

THE TEACHER ROLES IN AN ONLINE ENGLISH TEACHING

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Abstract

This study aims to explain the role of the English teacher at one of private junior high school during online teaching activities, the difficulties faced by them when using e-platforms for online learning, and strategies used by them when teaching online through e-learning platforms. The research design used was qualitative descriptive. The research subjects were two English teachers. Data were collected through questionnaires, observation, and interviews. Data were analyzed qualitatively, that adopts Maxwell's (2012) framework, and this involved 2 English teachers. The results of the data analysis show that there were eight of eight roles played by the teacher in the online learning when teaching English, the difficulties found by the English teachers were the limited internet access and devices that prevent students from participating in online classes, and the strategies used by the teachers were using various online learning platforms and varying their teaching techniques. There were obstacles that hinder the learning process through online platforms. The obstacles were the limited time and quotas which hamper students in taking online learning. The strategies used to teach English and increase student motivation in learning was the teachers provided variations of learning methods, such as sing an English songs and by using various types of e-learning platforms when teaching such as Google Classroom and Zoom Meeting and also Whatsapp as a platform chatting was useful for communicating about lessons as well as sending and receiving materials and assignments.

Keywords: teacher, role, e-learning, platform, learning

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Introduction

The quality of education emphasizes the empowerment of students by exploring intelligence and equipping them with skills as stipulated in the National Education System Law no. 20 of 2003. To improve the quality of education, a quality learning process is needed (Cohen, 1976). The learning process and the final results obtained are learning achievements. Learning achievement is the main benchmark to determine the student achievement. To achieve the best learning outcomes from learning activities, it must be

based on expectations of success so that students will try their best to avoid failure

Education is one of the determining factors for the quality of human resources produced to be able to compete in this global area. For this reason, the National Education System is expected to be able to ensure equal distribution of educational opportunities, improve the quality and the relevance and efficiency of education management to face challenges and meet the changing demands of local, national life, and global life. Based on this, teachers thus have a very important position considering their role as actors in educational micro-organizations. Teachers in this case must

be able to carry out their duties well so that teachers are expected to be able to produce human resources (students) with the ability to live in a global world.

As learning managers, teachers are obliged to provide services to their students, especially for learning activities in classrooms. Without mastery of subject matter, methods, learning strategies, and assistance to students so that they are able to achieve good achievements, a teacher may not be able to meet the optimal quality of educational services (Suhardan, 2007)

Besides, teachers must understand the 4 pillars of basic education as the foundation of education in the global era. According to Elaine (2007), these 4 pillars are: 1. Learning is not just looking at the learning material, but more importantly looking at how to understand and communicate it. 2. Learning to practice, fostering spirit of creativity, productivity, resilience as well as mastering competencies professionally and ready to face changing situations. 3. Learning is developing self-potential which includes independence, reasoning skills, awareness, aesthetic awareness, discipline, and responsibility. 4. Learning to live together, understand harmonious life, both nationally and internationally by upholding spiritual values and diversity of traditions.

At the beginning of 2020, the world was shocked by the outbreak of a new type of virus called COVID-19. It is known that the origin of this virus came from Wuhan, China at the end of December 2019. Until March 2020, it was confirmed that there were 65 countries infected with this virus (WHO, 2020). Initially, the transmission of this virus could not be determined whether it could be transmitted between humans. However, the number of cases continues to increase from time to time. In addition, there were 15 cases of medical personnel infected by one patient. One of these patients was suspected to be a "super spreader" case (Channel News Asia, 2020). Eventually, it was confirmed that this virus could be transmitted from person to person.

The COVID-19 pandemic has affected many parties. The impact has penetrated the world of

education where the central government issues a policy to close all educational institutions. This was done as an effort to prevent the spread of COVID-19. Through this policy, it is hoped that all educational institutions will carry out learning activities without direct contact so that the spread of COVID-19 can be better minimized. The lockdown policy or quarantine is implemented as an effort to reduce the interaction of people as it can be an access the spread of the corona virus. This policy was adopted by many countries, including Indonesia. Indonesia has also closed all educational activities, forcing the government and related institutions to provide alternative education processes for teachers and students.

According to Robert (2020), it is estimated that more than 1.2 billion or 73.8% of students from all students in 186 countries have been affected by the Corona Virus (Covid-19) pandemic. Schools and universities are therefore closed for which students are then required to study from home. In this situation, educational institutions are forced to provide distance education by relying on the internet, computers, and Smartphone. Technology and digitization are taking over as well as becoming the main learning tools that connect teachers, students, or parents.

