2019; Wang et al, 2019). However, all studies above only discuss online teaching implementation in an ideal situation, not a crisis.

In 2019, the Covid-19 virus was spread in many countries worldwide. Many countries, including Indonesia, shifted educational systems from physical meetings to online for all educational levels (Setyorini, 2020). Indonesia's government takes this policy to prevent the transmission of Covid-19 in the educational environment and keep the learning process running. However, it causes some problems in the learning process because the government does it in a short time without any preparation. These phenomena interest the researcher to investigate the effectiveness and challenges of online teaching implementation during the covid-19 plague.

Many researchers conducted studies on implementing online teaching, including in the language field. Using the annotation tool, Tseng and Yeh (2018) investigate the performance of reciprocal online language teaching on students' reading comprehension. The finding indicates that the reciprocal online language teaching implementation with an annotation tool improved the students' reading comprehension. A pilot study by Francis et al. (2019) examines online learning modules on students' writing skills. One thousand two hundred nineteen undergraduate students participate in this study. Their result shows that an online module improved undergraduate students' writing skills. They suggest that the online teaching method can be an alternative way to teach writing skills in the future. A quantitative study by Butler (2017) analyzes online platform applications on the students' basic speaking. He involved 345 undergraduate students from three

institutions in the US. He points out that the practice of online platform applications enhanced students' speaking performance. The findings of those previous studies are in line with Wang et al. (2019), Fageeh and Mekheimer (2013), and Lin (2015); online language teaching improves the students' performances in academics, pedagogy, and language learning.

However, the online language teaching of all the studies above is implemented in an ordinary situation. No limited time or other factors obstruct or disrupt the teaching-learning process. The teachers and the students are in stable condition. It is different from the covid-19 plague when the situation is unstable. The teachers and students have a short time to move their teaching method from face to face to online without preparation. Moreover, the government did not ready to full the infrastructure to implement online teaching.

1.2. Research Question

This study investigated several parts, which formulated into four research questions; (a) What are lecturers' perceptions of their students when comparing online teaching during the Covid-19 to in-person teaching before the Covid-19? (b) What are the English lecturers' main challenges in implementing online teaching during the Covid-19 plague? (c) How do the English lecturers face challenges in implementing online teaching during the Covid-19 plague? (d) What applications do the English lecturers use to implement online teaching during the Covid-19 plague?

2. Methods

2.1. Research Design and Participants

A survey design was used in this study. In this study, the researcher used purposive sampling to select the participants with four criteria: their teaching experience was more than three years, they taught one subject of the following course: ICT in language teaching, writing, speaking, reading, and listening, they taught that subject before and during the Covid-19 plague, and they taught it 100% online. It involved 46 English lecturers from Indonesian universities. They were from various places in Indonesia, such as East Java, Central Java, West Java, South Kalimantan, South Sulawesi, Central Sulawesi, and Jakarta. Their experience teaching subjects at the university level was more than five years. The researcher also engaged 5 English lecturers to interview the implementation of online teaching who represented three regions: rural, urban and remote.

2.2. Instruments

This study used two instruments, questionnaires and semi-structured interviews, to gather the data. The questionnaires contain nine close-ended questions and two short answer questions (Appendix 1). The questionnaires were delivered via Google form link to the participants online with their agreement. The researcher also disguised their identity and institution to keep the research ethic and make them more convenient to answer the questionnaires. The semi-structured interview questions were adopted from Bikowski (2016), consisting of two open-ended questions (Appendix 2) related to their opinions of online teaching implementation during Covid-19 and their

challenges and action to deal with the challenges. The researcher asked permission from the participants to interview before interviewing them. The interview duration was five to 15 minutes using Indonesian (Bahasa) to avoid misunderstanding. It was conducted synchronously using Zoom meetings.

