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What Covid-19
Pandemic Has Altered

English Teachers Teaching Practice

On the national teacher's day commemoration, May 2 2020, Indonesia's education minister, Nadiem Makariem said that during the COVID-19 pandemic it was the right time to innovate in education to improve the quality of education. The quality of education at all levels, especially for EFL students in mastering English as a medium of education and communication in this 4.0 era will make Indonesian more able to compete in various fields. Therefore, the editor and contributors made this book to see the actual practice of English Language eaching for EFL at the elementary, high school, university and non-formal education levels to see the implications of the online learning process applied during the COVID-19 pandemic situation.

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M. Arif Rahman Hakim

What Covid-19 Pandemic Has Altered English Teachers Teaching Practice

M. Arif Rahman Hakim

What Covid-19
Pandemic Has Altered

English Teachers
Teaching Practice

WHAT COVID-19 PANDEMIC HAS ALTERED ENGLISH TEACHER'S TEACHING PRACTICE

A Book of Teaching Approaches Implemented by EFL Teachers During the Pandemic

UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 28 TAHUN 2014
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Pasal 113

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Pasal 114

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M. Arif Rahman Hakim

WHAT COVID-19 PANDEMIC HAS ALTERED ENGLISH TEACHER'S TEACHING PRACTICE

A Book of Teaching Approaches Implemented by EFL Teachers During the Pandemic

Published by

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Vice Chancellor's Remarks

Assalamu'alaikum Warahmatullahi Wabarakatuuh.

A deep gratitude is presented to the presence of Allah for all the abundance of guidance, *tawfik*, *inayah* and mercy to all of us so that we are able to preceed this life without missing anything. Although we are still in the situation and condition of the Covid-19 pandemic, some young people are still working to produce valuable thought products, entitled *What Covid-19 Pandemic Has Altered English Teachers' Teaching Practice.*

Great appreciation is presented for the initiative in compiling this book, in response to the demands of learning English in the Covid 19 Widespread Era. It is recognized that English is one of the subjects that is considered quite difficult for students in the COVID 19 pandemic era. This is because learning English online requires parents to have understanding and skills of grammar, vocabulary and speaking. Most students, even teachers, still find it difficult to master this competency. Moreover, during online learning, the role of the teacher is only to give assignments, without detailed explanations. For parents who have a good educational background, it is clear that they face obstacles. However, they are required to teach their children English with limited knowledge. This is one of the reasons why teaching children to learn English at home is difficult.

In an effort to provide tips for teaching English online, the presence of this book should be appreciated. The present of the book *What Covid-19 Pandemic Has Altered English Teachers' Teaching Practice* is anticipated to include references to English learning books that have been circulating previously. Its existance was driven by the lack of references that specifically discuss the development of English learning discourse that is relevant to the demands of learning in the era of the Covid 19 pandemic with the regulations of health protocol. Educators are required to be creative in adapting to productive and safe learning changes in the face of the Covid 19 pandemic and its impact while still adhering to health protocols, especially in the context of preventing the spread of corona 19. For this reason, the publication of this book is intended to improve the quality of character education in Indonesia which it is the responsibility of every educator.

The problems that characterize online English learning during the Covid-19 pandemic include at least three things. First, there are delays from students in participating in online class activities. Second, there is a tendency not to take learning activities seriously by doing other activities such as playing games, watching TV and other activities. Third, the time and capacity of the companion during the learning process is not optimal either because they do not have sufficient understanding regarding the material or there are other activities or work that must be undertaken. If there are companion techniques in learning English, it will have quite a serious impact on achieving learning targets or material mastery.

It is hoped that this book will be useful for educators, students and readers in general who want to understand the importance of effective English language learning by reflecting on the conditions and application of English learning in the Covid-19 Pandemic Era in some educational institutions. The contents of this book will focus on highlighting the impact of covid 19 on learning English, the obstacles experienced by teachers and the solutions they apply to the classes they teach during the covid 19 pandemic.

Wallahul muwaffiq ila aqwamit-tharieq

Wassalamu'alaikum Warahmatullahi Wabarakatuuh

Bengkulu, 2 February 2022

Vice Chancellor 2,

UIN Fatmawati Sukarno Bengkulu

Dr. Zubaedi M. Ag M. Pd

Editor's Preface

In 2020 until today, the world was plagued by the covid-19 pandemic outbreak, all teaching and learning processes at schools and universities in Indonesia were forced to migrate totally to the online learning system. Deal with this, there are a positive and negative impact, which is the revolution in the field of educational technology as if it happened earlier because of the impact of the Covid-19 pandemic resulted in the education system must totally adapt the online learning system. However, it does not mean that there are no issues and negative impacts because not all institutions of higher education in Indonesia are ready and able to adapt to such conditions. Because in the fact, the institutions are not ready yet to face this problem, both in terms of human resources and technological equipment.

On the national teacher's day commemoration, May 2 2020, Indonesia's education minister said that during the COVID-19 pandemic it was the right time to innovate in education to improve the quality of education. The quality of education at all levels, especially in higher education, especially for EFL students in mastering English as a medium of education and communication in this 4.0 era will make Indonesian more able to

compete in various fields. Therefore, the editor and contributors made this book to see the actual practice of English Language Teaching for EFL at the elementary, high school, university and non-formal education levels to see the implications of the online learning process applied during the COVID-19 pandemic situation.

