COVID-19 Pandemic in Teaching English for Specific Purposes: Impacts on The Remote Teaching Process of Front Office Teachers

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A B S T R A K

Pengajaran jarak jauh menjadi pilihan bagi seluruh pendidik untuk tetap melanjutkan kegiatan pembelajaran di masa pandemi COVID-19. Penelitian ini menganalisis bagaimana cara guru front office di Sekolah Menengah Kejuruan dalam menerapkan remote teaching. Partisipan dari penelitian ini adalah seorang guru front office di Sekolah Menengah Kejuruan. Penelitian ini diawali dengan mencari gambaran atau melakukan observasi kepada guru mengenai permasalahan guru dalam penerapan remote teaching. Pengumpulan data dilakukan secara kualitatif dengan menggunakan beberapa metode yaitu: Observasi dan Wawancara. Data dianalisis melalui teori dengan metode analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa masalah yang paling banyak dihadapi oleh guru saat menerapkan pengajaran jarak jauh adalah, kurangnya respon siswa dan gangguan koneksi internet. Guru front office juga harus mampu menyesuaikan strategi mengajarnya dengan teknologi yang akan digunakan sebagai media pembelajaran. Peneliti menyarankan guru membuat suatu kegiatan yang dapat mengontrol siswa untuk berlatih tentang bagaimana menerapkan pengetahuan baru mereka tentang materi yang diberikan oleh guru.

A B S T R A C T

Distance teaching is an option for all educators to continue learning activities during the COVID-19 pandemic. This study analyzes how front office teachers in Vocational High Schools implement remote teaching. The participant of this study was a front office teacher at a Vocational High School. This research begins by looking for an overview or making observations to teachers regarding teacher problems in implementing remote teaching. Data was collected qualitatively by using several methods, namely: Observation and Interviews. Data were analyzed through theory with the qualitative descriptive analysis method. The results showed that the most problems faced by teachers when implementing distance teaching were the lack of student response and internet connection problems. Front office teachers must also be able to adapt their teaching strategies to the technology that will be used as a learning medium. The researcher suggests the teacher make an activity that can control the students to practice on how to apply their new knowledge about the material given by the teacher.

1. INTRODUCTION

Remote teaching became an option for all educators to continue their instructional activities during the COVID-19 pandemic (Ferri et al., 2020; Moser et al., 2021; Quezada et al., 2020; Schlesselman, 2020; Whalen, 2020). This epidemic impacts a wide range of industries, including education (Gyampoh, 2020; Jena, 2020; Kulal & Nayak, 2020; Mishra et al., 2020; Rahayu & Wirza, 2020). The Covid-19 epidemic forced schools throughout the world to close to prevent getting infected with the coronavirus (Day et al., 2021; Dewanti et al., 2021; Munna & Shaikh, 2020; Raaper & Brown, 2020; Susanty, 2020). It forces more than 100 countries to close their schools to reduce the number of COVID-19 viral deployments. The majority of traditional learning was converted to online learning to reduce COVID-19 deployment. To address this issue, instructors and students can employ technological advancements to help their teaching and learning activities, but this also creates new challenges (Efriana, 2021; Famularsih, 2020; Lestari et al., 2021; Moore et al., 2011; Sari et al., 2021).

Remote teaching during the COVID-19 epidemic was an excellent technique to continue teaching and learning activities (Zhou & Li, 2020). Remote teaching offering more versatile learning environments, opening networks for synchronous and asynchronous contact and interaction, allowing for more cooperation and interaction with peers, having links to learning opportunities in various formats, and encouraging authentic and positioned learning are some of the benefits of remote teaching for learners (Affouneh et al., 2020; Albrahim, 2020; Iglesias-Pradas et al., 2021; Mu'awanah et al., 2021; Shim & Lee, 2020). Synchronous learning is a learning method in which students and teachers conduct their teaching and learning activities via virtual meetings (Bower et al., 2015;

Hastie et al., 2010; Stewart et al., 2011; Warden et al., 2013; Yamagata-Lynch, 2014). Asynchronous learning happens through an online activity using online platforms such as Google Classroom, Schoology, and others. Teachers must be prepared before using remote teaching, especially before giving materials, to eliminate hurdles and make the class more receptive (Phan & Dang, 2017). Furthermore, they must consider teaching attitudes, pedagogy and methodology, technological competency, the use of ICT, and time management to enhance the implementation of remote teaching without losing money, effort, or time.