2.3. Data Analysis

Qualitative and quantitative data were provided in this study. The qualitative data were analyzed through data reduction, display, and conclusion drawing. Before doing data reduction and data display, the researcher transcribed the result of the semi-structured interview first. The researcher also confirmed the interview result to the interviewee for validation and to dodge misinterpretation. The researcher conducted the data reduction by selecting the interview result related to the research questions. Next, the researcher displayed the interview result and continued by concluding. This research's quantitative data were analyzed through means and percentage calculations. Microsoft Excel 2010 was used by the researcher to do the analysis. The percentage calculations were provided with the teachers' responses to each item of the questionnaires and reported in bar graphs.

3. Results and Discussion

The researcher delivered the questionnaires to 46 English lecturers to reply to the first research questions. The result of the close-ended questionnaires was presented in Figure 1.

Figure 1. The Result of Close-ended Questionnaires

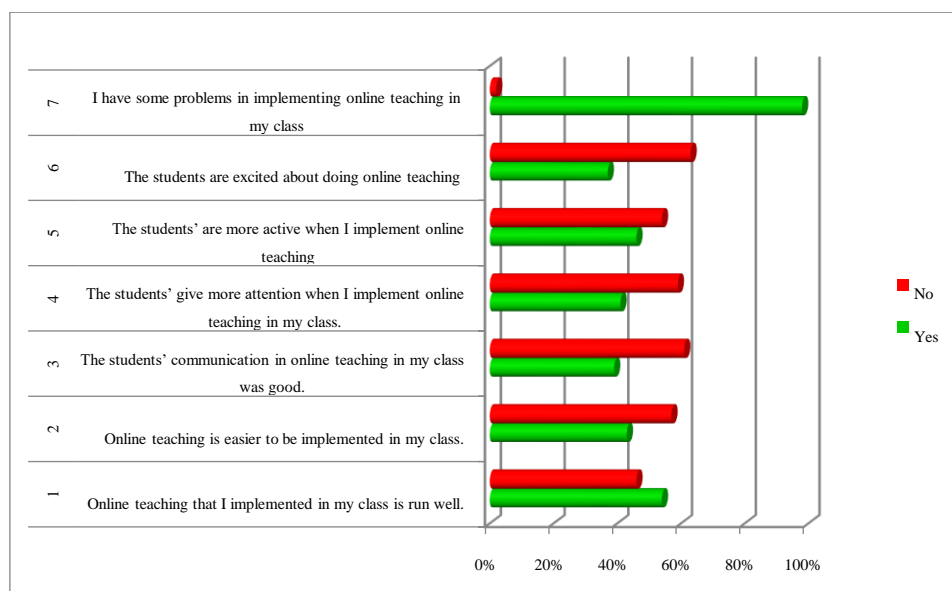
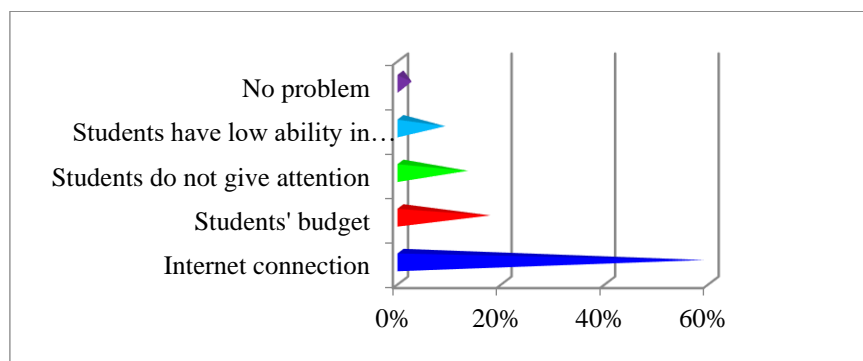


Figure 1 showed that implementing online teaching in English classes faced many obstacles. From the first question, 54% of English lecturers thought that online instruction performance in their class was run well, while 46% felt it was not running well. The second question was delivered to the English lecturers to confirm the first question. The second question confirmed that 57%

concurred that implementing online teaching in their class was not easy. This result was asserted with the third until the seventh question, which indicated several weaknesses were raised during the implementation of online teachings, such as students' communication, attention, action, and motivation. Moreover, most English lecturers agreed that implementing online teaching in their classes still deals with hindrances.