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Special Thanks to my wife: Ade Riska Nur Astari and our lovely daugthers: Nafla Qatrunnada Elsiradj & Nayyara Mufidah Elsiradj

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Chapter 1

The Impact of Covid-19 on the Learning System and Students' speaking skill at Baitul Izzah Integrated Islamic Elementary School (SDIT) Bengkulu

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Abstract. This study aims to determine the impact or problems experienced by educators in the teaching and learning process. The main problem was related to the implementation of online and offline learning systems at the school. During offline learning, teachers and students directly interact through questions and answers. The interview in this research discusses how the teacher teaches in class, what difficulties are faced by the students and teacher, and what learning media are used in English subjects, especially in students› speaking skills, as well as solutions to some of these problems. This study used the descriptive qualitative method, which generates descriptive data in the form of speech or writing and the behavior of the people being observed. To collect the data, observation and interviews were used. The subjects in this study were 25 fifth-grade students

at Baitul Izzah Elementary School. The results of the study are needed for analysis of this research, and conclusions can be drawn from this research regarding the impact of covid-19 in the pandemic era and students› speaking ability. Even though they are elementary school students, Powerpoint media must still be interesting. For assignments such as speaking, they make video calls with the teacher. During offline learning, the teaching and learning process is carried out directly by asking questions. There are several teaching media used in teaching speaking, such as Powerpoint and video calls.

Keywords: *online learning, education, speaking, learning media.*

INTRODUCTION

The COVID-19 pandemic, also known as the coronavirus pandemic, is the ongoing global pandemic of coronavirus disease 2019 (COVID-19), which is caused by the coronavirus acute respiratory syndrome. COVID-19 was first discovered in December 2019 in Wuhan, China. The World Health Organization describes the Covid case at the level of a Mass Health Emergency which came to the attention of experts regarding COVID-19 on January 30, 2020, and the pandemic on March 11, 2020. As of June 15, 2021, more than 176 million cases have been confirmed, with more than 3,81 cases. Thousands and even millions of deaths have been confirmed by COVID-19 cases, making COVID-19 one of the deadliest pandemics in history.

The Covid-19 pandemic in Indonesia has been around for more than a year, turning the face-to-face learning system into an online one. This condition also happened at SD IT Baitul Izzah which is located on Jalan. Asahan, field of hope, kec. Gading cempaka, Bengkulu city, Bengkulu, 38225. During offline learning, the learning system carried out by educators and students is offline, so that educators can monitor the development of students. On the other hand, during online learning in the Covid-19 era, some teachers prefer to use learning media, such as zoom meetings, WAG, and video calls.

To stop the spread of Covid-19, WHO recommends temporarily canceling activities that potentially creates crowds. Therefore, conventional learning that brings together students in one room needs to be reconsidered. Learning must be carried out with procedures that minimize physical contact among students and teachers. According to Kilbane & Milman (2017), the use of digital technology requires students and teachers to be in different places during the learning process.

Education is all kinds of efforts that are planned or prepared to influence other people, either individually, in groups, or society so that they can do what is expected by educators. Through guidance, teaching, and training activities, which take place at school and outside of school throughout life, it is expected that students are more well prepared to play a role in their environment for the future (Notoatmodjo, 2005).

Baitul Izzah Elementary School is located on Jl. Asahan, field of hope, kec. Gading cempaka., Bengkulu city, Bengkulu

38225. It is one of the most reputable educational institutions in Bengkulu city. The local community has a good view of the school. It is one of the main reasons the parents send their children to this school. The achievements in many aspects by the students, such as improvement in academic skills, are evidence of the good quality that this school has. The students also achieve success on a regional and national level, which are not only in academic aspects but also in the non-academic field.

This current research has the main goal of investigating the problems related to the teaching and learning process, either conducted in the offline or online system. The first problem identified here is related to the type of alternative learnings that can be carried out during the Covid-19 emergency, namely utilizing online and offline learning systems.

Online learning refers to the teaching and learning system carried out online through the use of technology and is also spread using pedagogical tools (tools in the world of education), which is justified through the internet system and network-based technology to facilitate the teaching and learning process and knowledge transfer through actions and interactions between educators and students (Dabbagh and Ritland, 2005).

Offline learning refers to the interaction among students and between students and teacher, where they carry out learning activities together, receive guidance and lessons from the teacher (Hakim et al, 2021). From the student's point of view, the notion of class is generally defined as class-related activities where a group of students at the same time will receive the same

subject matter from the same teacher (Arikunto, 2021). At SD IT Baitul Izzah, the teacher uses PowerPoint media in most of the learning activities, while for teaching speaking skills, video call media is applied. When learning is done offline, the teacher will frequently ask questions to the students to check their understanding.

During online learning, student achievement showed a significant improvement. This is because, during online learning, students are helped by their parents to finish their assignments. Meanwhile, during offline learning, they work on assignments independently. When the teacher asks questions to check their understanding, most of them are not able to help. It was supported by the fact that when the teacher asked the students about the lessons of the previous meeting, they did not understand.

The second problem lies in one of the student's English skills, which consists of four abilities: speaking, listening, writing, and reading. To be specific, this study discussed problems related to the use of media in teaching speaking experienced by the teacher at Baitul Izzah elementary school. Speaking is one of the four skills required by students for effective communication in any form of language, especially when educators do not use their mother tongue. Since English is used globally as a communication tool, especially in the internet field, English speaking skills must be developed with other skills so that these skills can improve the achievement of good communication with native English speakers or other members of the community.