There is previous research that studied the perceptions of the teachers, administrators, and academics that had to continue remote teaching during the COVID-19 epidemic disease period (Sari, T., & Nayır, 2020). The first and the most important finding is that the teachers have difficulties with internet access and lack of infrastructure, classroom management, and human resources. Another challenge that participants reported was about teachers' and students' behaviors. In line with the findings obtained from the interviews with the students of the music department (Özer & Üstün, 2020). It was concluded that web-based distance education is not as efficient as face-to-face education especially in applied courses, the connection and technical problems experienced during the courses negatively affect the education process, there should be attendance requirements in distance education courses and students with limited opportunities should be provided necessary technological support, and the students want to continue their education as face-to-face in the post-pandemic period. Various issues necessitated the creation of this study. The first issue is how teachers can still supply front-office resources via remote instructional activity. After that, in each learning activity, teachers must establish a plan of their actions before they begin teaching. The second issue is what type of preparation is done before the teacher implements remote instruction. Because this is the first time the education system in Indonesia has been applied through remote teaching, the teacher will learn new experiences after implementing remote teaching. Therefore, the author wants to know how the front office teacher at SMK 2 Kubutambahan applies remote teaching.

2. METHOD

The study is concerned about the teaching experiences in implementing remote teaching during the COVID-19 outbreak. This study used the qualitative method. It was collected as data in some way namely, through questionnaires and interviews with the participants (John W Creswell, 2014). The data have been analyzed by theorists in the descriptive qualitative analysis method. The research takes a place in a senior high school in Buleleng regency. The school that becomes the setting of this study is SMK 2 Kubutambahan. SMK 2 Kubutambahan was chosen by the researcher after conducting preliminary research data and decided it was a school that is appropriate to the criteria of the research and appropriate with the data needed for this study. In collecting the data, the researcher did some steps to solve the gaps in this research. First, the researcher interviewed the participant which is he was an English teacher at SMK 2 Kubutambahan. The interview was conducted on WhatsApp with the front office teacher to gain information about the readiness of the teachers in implementing remote teaching. After that, the researcher conducted a questionnaire to the students to gain the second type of data.
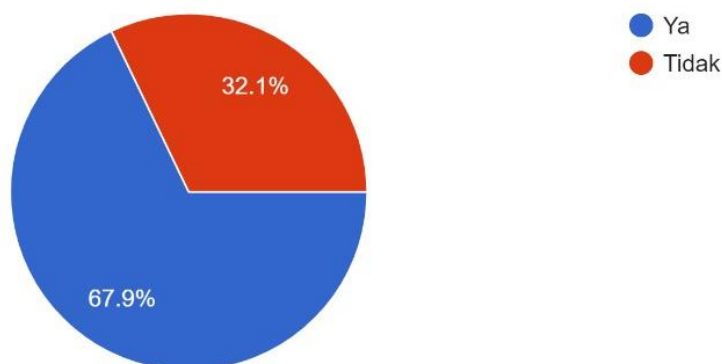
3. RESULT AND DISCUSSION

Result

Figure 1. Students Opinion

Based on Figure 1, which shows the data that has been collected, the student's opinions about the material aredelivered appropriately so it can be understandable come with 67,9% agreeing and 32,1% disagreeing.It shows that it is appropriate with the teacher's argument on the data collected from the interview.
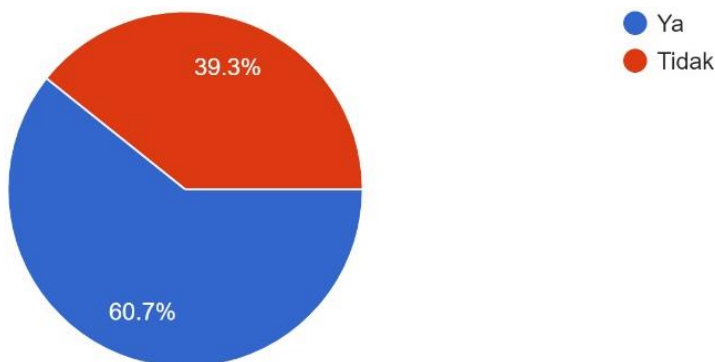