A short question (question number 8) was delivered to the English lecturers to answer the second research question. The result is presented in Figure 2.

Figure 2. Result of the Biggest English Lecturers' Challenges in Implementing Online Teaching



Based on Figure 2, 9% of English lecturers thought that their main challenge in implementing online teaching was the quality of students' ability to operate the application. 13 % of English lecturers agree that students' attention became their primary challenge. 17% of English lecturers argued that online teaching implementation was the students' budget. However, the prominent English lecturers reported that online teaching implementation's biggest challenge was internet connection: 59%. Only 2% did not struggle with online teaching performance in their class.

The researcher did a semi-structured interview to answer the third and fourth research questions. The respondent was five English lecturers from university-level who implemented online teaching in their class. The interview discussed lecturers' actions contributing to students' involvement and attitudes during online teaching.

(English lecturer1)

It needs more reliable, adequate preparation and classroom management to use teachers and students in information technology. The students' and teachers' ability to run the application used in online teaching also required making the teaching-learning process run well because, in my class, there are many students who still have a challenge with it. When I use Zoom, the students have difficulty sharing their PowerPoint. To solve this challenge, I send a video about sharing the screen in Zoom to the WhatsApp group. Although it can be a solution for it, some students still have a challenge with it. I also have a big challenge when I teach ICT in language learning online because the students must install some software and applications on their laptops and have difficulty installing it. However, I have sent the video about installing it to the WhatsApp group; some students are still in trouble. To solve this problem, I ask them to do a meeting in zoom and practice

it directly. When they meet with difficulty, I directly help them by giving instruction. I also use the WhatsApp group to facilitate them when they face obstacles.

(English lecturer 2)

Online teaching, mainly as we live in a remote area, is not practical. Internet connection and electricity are often in trouble. It makes the teaching and learning process not run well. Because of this situation, I only use the WhatsApp application to teach my subject (Writing). It needs more time to prepare the materials and the media that I used in the teaching-learning process. The discussion process also takes more time. Patience is required to do this teaching-learning process because many students still have difficulty understanding the materials. Only some students are active in the discussion. In my situation, I think face-to-face learning is better than online.

(English lecturer 3)

Online teaching can be both comfortable and challenging. Easy to implement when the subject is a content course. However, it is problematic to teach English skills because I can't quickly assess the students' skills as if it is conducted in the classroom. We also can't make sure that all students pay attention to our explanation. Twenty-seven students joined my class, and we used the Zoom application. Sometimes, some of them do not focus on my explanation because they are on their way. Some of them also turn off the video, so I can't control them. To cover this situation, I record the teaching-learning process and upload it to my Google drive. After that, I shared the link with all students to ensure that they still had access to learn more about the materials discussed in the class.

(English lecturer 4)

I think teaching English online in this situation can be the best way. However, face-to-face is better than online learning in normal cases because we can interact directly with our students. Educating transfers not only the knowledge but also the students' characteristics about being a good student. Transferring knowledge can be substituted by Google, but good characteristics for our students cannot be replaced by google or a machine. Challenges in the teaching-learning process are a natural thing included in the implementation of online teaching. The dominant issues are the internet connection and the students' budget students' ability in technology. The internet connection in my area is often in trouble, especially in cloudy and rainy situations. When the internet connection is unstable, the teaching-learning process is disturbed. We can't do the teaching-learning effectively. The students' budget & their technology ability also become a problem in my class because most students have a low economy. Some of them don't have laptops or smartphones, so their knowledge and technology ability is insufficient. To face this situation, I use WhatsApp to do online learning. I also use YouTube to support my teaching. The students who don't have laptops or smartphones can join their friends with health protocol to access the materials. However, I don't have a solution for the students with low-budget and infected by the Covid-19 virus.