Speaking has a very important role in terms of when we want to take an action. Bailey (2007) and Goh (2007) describe how to improve speaking development utilizing syllabus design, teaching principles, types of tasks and materials, and speaking assessment.

The third problem is about the learning media used by the teacher, which is in the form of ppt. Based on the results of this research, a learning method is needed to increase students' activeness in speaking by providing the basics of communication such as grammar and vocabulary, in addition to allowing students to create a group based on their preference. Given the importance of communication skills in English as a target language, teachers as educators need to condition students with certain situations that can make students perform (Larsen-Freeman, 2000), for example by playing a role. Therefore, students can gain knowledge about the functions of language, such as how to invite, decline invitations, show sympathy, express surprise, and other expressions. In learning English, the use of media is a necessity, especially the media that the students are familiar with. Media is one of the indispensable tools for young learners. According to Suyanto (2016) and Hakim (2018), there are several benefits of using media in learning: (1) Helping simplify the language learning process and improvement (2) Generating students' motivation and interest in learning (3) Explaining any new concepts so that students can understand without difficulty and misunderstanding (4) Making the learning process more interesting and interactive.

One of the media that can be used for this purpose is a visual illustration in form of a picture. It can be used as a medium for teaching or strengthening some student learning skills. This is because pictures can translate ideas from abstract concepts into more real and easy-to-understand objects.

Therefore, it can be concluded that sense is not only perceived through hearing or reading but also from what we see around us or from what we remember and see. Illustration media is not only an aspect of a method or technique but also a representation of meaning in an object, place, or person that is an important part of a student experience that teachers must know.

This study only discusses the Impact of Covid-19 on the learning system and speaking ability of students. This study aims to determine the impact or problems experienced by educators in teaching and learning.

LITERATURE REVIEW

Online learning

Online learning is learning using the internet network with accessibility, connectivity, flexibility, and the ability to present various types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology can help convey knowledge and can replace classroom learning. Online learning is a type of learning that can bring together students and learners. Teachers

use the internet for learning interactions (Kuntarto, 2017). Implementation of online learning requires the support of mobile devices such as smartphones, laptops, computers, tablets, etc., and information can be accessed anytime and anywhere (Gikas & Grant, 2013). In the past year, online learning has become a demand in the world of education (He, Xu, and Kruck, 2014). The use of technology has made a significant contribution to educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). It can also be used to support the implementation of online learning, such as virtual courses using instant messaging services and applications such as WhatsApp. Online learning is a form of distance learning that uses telecommunication and information technology, such as the internet (Sadikin & Hamidah, 2020).

Online learning is one way of communication that can provide great benefits for the interests of researchers, teachers, and students. Therefore, teachers need to understand the characteristics or potential of online learning so that it can be utilized as well as possible for the benefit of student learning. The advantage of online learning is that it is a fun medium, thus generating student interest in online programs. Offline learning requires a physical place to accommodate students and teachers. In contrast to the online learning system which can be done with a more flexible time, offline learning is generally carried out from morning to afternoon, during which time the learning process can be conducted well.

The use of online learning media technology

Zoom

The zoom application is one of the video conference applications widely used for distance learning during this COVID-19 pandemic. This application is considered very easy for work and online learning activities. Zoom can be accessed via the web or applications that can be used on PCs, laptops, and gadgets. Zoom enables a host to share a computer screen display with other zoom users by activating the screen sharing feature. This application is free and has a fairly small space capacity of 36 MB for downloading via mobile. However, in the free version of Zoom, meetings are limited to a maximum of 40 minutes. Meetings must start from the beginning again when the time is up. The data showed that there have been more than 100 million downloads of this application, with an average rating of 3.9/4.0 and 92 thousand reviews from users, which means that users were satisfied with this application. The zoom app can fit up to 100 people in one conference.

Whatsapp

In learning using technology, students and teachers are more active and accustomed. One of the online learning methods is using WhatsApp groups, and the groups can be created based on subjects taught at school. One of WhatsApp features that can be used as a means of online learning is group chat or Whatsapp group. This is one way to prevent the spread of Covid-19 in the world of education. To be able to join the learning process through the WhatsApp group, the students must first be added

as members of the group by the administrators of the group. Whatsapp group provides many advantages, including:

a. Not a lot of quota wasted like other applications.
b. Facilitating learning during the Covid-19 pandemic.
c. Through the WhatsApp group, the material presented by the teacher can be accessed by all students.
d. Can be used to discuss the lesson.

In addition to some of the advantages mentioned, there are some disadvantages including:

a. The bad signal makes it difficult to download the material presented by the teacher.
b. The great number of incoming messages causes the phone to work slowly.
c. If the individual assessment test is sent through the group, other students may cheat their friends' work.

PowerPoint

Learning media refers to the stuff related to software and learning media. It can be used to transfer the content of teaching materials from learning resources to an individual or a group of students, stimulate thoughts, emotions, attention, and interest in learning, and make the learning process, either in or outside the class, more effective (Lane & McAndrew, 2010). It can be said that there are several interesting learning media, one of which is PowerPoint. Power Point is one of the electronic media that teachers can use in the teaching process.