Figure 2. Problem of Connection

Based on Figure 2, in the interview, the researcher found that the teacher stated that some students have problemswith their connection when he implemented remote teaching. On the student's argument, the researcher found that 60,7% of students stated that they have a problem with their connection and 39,3% o f students are does n o t h a v e a n y problem with their connection.
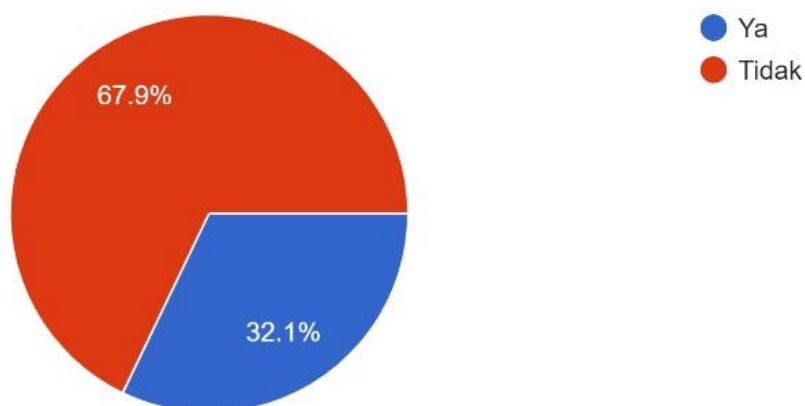

Figure 3. The difficulty of teachers measuring students' understanding

Based on Figure 3 the interview data, the teacher is cannot access the number of how far the students already understand the material because there is a lack of response in their teaching and learning activity. From the questionnaire, the researcher found that 67,9% of students arguedthat they cannot apply what they learn in their learning process to their life or work and only 32,1% can apply that.
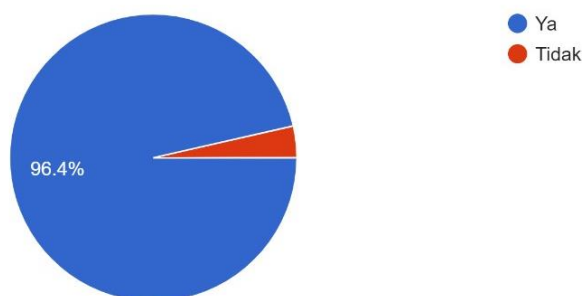

Figure 4. readiness for learning media

Discussion

Based on the data, the implementation of remote teaching activity is implemented well by using media that can support the activity. The source of the material is already appropriate to support the learning materials. It is also delivered well by the teacher, so most of the students canunderstand it, but the problem is the front office student cannot apply their knowledgeto their real life or work. It happens caused by they only learn about the theory but they do not implement the practice. The students should do some practice after doing the lesson because the theory is not enough to make sure theyalready understand the material clearly. So,practice will make them, be better andguiding to be an expert on a skill that they tried to learn for. From that, the researcher suggests the teacher make an activity that can control the students to practice how to apply their new knowledge about the material given by the teacher. The issues found in remote teaching are, to accessing the understanding of the studentsis become a challenge for a front office teacher at SMK 2 Kubutambahan due to theconnection problem and also lack of response that come from the students.

It is in line with previous research that studied distance learning systems carried out by Indonesian education during the Covid-19 pandemic situation (Churiyah et al., 2020). The results of the analysis reveal that Indonesia has prepared virtual infrastructure well, but the factors of teachers and schools still need to understand more about the essence of distance learning. Students have low self-regulated learning so they are less able to regulate their distance learning activities, teachers tend to stutter about technology, and parents lack understanding of the nature of teaching and learning activities carried out at home. Online learning is very much determined by the mastery of technology and media from the teacher in providing teaching. It is proved by a previous study that explores the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic (Rasmitadila et al., 2020). Results of this study showed that the success of online learning in Indonesia during the COVID-19 Pandemic was determined by the readiness of technology in line with the national humanist curriculum, support, and collaboration from all stakeholders, including government, schools, teachers, parents, and the community. The limitation of this research lies in the limitations of the research conducted which only utilizes questionnaires and interviews with participants. It is hoped that further research will use more complex instruments and be able to see the implications of the research that has been done.

4. CONCLUSION

The implementation of remote teaching activity is implemented well by using media that can support the activity. From that, the researcher suggests the teacher make an activity that can control the students to practice how to apply their new knowledge about the material given by the teacher. The issues found in remote teaching are, to accessing the understanding of the students is become a challenge for a front office teacher at SMK 2 Kubutambahan due to the connection problem and also lack of response that come from the students.

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