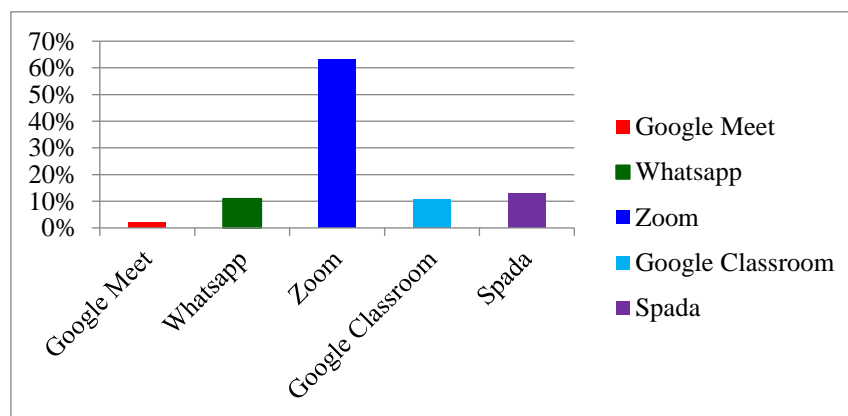
(English lecturer 5)

Online teaching can be the best solution for time and distance issues, especially for this condition. Somehow, it will be more useful to invite the students to participate since they do not need to come to the real classroom. It makes the students more comfortable accessing the materials and managing their time. When they are not present in the class by using Zoom, they can access the video of our discussion in Google Classroom. Every meeting in our class, I record and save it in my Google Drive and share the link with all my students through Google classroom. I think online teaching is recommended not only in the Covid-19 outbreak but also in a normal situation. It can

increase the teachers' and students' knowledge about operating technology and raise their autonomy.

The finding reported that from the interview with five English lecturers, most of them agreed that the implementation of online teaching is not maximal because of many challenges that happened during the teaching-learning process (English lecturers 1-4). The internet connection, students' economy, and the students' technology competencies were the obstacles to online practice. Furthermore, the teachers were difficult to control and assess the students' in a virtual class. Although those problems happened during the teaching-learning process, the English teachers were able to solve them. Combining synchronous and asynchronous learning, applying flipped instruction, and a collaborative approach were alternative solutions to deal with the online teaching implementation resistances. However, an English lecturer (English lecturer 5) believed that online teaching was the best solution in pandemic conditions. It facilitated the English lecturer and the students to run the teaching-learning process without physical meetings. Moreover, it enhanced both teachers' and students' technology competencies and raised their autonomy. Additionally, online teaching was recommended non only in a pandemic but also in a normal situation.

Figure 3. The Result of The applications that the English Lecturers Used in Online teaching



A short question was delivered to the English lecturers to answer research question number five. The result was presented in Figure 3, which revealed the five principal applications used by English lecturers in online teaching: Google Meet, WhatsApp, Google Classroom, Spada, and Zoom. There were 13 % of English lecturers who used Spada (a synchronous meeting application provided by the university), and 11 % utilized WhatsApp and Google Classroom. The lowest and highest applications were Google Meet (2%) and Zoom (63%).

This study's findings revealed that the implementation of online teaching in the Covid-19 plague was not sufficient yet. English lecturers have many obstacles during the performance of online instruction in class. The lack of students' communication, students' attention, students' activity, and students' motivation were noted in the online teaching implementation. These findings correlate with previous studies on online teaching implementation in the Covid-19 pandemic. Dimaculangan et al. (2022) and Kamal and Illiyan (2021) report that the lack of students' interaction, participation, attention & motivation became a problem in the online class. Moreover,

Imleesh et al. (2020) admit that the online teaching implementation during the Covid-19 pandemic is not significantly effective.