Powerpoint media can help teachers in doing their job more easily and students will learn more easily, thereby generating

interest in students' learning. Using PowerPoint media can help teachers develop teaching skills, especially on materials that contain many theories or explanations. With the usage of PowerPoint media, students will not feel bored listening to the presentation of the information because the material is presented in an interesting display of PowerPoint. The most significant component of PowerPoint is the visual aspect. Lane & McAndrew (2010) identifies four purposes of learning media, particularly visual media, which are as follows:

a. Attention grabber, visual media is used to attract the attention of the learners, so they can focus on the content of the lesson related to the visual meaning displayed
b. Affective function, visual media effectiveness can be measured by the level of enjoyment of the learners when learning to read pictorial texts, images, and visual symbols, which will arouse the emotions and attitudes of learners;
c. Cognitive function, visual media reveals that visual symbols help students to understand the information or messages contained in the images; and
d. Compensatory function, visual media provides context to understand the text, helping weak learners to read the text and recall it.

Videos

According to Brame (2016), video is a very effective medium that can help the learning process, either for group or individual learning. Video is also a non-printed teaching material because it

can directly reach students, so the information is abundant and complete. Moreover, videos add a new dimension to learning. This is because the characteristics of video technology, besides providing audio, can also present moving images to students, thus making them feel attached to the content being played in the video. As we all know, if a greater initial information process is obtained through hearing and sight, the retention rate (absorption and memory) of students can be significantly increased.

According to Rusman et al (2012), video is an audiovisual learning material that can be used to convey messages or lessons. It is described as an audiovisual learning media since the feature it offers enables students to view the images and listen to the audio simultaneously. In other words, video is a series of electronic images accompanied by audio that is recorded on videotape and can be displayed via a video player and if it is in VCD form, it uses a VCD player that is connected to a television monitor. All of these are the forms of video learning materials.

The benefits of Video Media according to Aqib (2013) are as follow:

a. Clearer and more interesting learning;
b. Improving the quality of learning outcomes; fostering a positive attitude towards the learning process and material.

Besides that, the advantages of video media (Rusman, 2012) are:

a. providing messages that can be received more evenly by students;
b. very good to explain a process;
c. Overcoming the limitations of space and time, more realistic and can be repeated or stopped as needed;
d. Giving a deep impression that can affect student attitudes

Improving Children's Language Skills During the Covid-19 Pandemic

Some adjustments must be made by teachers to ensure that the learning process can be carried out during this pandemic. One of the adjustments is that teachers use video or other media during the pandemic. Developing communication skills in language learning in the classroom is related to the development of language skills, one of which is speaking skills. Speaking is the ability to speak the voice of the language to express or convey thoughts, ideas, or feelings verbally which is the main basis of language learning (Santosa, 2017).

A language is a communication tool that is used since a person is born. Acquisition begins when a child receives his first language (Hertini, 2010). Aspects of children's language development include listening, speaking, reading, and speaking skills (Khotijah, 2016). During the online learning process, children are directed to talk. Speaking helps children develop their language skills (Muliawati et al., 2019). Speaking skills play an important role in the efforts to create the next generation who are intelligent, creative, critical, and have cultural awareness.

Speaking is a skill needed by people because through speaking they can communicate their ideas, thoughts, and feelings (Kuraesin et al, 2020).

Speaking is an activity to express one's thoughts and feelings towards the interlocutor. This activity involves three processes, namely pronunciation, vocabulary formation, and sentence making (Tirtayani et al., 2017).

Learning Indonesian in primary schools is directed at improving students' ability to communicate in Indonesian correctly and correctly, both orally and in writing, as well as developing critical and creative thinking skills. Language is a means of self-expression and a means of communication to express feelings, thoughts, ideas, and desires and one of them is through speaking activities. There are three reasons to learn to speak in class, namely: 1) speaking activities provide opportunities for practice; 2) Speaking can provide feedback for students and teachers; 3) Speaking allows students to play an active role in using language automatically (Kayi, 2006). Given the importance of these speaking skills, teachers need to learn which is more directed at developing students' speaking skills. Students' ability to speak is closely related to students' ability to listen. Speaking activities can be developed from listening activities (Harmer, 2008).

RESULT AND DISCUSSION

In this research study, the researcher used a type of field research with a qualitative descriptive text. Bogdan and Biklen

(1997) explained that qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed. The researcher used data collection techniques during the study observation and interview to obtain data related to the problems. Observation is a technique or way of collecting data by observing directly or indirectly activities through observation and recording. An interview is a conversation with a specific purpose carried out by two parties called the interviewer and interview to exchange information and ideas through question and answer to obtain information (Sanjaya, 2013).

Based on the results of observation and interviews carried out on Wednesday, June 2, 2021, the first problem identified was related to the learning and teaching process done by the teachers and students. A span of more than a year is very challenging for teachers to do online teaching. This is because students often have difficulty understanding material handed out through media without direct explanation from the teacher, just like during classroom learning. During face-to-face teaching and learning, teachers can interact with students, answer their questions, and get feedback from them. However, in the time of the pandemic, teachers find it difficult to determine the right media to teach online. Some teachers choose to learn media through Zoom, PowerPoint, videos, or WhatsApp groups which can also be used to make video calls to the students.