The impact of Covid-19 has almost paralyzed all sectors of life. The government has instructed to make a work from home (WFH) policy which requires people to work from their homes to break the spread of this corona virus. The spread of the corona virus has had a huge impact on the world economy, which has now begun to decline, as well as the world of education.

The alternative was based on the Circular of the Minister of Education and Culture Number 4 of 2020, all teaching and learning processes must be carried out from home. The letter was in the PDF format signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020. The principles applied in the policy during the COVID-19 pandemic are "The health and safety of students, educators, educational staff, families, and communities is the top priority in establishing the learning policies" Junior High

School is one level of education that is also affected by the COVID-19 pandemic. Schools began to change the learning strategy which was originally face-to-face with change to non-face-to-face learning or some call online learning and also Distance learning. Various learning models that teachers can use to help students study at home.

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet in delivering learning. Online learning completely depends on internet network access. According to Imania (2019) online learning is a form of delivering conventional learning which is outlined in a digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students during a pandemic emergency.

Some of the problems faced by junior high school teachers are their unpreparedness to prepare lessons and increase creativity and innovation in e-learning platform-based teaching. This happened because they had previously been used to doing face-to-face learning and teaching conventionally, not online. Changes that occurred quickly and suddenly due to the spread of Covid-19 forced everyone including the English teachers at the SMP Nasional Denpasar. They were suddenly required to be technology literate in order to be able to run online teaching platform. Technology is the only way to connect teachers and students in learning activities without having direct face to face interactions. In the face-to-face learning activities, learning media can be in the form of people, objects around, the environment, and anything that can be used by the teacher as an intermediary for delivering lesson material. However, in face-to-face online interactions, the learning media will certainly be different from before learning is done through online learning. Previously, the learning media were only textbooks and Student Worksheets. However, after online learning, the media or tools that can be presented by the teacher have turned into visual media presented through the e-learning platform due to distance limitations.

The COVID-19 pandemic has changed the teaching habits of English teachers in

general or in SMP Nasional Denpasar in particular. The previous face to face class has to be shifted to online/distance teaching modes. During face-to-face learning at school, the material can be delivered directly by the teacher, explain in detailed the material from beginning to end, and directly monitor students' level of understanding of the material presented. If students do not understand, the teacher will allow them to ask questions. However, teachers ultimately have difficulty in monitoring student learning progress when learning is carried out online. The teacher's role in teaching and learning activities thus needs to be improved by adapting to new learning situations.

According to Harmer(2007), the role of the teacher is very important in the teaching and learning process in the classroom. The importance of teachers' roles lies in the point that they should facilitate the students' progress in learning by applying some means or another. Teachers need to create a supportive environment that can attract students' attention and make students actively involved in the classroom. To create a supportive environment for students, teachers need to play a variety of roles in the classroom.

Teachers should also start learning to use digital platforms as learning media. Teachers in this case must be able to optimize digital machines, especially if the students do not have the necessary equipment such as laptops or computers and Smartphone. The problem that arises then is the challenge to improve the quality of student responses and students' independence in absorbing material understanding in online learning so that the desired learning outcomes can be achieved.

There are several previous studies that have examined online learning during COVID-19. The results of Herliandry's research (2020) found that online learning is an effective solution to activate students even though schools have been closed. Based on the results of the study, the learning techniques used are very important to be evaluated by adjusting to local conditions.

Ayustina (2018) who investigated the teachers' role played in the classrooms when teaching English found that there are five roles that the teachers play in the classroom when

teaching English at SMP Negeri 1 Singaraja such as prompter or motivator, facilitator, controller, organizer, and assessor where most of the students' responses to these roles are positive attitudes. Most of the roles that teachers play are successful in supporting student-centered learning. This is the result of developing classroom-focused activities from providing exercises, completing assignments, and practicing language use.

Another study was conducted by Lidya (2015) about the role of the English teachers during the teaching activities in the classroom. In this study, the first teacher and the second teacher have good roles as resource persons, controllers, correctors, directors, participants, and tutors. Meanwhile, the second teacher partially fulfills the roles of assessor, prompter, and organizer. However, the two teachers did not have the teacher's role as an observer in the classroom. The instruments used in this research were observation checklists, field notes, and videos. The findings of this study were two teachers who had different characteristics turned out to have the same role.