There were four challenges faced by the English lecturers in implementing online instruction: the quality of students' ability to operate the application, the student's attention, students' budget, and the internet connection. The first challenge of online teaching was the quality of students operating the application because the applications used were new. It meant that the students had minimal information about the applications and were not ready to utilize them. The English lecturers who applied to Zoom, Google Meet, Spada, and Google Classroom dominantly faced this challenge. The second challenge was the students' attention to the English lecturers' explanation. The English lecturers could not control all the students during the teaching-learning process. It was faced by the English lecturers who used asynchronous applications (WhatsApp and Google Classroom). The third challenge was the students' budget. The most severe issue was the internet connection (59%) because the government's infrastructure needed to be improved. After all, not all area in Indonesia has a good internet connection. The weather and electricity also influenced internet connection stability. These findings align with Kamal and Illiyan (2021) and Almazova et al. (2020) studies which note that the several online teaching barriers are students' digital literacy, retention, attention, and facilities. Rasheed et al. (2020) and Prasad et al. (2018) described that students' self-regulated and technological competency is the students' obstacle during online teaching. Another research by Dehghanzadeh and Jafaraghaee (2018) highlighted that online technology costs became an online teaching challenge. Moreover, Henrie et al. (2020), Muslem et al. (2018), and Safford and Stinton (2016) agreed that the internet connection was a big challenge in implementing online teaching.

To face the challenges, the English lecturers take action based on the challenge types. The issue of internet connection, electricity, and student's budget can be overcome by doing asynchronous learning through WhatsApp, Google Classroom, and Spada. Besides, collaborative learning also became a solution to resolve the students' budget. In dealing with synchronous problems such as; the lack of students' attention and the students' insufficiency in technology, the English lecturers can utilize the flipped classroom or combine synchronous and asynchronous learning in their online class. Arifani (2019) claimed that positive students' attitudes and engagements were provided by collaborative flipped instruction. Cooperative learning also enhanced students' involvement and attention in the class (Mehring, 2016).

The five dominant English lecturer applications used in online teaching were: Zoom, Google classroom, Whatsapp, Spada, and Google Meet. Those applications facilitate them in implementing synchronous and asynchronous during the pandemic situation in Indonesia. Although the use of those applications in online teaching practice was not maximal, those applications still facilitated education in pandemic conditions. Cetinkaya & Sütçü (2018) justified that the students' communicative interaction outside the classroom can be encouraged through mobile applications. Furthermore, technology integration in EFL learning facilitates the students to get better achievement, motivation, autonomy, and interaction (Arifani, 2019; Ghufuron & Nurdianingsih, 2019; Leis et al., 2016; Mehring, 2016; Nguyen et al., 2019; Su Ping et al., 2020).

4. Conclusion

This study investigated the teachers' perceptions and the challenges of online teaching at the university level in Indonesia during the Covid 19 plague. The obstacles that happened in online teaching implementation showed that its effectiveness needed to be improved. The unpreparedness to do it caused a lack of student communication, students' attention, students' activity, and students' motivation. This study also found that the English lecturers faced challenges faced by the English lecturers. The quality of student's ability to operate the application, the student's attention, students' budget, and the internet connection. Although the English lecturers attempted to face those challenges by implementing collaborative learning and combining synchronous and asynchronous applications, they thought that online teaching was still not maximal; other actions must be taken to improve it. The use of several applications, Zoom, Google classroom, WhatsApp, Spada, and Google Meet, in online teaching became the English lecturers' consideration to determine which applications that were appropriate to use in their class and were familiar to the students; thereby, they were easy to operate it.

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Appendix 1. The Questionnaires

No	Question	Lecturers' answers	
		Yes	No
1	Online teaching that I implemented in my class is run well.		
2	Online teaching is easier to be implemented in my class.		
3	The students' communication in online teaching in my class was good.		
4	The students give more attention when I implement online teaching in my class.		
5	The students' are more active when I implement online teaching		
6	The students are excited about doing online teaching		
7	I have some challenges in implementing online teaching in my class		
8	If your answer to number 7 is yes, mention the biggest challenge that you faced in implementing online teaching in your class!		
9	What is the dominant application that you use in implementing online teaching in your class?		

Appendix 2. Semi-Structured Interview

Theme	Theme Definition
Implementation of online teaching	Statement about opinion and implementation of online teaching in the English lecturers class.
English lecturers challenges and their actions to face the challenges	Explanation about English lecturers' challenges in implementing online language teaching and their actions to face them.