The learning media used at the beginning of the pandemic outbreak was Zoom. However, for English learning in

elementary school, the teacher decided to use PowerPoint. To ensure the students' engagement, the teacher should make the display creatively. The video call application is one of the media used in evaluating student learning on certain skills, such as speaking. Assignments related to other skills are sent through online media, such as Whatsapp, email, or Google Form. Meanwhile, when learning is done offline, they can interact directly through questions and answers so that the teacher can also assess whether students have the correct pronunciation in speaking.

During the learning in the pandemic era, students are guided by their parents in understanding the materials and doing the assignments. Even though the teacher is the one who provides the lessons for the students, it is always their parents who contribute more in doing the tasks given. It was one of the reasons that students have better achievements in online learning compared to offline learning.

When teaching and learning are carried out through a blended learning approach, students are given choices. They are allowed to come to school and join the classroom at school. However, they are not discouraged if they decide to study online. Schools as education administrators are not allowed to collect many students in one class because there will be a high risk of transmission of covid 19. Therefore, students are divided into several groups and come to school following the schedule based on their group. For example, group A comes to school on Mondays and Tuesdays, while group B studies at school on Wednesdays and Thursdays.

According to the 2013 curriculum, students should be more active in learning. Therefore, feedback is not only generated by the teacher, but also the students, in form of opinions that describe how well they can understand the lessons. The students are encouraged to ask questions if they have not yet understood the lesson well. Through two-way learning, it is not only teachers who manage the classroom activities, but also the students. However, in the pandemic era, it is difficult to conduct two-way learning since the teachers use Zoom as a medium, and not all parents can attend zoom meetings at the same time. On the other hand, teachers also cannot start Zoom meetings if it is too late at night waiting for parents coming home from their work. Learning media through video calls is used to check the understanding of the students.

Despite the pandemic, students are still expected to carry out activities based on the curriculum, for example, there is an English assignment for students to make videos or read English passages in the textbook and send them via WhatsApp voice notes. Students are also encouraged to make video calls to have direct interaction. For writing assignments, students should write according to the selected topics of the chapter. Teachers are demanded to understand the learning situation of children at home so as not to bother their parents who are working because students are at home while studying with their parents. Some students use cell phones, but some students don't have cellphones, so the work is taken over by parents. Because parents are busy, teachers have to wait.

For learning strategies, methods in English, such as writing, reading, listening, and speaking, still have to be fulfilled. When there is a speaking ability task, teachers and students learn through video calls. For listening skills, the teacher gives audio then the students listen and answer. Also, for reading skills, students must send a voice note of reading practice from the textbook the teacher has selected. In writing skills, students do the tasks in the book.

CONCLUSION

In the era of the covid-19 pandemic, the learning systems are adopted to online and offline learning, where teachers and students had difficulties in the teaching and learning process. The learning media used by teachers during the pandemic have helped teachers in providing lessons to students. However, the results of learning achievement appeared to be unclear for the teachers. The reason is that during online learning students can meet the minimum criteria (KKM), but they do not have good comprehension during offline learning.

RECOMMENDATION

Based on the conclusions that have been presented, the authors propose recommendations that are considered useful to improve children's skills in learning English, especially in speaking, which are as follows:

1. The headmaster of SDIT Baitul Izzah Bengkulu should facilitate the teachers and students in conducting

speaking classes and encourage the students to follow the instructions given to make classroom learning activities run effectively and efficiently.

2. To the teachers at SDIT Baitul Izzah have the responsibility to improve the students' speaking skills and to arouse students' interest in learning.
3. To the students at SDIT Baitul Izzah Bengkulu, they should be active and responsive to the guidance and direction are given by the teachers to make the successful learning process.
4. The writers realize that there are still many improvements can be made in this research, so further studies by other researchers need to be carried out, especially regarding students' speaking skills at SDIT Baitul Izzah

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Chapter 2

English Teachers' Creativity in Preparing and Managing Teaching-Learning Media During Covid-19 Pandemic for Junior High School Students in Indonesia

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Abstract. The purposes of this study are to determine the teachers' creativity in preparing and managing teaching-learning media, and to find out the strategies and media used by teachers in preparing learning media in the COVID-19 outbreak at two Junior High Schools in Bengkulu-Indonesia. The data collection of this research was done through recording, observation, interviews and documentation. The results of data analysis show that: (1) teachers' creativity in preparing and managing teaching-learning activities during the covid-19 pandemic in English subjects is by utilizing technology, such as using WhatsApp application, Google Classroom, YouTube and Google search; (2) teachers used a question and answer method to make online learning more interesting and not boring, so students took an active role in online learning; (3) Obstacles faced by teachers in

implementing online learning during the COVID-19 pandemic in English subjects are the difficulties in conveying material to students, lacking of the teachers' understanding about internet use, undergoing limited time in teaching and the experience of teachers who are not ready to face changing situations, from face-to-face activities to fully online learnings.

Keywords: Creativity, ELT media, English learning, Covid-19 Pandemic

INTRODUCTION

The adaptation of educational technology is an important factor in solving educational problems during the Covid-19 pandemic. Educational technology provides the ease of information and the ease of material delivery so that learning activities do not become an obstacle, especially during online learning. In this case, educators are required to be able to use or utilize educational technology that supports the learning process. In this sophisticated era, there are a few technologies that can be used in an online learning which requires communication tools that can convey learning materials from teachers to students.