Based on the previous research reviewed above, it was revealed that research involving the teacher's role was only carried out through direct learning and some of the teacher's roles had been played well. In fact, this issue is important to study moreover in this Covid-19 pandemic, in which almost all teaching and learning processes are conducted online. The importance of this research can provide more references for future researchers so that new things can be learned that should be applied in the future even though Covid-19 has passed where online learning may be able to support face-to-face learning in the future.

Up to this point, it can be seen the importance of the teachers' role in online learning to support students to attain learning objectives and create interesting learning activities. Based on the descriptions and previous research above, it is considered important to analyze the role of teachers in learning during the Covid-19 pandemic. There are three research questions to be answered in this study: 1) how are the teachers' roles in teaching English using e-learning platform when

studying from home? 2) What the difficulties do the teachers face when teaching English using an e-learning platform when studying from home? 3) What are the teachers' strategies in teaching English and increasing students' motivation in using e-learning platform when studying from home?

Research Method

This study followed a qualitative descriptive design adopted Maxwell's (2005) framework. The design by Maxwell is about an interactive approach that related to how the data collected and analyzed to answer research questions. The research participants were two English teachers at one of private junior high school. The selection of subject was based on the purposive sampling; it based on the uniqueness of the case namely the existence of the corona virus which required all learning to be carried out remotely, so that the subject was selected by purposive sampling where the chosen teachers were the English teachers according to the title. Three research instruments were used to collect the data: observation sheet, closed questionnaires and interview guide. To ensure the validity, these research instruments had been validated by two expert judges. The Gregory formula was used to find out the level of validity of the instrument.

Observation sheet and questionnaire were used to collect the data about the role played by teachers in the process of teaching English through an e-learning platform. The interview guide was used to find out the teachers' strategies in teaching English online. The collected data was then analyzed descriptively by adopting the framework of Miles and Huberman (1994). There were three processes in analyzing the data by adopting their framework such as Data Reduction, Data Display and Conclusion Drawing. In Data Reduction, the data were encompassed, sorted the main thing focus on important thing. The qualitative data could be transforming in many ways such as through selection, paraphrase and summary.

The second step was displaying the data. The data sorted then displayed in order to help the researcher to analyze the data and make a plan to continue the research based on what

have been found. The data can be presented in the form of table, diagram, charts and so on. The last step in data analysis was conclusion drawing and verification. The preliminary conclusion would be brief and may change if some solid proof could not bolster the information. However, in the event that the end was upheld by proof which was legitimate and predictable, at that point the outcome would be believable.

Furthermore, to ensure the validity of the data, triangulation based on data sources carried out. Observations and questionnaires were conducted repeatedly until the data were saturated.

Findings and Discussion

The finding and discussion are divided into three sections: first, the teachers' role in teaching online; second, the difficulties found in teaching online; and third, the strategies in teaching online.

The Teachers' Role in Teaching Online

The first research question is about the role of SMP Nasional Denpasar teachers in teaching English using e-learning platform while studying from home. The following table is the result of the analysis of the teachers' role.

Table1. The Analysis Result of the Teacher's Role in Teaching English Using E-Learning Platform

No	The Aspects of Teacher's Role	Teacher 1	Teacher 2
1	The teacher's Role as Resource Person	The teacher explained the material then gave worksheets and asked students to do it	The teacher made positive sentences of Simple Past Tense and asked the students changed them into negative and interrogative forms
2	The teacher's Role as a Prompter/Motivator	The teacher gave praise to students who were on time to submit the assignments and gave advice to students who were late in submitting the assignments	The teacher encouraged and motivated the students to keep studying hard even though the situation has changed due to the COVID Pandemic
3	The teacher's Role as a Organizer	Teacher gave the directions to students in taking a note material to answer the questions	The teacher reminded students to collect assignments
4	The teacher's Role as a Tutor	The teacher did not have enough time to make a video, a tutor to the teacher's role as a tutor was not as expected.	The teacher was less enthusiastic as students in telling Narrative Text to students
5	The teacher's Role as an Observer	Zoom was an application used to observe student behavior during learning.	The teacher used the zoom application to act as an observer to observe students during learning
6	The teacher's Role as a Assessor	The teacher checked the student assignments in Google Classroom and provided feedback in the form of grades and told students where the mistakes are	The teacher assessed students when answering questions during online learning

7	The teacher's Role as a Controller	The teacher monitored students during teaching process via zoom	The teacher controlled the learning process using zoom and gave the students the opportunity to express their feeling or ideas
8	The teacher's Role as a Participant	The teacher corrected the students when answering questions via zoom	The teacher gave advice when students discussed and also listened to student complaints.