Based on the results of the initial observations at the two junior high schools in Bengkulu-Indonesia, researchers found several discoveries. Firstly, teachers' creativity in the implementation of the teaching and learning process was carried out remotely with online learning systems. Secondly, teachers' creativity in an online learning can be seen in the components of

learning conducted by the teachers in the process of providing learning. Thirdly, they determined the material, for instance, as the teachers adapted the learning materials to the teachers' and students' handbook. The adequacy of teaching materials helped students to understand the basic competencies taught by the teachers. Fourthly, to determine media in online learning, the teachers at the two Junior High Schools used audio-visual media, such as learning videos and some pictures needed in learning. Fifthly, in compelling the assessment instrument of online learning, the teachers employed an assessment specialized for students' attitude, knowledge and skill. Lastly, by using technology adaptation, the teachers choose to use WhatsApp as a communication tool to students and parents, YouTube platform and Google Search as a source of enrichment, and make the teachers easier to provide an online learning.

From these initial findings, researchers examined teachers' creativity and managed the implementation of teaching learning process including how the teachers prepare learning materials, learning media, assessment instruments and utilize technology adaptation during the Covid-19 pandemic. Based on the background that has been stated, the authors are interested in conducting a study that focused on teacher actions.

THEORITICAL REVIEW

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Creative teachers are one of the factors that affect the quality of education. Experts state that no matter how good a curriculum is, the results really depend on whatever the

teacher does inside or outside the classroom or actual practice (Sukmadinata, 1995).

The quality of learning is also influenced by the creative attitude of teachers to choose and implement learning approaches and models. Because the teaching profession demands creative nature and a willingness to improvise. Therefore, teachers must develop their creativity in the learning process.

A teacher must indeed be required to be creative, professional and fun. Creativity in learning is very important in terms of developing the potential of students (Naim, 2009). Creativity among its characteristics is something that is rare and not everyone is able to do it. Creativity is not something that is easy to do. But creativity must be cultivated and created continuously.

The characteristics of creativity can be divided into cognitive characteristics and non-cognitive. Cognitive characteristics are the same as the four characteristics of creative thinking, that are: originality, flexibility, fluency, and elaboration. Meanwhile, non-cognitive traits include motivation, attitude, and creative personality. Non-cognitive traits are just as important as cognitive traits, because without being supported by a personality that is suitable a person's creativity cannot develop naturally (Talajan, 2012).

According to Brown (2012), creative teachers who carry out learning by optimizing their knowledge and expertise are called Teacher-Scholar. According to him, if learning is done well, in essence it is creative. Teachers always communicate

to their students about old ideas and new ideas in new forms. Furthermore, Brown formulated the characteristics of a teacher-scholar as follows: (1) He is inquisitive, and wants to always ask about everything that he still does not clearly understand; (2) everything is analyzed first, then filtered, qualified to be studied and understood, and then deposited in the "store" of knowledge; (3) intuitively, teachers have the subconscious ability to connect old ideas to form new ideas. This intuition lies above logic, and therefore in it depends on discovery as well; (4) Have high self-discipline. This implies that creative teacher-scholar has the ability to make considerations between analysis and intuition to make a final decision; (5) will not be satisfied with temporary results. Creative teachers do not just accept any unsatisfactory results; (6) Having a strong personality, it is not easy to be given instructions without thinking.

With the appearance of the COVID-19, it certainly has an effect on teaching and learning activities from a conventional learning in schools, and now changed to study at home (online). For its implementation, online learning is carried out according to the abilities of each school. Learning online can use digital technology like google classroom, home study, zoom meeting application, video conference, smartphone or live chat and others. But what must be done is to give assignments through the teacher's monitoring on the whatsApp group so that students really follow the lesson.

RESEARCH METHOD

Based on the above problems, the authors intend to use descriptive qualitative research that focusing on describes the findings of the research in text and then make a conclusion. Related to the data collection, the authors did an observation and field notes to get direct description about the situation in the field. Then to support the research procedure, the authors also did semi-structured interview sections to the teachers and students to find problems and get the situation. The last stage in the research method was documentation. According to Arikunto (2019), documentation is looking for and collecting data on matters in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on. After the teachers got the data, they made three stages of data analysis: data reduction, data display and drawing conclusion/ verification.

Related to the participants of this study, the authors took the study at the two Junior High Schools in Bengkulu-Indonesia who indicated still have some problems such as difficulty in updating technology, not being able to use other social media except WhatsApps messenger and also the inadequacy of the supported facilities (internet, computer and gadget).

FINDING AND DISCUSSION

The followings are the findings and discussions obtained by the researchers regarding to teachers' creativity in preparing and managing teaching-learning media during the covid-19

outbreak at the two Junior High School in Bengkulu-Indonesia. Creativity is the ability to express and realize the potential of critical thinking to produce something that is new and unique or the ability to combine something that there is already something else to make it more interesting. As a consequence, in the teaching-learning process, a teacher must be creative to always create a pleasant learning atmosphere so that students do not feel bored and experience learning difficulties. Thus, the management of a good teaching and learning process that is supported by teachers' creativity will be able to achieve the desired goals.

Based on the results of the study, the most significant issue according to the interview of the two teachers from the two junior high schools is that they were more comfortable teaching in face to face in the class rather than online learning because they could make sure the condition and pay attention to students easily. During the current pandemic, many teachers, lecturers and students have complained about the network or internet signal that often interferes with online learning activities. As a result, we don't really surprise if there is a lot of news about students in Indonesia who cannot study in the pandemic situation because they do not have an internet network at home.