Based on Table 1, it can be seen that there are eight roles played by two teachers. The first role is as a resource person. As the resource person, the teacher explained the material that has been prepared previously to students. The teacher also made a positive sentence where students were asked to change the sentence into negative and interrogative sentences. This indicates that the teacher played a role as a resource well in online or distance learning. The second role is as a motivator. As motivator, the teacher motivated students to keep going in online learning. The teacher gave praise to students who were on time in submitting assignments online. Besides, the teacher also gave advice to students who were late in submitting assignments. By the action done by teacher, students were expected to be more motivated in online learning. Second teacher in this case also gave encouragement and motivation to students to stay active in learning even in the Covid-19 situation.

In the third role, namely as an organizer, the teachers played a role by providing direction to students in taking a note the material that has been given. This aimed in order the students could answer the questions that will be given by the teacher. The second teacher always reminded to students to collect assignments on time and organizes the class to keep it conducive. In the fourth role, namely as tutors, the two teachers could not perform their role as tutors optimally. This is as presented in the table that the two teachers did not have enough time to become the expected tutors, namely by maximizing the role as tutors. Teachers only have limited time in online teaching.

The fifth role is as observers. The teacher's role as an observer was carried out through a Zoom Meeting by observing student behavior during online learning. The teacher's role as an assessor was to check student assignments and

provides feedback in the form of grades. The students were also told which mistakes they did in the assignments. The teacher also gave plus point to any students who can answer questions during online learning.

In the seventh role, namely as a controller, teacher monitors the students during the learning and teaching process via Zoom. The teacher also provided opportunities for students to convey if there is any idea they have. The last role is as a participant. In this role, the two teachers seem unable to maximize their role as participants as the first teacher only corrects students when zooming in, while the second teacher does not appear to provide an explanation of this role.

Knowing the information provided in the table presented above, it can be concluded that teachers have played various roles in online learning through several learning platforms. However, of the eight roles mentioned, two of the teacher's roles as tutor and participant were not seen during the observation. This is because there were various obstacles faced by teachers, such as time constraints, distance limitations and internet quota. The role of the teacher as a participant is not too significant. In this role, teachers must involve themselves in online learning as participants, not just as teachers who are usually considered the center of learning. In other words, teachers should also encourage students to be active during online learning. In the role as a participant, the teacher must mingle with students and listen if there are complaints from students regarding the learning process.

As had been explained above, there are 8 roles of teacher that played in the online teaching and learning according to Harmer (2007), such as Resource, Motivator, Organizer, Tutor, Observer, Assessor, Controller, Participant. The Finding indicated that most of

the roles appeared and played well by the teachers in the online learning except the roles as a tutor and participant because the limited internet access, devices, time, and distance that made the teachers overwhelmed. From the data presented in Table 1, the roles of the teachers played in various e-learning platforms such as Google Classroom and Zoom.

The Difficulties in Teaching Online

Data analysis shows that teachers experienced some difficulties when they were implementing online learning the first difficulty was students did not have quota which is a crucial problem for teachers and students. During the pandemic, telecommunications companies make concessions to students and teachers by providing free internet quota. It can access all apps on android or IOS phone. However, with the free quota, students use quotas unwisely so that when online learning students run out of quota. The second obstacle is that students found it difficult to accept online learning because of time constraints, so that the material acceptance is not optimal. Because of the limited time for online learning, the material presented by the teacher is difficult for students to accept because there are already other subjects that they should follow as well. In the end, this caused the focus of students to be divided so that they cannot absorb the lesson well.

To anticipate students who have difficulty because there was no internet access, the teacher held offline meetings. This meeting was held by teachers by implementing strict health protocols. This meeting was also not to explain related learning materials, but only to provide assignments that have been printed in the form of photocopies. There were some students who sometimes did not know how to do the assignments given by the teacher so that the grades they got were not as expected. Another difficulty was the economic level of students where there were still students who still used their parents' Smartphone. This made students unable to be up to date about online learning because Smartphone were also used by their parents. Another difficulty was the large number of applications that had to be installed,

including e-learning platforms or chat platforms used for online learning, causing the Smartphone's memory to become full.

The Strategies in Teaching Online

The third research question is about the strategies used by SMP Nasional Denpasar teachers for teaching English and increasing students' motivation using e-learning platform during online learning. There were various strategies implemented by teachers when teaching through online platforms, namely: listening to the material repeatedly, writing words or lyrics that have been listened, matching the lyrics and the last was learning to sing the song that was listened earlier. The first was listening to the song repeatedly.

The teacher used this strategy to help students enrich their vocabulary from lyrics of the song. Moreover, this activity also increased students' learning motivation since this kind of learning activity was different from other activities. The teacher asked the students to choose a favorite song to use as an assignment and then they had to listen carefully once, twice, even three times until every word was clear to them. This strategy will help students to understand the lyrics or vocabulary contained in a song. However, this strategy may not function properly if students do not listen to the song carefully.

The second activity was to write lyrics that have been listened previously. The teacher asked the students to prepare a piece of paper and then compose the lyrics of a song that have been played repeatedly. This activity aimed to make students able to learn writing from what students listen to. This strategy can help students write words using English and add vocabulary or lyrics from a song, but this strategy cannot function properly if students do not take the word seriously.

The third was to match the lyrics. Furthermore, students were asked to match the lyrics they had listened to with what the students had written. If there were mistakes, students corrected them by listening to the wrong lyrics again carefully. This strategy helps students know which lyrics are right and wrong. The fourth is to sing a song. The teacher asked

the students to sing a song then record their voice and send it to the teacher via WhatsApp or Google Classroom.

The fourth strategy used by teachers in teaching English and increasing students' motivation was to watch YouTube videos and make recount texts. In this strategy, the teacher asked students to watch a video according to the learning material, namely Recount Text. Students were then asked to make a recount text based on the general structure of the recount text that has been watched previously on YouTube and also a text based on the experiences students have gone through. Thus, students can think more critically and recall what they have been through and rewrite it in the form of recount text. In addition, students also read and record their writings in front of the camera directly. Based on this, students can practice pronouncing words in English and increase their confidence in front of the camera. After that, students were asked to collect recordings and texts that have been made via WhatsApp or Google Classroom.

Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. Meanwhile Koran (2002) defines that e-learning as a type of teaching and learning that uses electronic circuits (LAN, WAN, or internet) to convey learning content, face-to-face meetings or guidance. E-learning also as a form of distance education conducted through the internet media. Both studies are in line with the finding of this study that the use of e-learning helps teachers and students in distance learning. From the data above, several strategies are used by teachers such as used various types of platforms in learning, besides that the teacher also provided interesting material. This can attract students' attention so that students can be more active in distance learning through the e-learning platform.

From the two teachers, there were few similarities between T1 and T2, namely when the learning materials were given by them to the students. T1 and T2 provided different materials to students, but both of them produced videos of student learning outcomes. The result of the

video was the process of students when they did their assignments.

Conclusion

The study conclude that a) there are eight roles of eight that stated by Harmer (2007) played by SMP Nasional Denpasar'S teachers in online classes when teaching English using e-learning platforms, such as resource persons, motivators, organizers, tutors, observers, controllers, organizers, and participants. The roles as tutor and participants were found out to be not optimal; b) in implementing their online learning they found some difficulties, such as the problem of limited internet quota. In this case, students sometimes run out of internet quota so that communication between students and teachers becomes more difficult. The next difficulty faced by teachers was the limited time in learning that made it difficult for teachers to provide material that was in accordance with the learning curriculum. The last obstacle was the lack of internet access for some students who live outside the region; c) To solve the identified difficulties, the teachers used some strategies, namely that teachers used various e-learning platforms and various learning materials and methods. This was done to reduce monotony during learning. And also the teacher asked students to submit their assignments directly to the school if they did not have enough quotas to collect or receive materials from the e-learning platforms.

Based on the findings presented, most of the roles played by teachers are compatible with online learning. For example, the role of the teacher as an assessor where the teacher can assess students easily through Google Classroom and record student learning outcomes based on class order. In addition, the difficulties faced by teachers in teaching online can be overcome by meeting students in schools to distribute course materials and assignments when students do not have sufficient quotas. In addition to improving learning strategies, it is also very important for teachers to simplify the learning process through the e-learning platform. They have done this by providing activities that are quite interesting for students during learning, such as singing, writing and making videos. That way, students will be more

creative, active, and innovative. The results of this study are expected to be used as a reference for other researchers who want to do the same research. The researcher also suggests other researchers develop research designs and carry out this kind of research in a wider area that has more objects and subjects although indeed, this takes longer to do.

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