In compiling lessons, the teachers are expected to have the ability to create concepts, which is this concept should focus on students' abilities. Because of that, the teachers will be able to compile teaching materials that are in accordance with the

concept being reviewed based on students' basic abilities. In this case, teachers are required to be able to apply technological sophistication and or internet in the application of learning, such as the application of e-learning methods, and using WhatsApp, Zoom App, Google Meet, Google Classroom, email, and so on.

In ensuring the fulfillment of students' rights to study during the Covid-19 pandemic, based on the announcement letter number 4 of 2020 about the implementation of educational policies in the emergency period for the spread of covid-19, which in the letter explains that the learning process is carried out from home through online distance learning. This is carried out to provide a meaningful learning experience for participants educate. This is also supported by the opinion of Sari, R, P., Tusyantari, N, B., & Suswandari (2021) who said that with this online learning, students have the flexibility of learning time and the learning process can be done anywhere. Therefore, online learning is currently a solution in learning during the COVID-19 pandemic.

Online-based learning does require a lot of preparation, not only from the teachers but also the students. During the current covid-19 pandemic, many schools are closed and doing distance learning or commonly referred to as online learning. At the time of online learning as it is today, the role of the teaching-learning media is very important to assist teachers in delivering the material that will be given to students. Learning media is recognized as one of the success factors of the learning process. Media is very important to adjust to the stage of development of

students to understand a concept that is being taught. With the media, students can be motivated and maximize all the senses of students in learning and make it more meaningful. Learning media that are widely used today are digital learning media such as Learning Videos, Audio Media and so on. Digital learning media can be said to be a bridge to deliver learning materials to students, because if learning materials are only delivered by the teacher using the lecture method, it will make students bored especially in distance learning like today.

During the Covid-19 pandemic, these demands will increase, where every educator is required not only to be able to operate laptops, LCDs with attractive presentations, but they are also required to be able to operate several online meeting applications, e-learning applications, to creatively organize the class by attendance, the same method of assessment online (Manggoa, 2020).

Based on the results of interview data, teachers at the junior high school students in Bengkulu-Indonesia stated that they used internet applications as a medium for delivering material and giving assignments in learning. The learning media used is the WhatsApp application by utilizing the WhatsApp group feature. The teachers used video assistance in explaining the material so that students understand more easily which is then sent to the WhatsApp Group. Learning media can be understood as anything that can be transmitting information from the source of information to the recipient of the information (Falahudin, 2014).

Furthermore, based on the results of observation and interview data, the obstacles that usually occur when the teachers try to develop students' cognitive with creativity used in the online learning process like teacher 1 (T1) and teacher 2 (T2) stated that they both have troubles in delivering material online, because students do not respond or focus well when online learning takes place. To overcome these obstacles the teachers gave some additional hours or an extension of time for students and give assignments through making videos about the material that has been given by the teacher and sending them via WhatsApp group.

In addition, online learning that is applied at the two junior high schools in Bengkulu-Indonesia, according to T1 and T2 stated that the biggest difficulty faced about network problems and did not have an internet quota for online learning. T2 also stated that the teachers could not directly explain students' understanding of the material provided by the teacher via WhatsApp, Zoom and Google Classroom.

The application of online learning aims to facilitate the learning process during the COVID-19 pandemic through the use of communication technology. This is in accordance with the opinion of Waryanto (2006) that online learning is a learning activity that utilizes internet network as a method of delivery, interaction and facilities and is supported by various other forms of services. Based on the research findings, the two participating teachers also mentioned that they used internet applications as a medium for delivering material and giving

assignments in learning. The teaching media that they usually used is the WhatsApp application by utilizing the group feature, then teachers used video assistance in explaining the material. Afterwards, the teachers sent it to the WhatsApp group to make students understand more easily related to the topic or learning.

Based on the findings above, it is explained that students' understanding about the learning cannot be measured directly by the teachers because they cannot monitor students directly. Students' understanding can be known only based on their scores, if they show good results, students are considered to have understood the material. The important thing from the teachers is that students have received the subject matter.

According to these discoveries, the main obstacles that prevent the online learning process at the two junior high schools in Bengkulu-Indonesia are: (1) an internet network that still not sufficient for online learning activities, (2) the number of students who have limited gadget facilities such as smartphones, laptops, computers and so on, (3) the use of internet quotas is an obstacle for students to always active on every online learning.

CONCLUSION

Teachers' teaching creativity is teachers' ability who are constantly developing material or subject matter, able to create and also managing an interesting atmosphere to make students do not get bored easily in the teaching learning process. Creativity in teaching-learning activity is also a very important

thing because the teachers are also required to show the process the creativity. One thing that can be done is to create effective, efficient and creative learning.

Regarding on that, T1 and T2 argued that the implementation of online learning during the COVID-19 pandemic must use the right strategies and teaching media. The right strategies in the COVID-19 widespread are to give assignments to students and carry out reporting activities via mobile phones (WhatsApp). Besides reporting the results of their activities, WhatsApp application is also used to receive assignments and students' feedback from teachers in teaching-learning activities. Other media used by the teachers and students are Google classroom and YouTube. The expectation of T1 and T2 in using strategies and media during COVID-19 are to assisted them in doing distance or online learning. Another reason is as their way to survived with global system changing because of the pandemic covid-19.

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Chapter 3

The Use of Online Learning System in Teaching English for Students at SMP Islam Al-Azhar 4 Jakarta Selatan

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Abstract. The research focuses on the teaching method, the challenges, and the solution in overcoming these difficulties, especially in online English learning and teaching at SMP Islam Al-Azhar 4, South Jakarta. This research method used qualitative methods while data collection was conducted through an interview. From the interview with the teacher, information related to the focus of the study was selected. This paper concludes that teachers experienced challenges in teaching during the pandemic. However, since the school administrators and the teacher could solve the problems, teachers and students could carry out the teaching and learning process successfully.

Keywords: *Online learning, Teaching English in Pandemic Covid-19, Teacher Challenges*

INTRODUCTION

At the end of 2019, the world was shocked by the discovery of a new virus Covid-19. The virus has spread throughout the world and causes an impact on all sectors, including education. World Health Organization (WHO) recommends social distancing and physical distancing to prevent transmission of the virus (WHO 2019). All countries around the world are implementing lockdowns to prevent transmission of the virus, including Indonesia. The government sets a lockdown policy to prevent the spread of Covid-19. All employees in all sectors are required to work online (working from home), including teachers and students. Teachers need to change the face-to-face system and design an online learning system for safety and for preventing from contracting the virus (Moorhouse, 2020).

An online learning system is a system that uses technology and the internet as a tool to support the teaching and learning process (Novita & Abdul 2015). However, the online system used during the Covid-19 pandemic is a distance learning system or virtual online platform. Several countries in the world are implementing learning systems due to the closure of all schools during the Covid-19 virus. According to The World Bank (2020), the government of China, where this virus originated from, established an online learning system and conducted simulations simultaneously, so that the teaching and learning process was not interrupted and students could learn comfortably. In Finland, due to school closings, instruction and guidance for students have been implemented with distance

learning, digital learning environments and solutions, and, if necessary, self-directed learning. Meanwhile, the government of Indonesia issued a policy of Learning From Home (LFH) system where students and teachers carry out a distance teaching and learning process, putting their safety and health as the priority. During the teaching and learning process, the teacher must ensure that the teaching and learning activities of the students at home are well-established. Teachers are required to be able to design innovative learning media by utilizing online media.

One of the junior high schools in Indonesia, SMP Islam Al-Azhar 4, South Jakarta, implemented an online learning system during the COVID-19 pandemic. SMP Islam Al-Azhar 4 is one of the schools in Indonesia that uses an international curriculum that works closely with the Cambridge campus in compiling learning materials, especially in English lessons. Before the COVID-19 pandemic, the school has already used digital media to help students learn, especially in English subjects. They use several websites or applications that support students to improve their speaking skills, one of which is the "global generation." During pandemic covid-19, SMP Islam Al-Azhar 4 also followed the regulations issued by the Ministry of Education and Culture (KEMENDIKBUD) to implement an Emergency Curriculum during the pandemic. This curriculum is a simplified version of the national curriculum previously issued by the Minister of Education and Culture of the Republic of Indonesia on August 4, 2020. This emergency curriculum was prepared to carry out education during the COVID-19 pandemic in Indonesia. It is valid during the 2020-2021 academic year.

In the application of online learning systems, there are several obstacles faced by teachers and students because this is the first time for all schools in Indonesia to establish an online learning system. This research was conducted to find out how the English teacher at Al-Azhar 4 Islamic Junior High School 4 South Jakarta conducted teaching activities using online media, as well as the challenges occurring and the way to overcome them, especially during the covid-19 pandemic.

LITERATURE REVIEW

Online Learning

Online learning may be defined differently and from various perspectives. If online learning is broader than network learning, then network learning focuses on human relations (Banks et al. 2003; De Laat et al. 2007). However, online learning has no such specificity. It is narrower than 'e-Learning' and 'digital education' which includes a wide range of digital tools and resources, not just the internet, and focuses on developing digital competencies. According to (Bawanty and Arifani, 2020) online learning is the delivery of all kinds of content through all media technologies, including the internet, audio and video, and others. Online learning focuses on several aspects including various online contexts, computer-based learning and delivery methods, types, formats, and media such as multimedia, educational programming, simulations, games, and mobile media use.

Some previous research focused on the differences between online learning systems and traditional systems (face-to-face learning). There are different results regarding online learning systems and face-to-face systems, among others: face-to-face learnings were easier to understand than online learnings (Dobbs, Waid & Del Carmen 2009). A study showed that there was no significant difference between online learning systems and face-to-face systems (Johnathan & Kevin 2013). However, Rasmitadhila, et al. (2020) revealed in their research that online learning systems were less effective than traditional systems.

Teaching English

English is one of the international languages used to communicate with people around the world. Some countries use English as their second language and some countries do not use English as their second language. Therefore, they set English to be a subject at school, and one of them is Indonesia. In Indonesia, English is not deemed as the second language which is used in communication among the citizens. Therefore, the government has established English as one of the subjects in schools to generate English learning at schools (Keputusan KEMENDIKBUD No 060 / U / 1993).

In high schools in Indonesia, English is taught according to the curriculum used. Teaching English as a foreign language is not easy, especially for students who do not master the basics in English, one of which is memorizing vocabulary. Vocabulary is very necessary for learning English because students will have difficulty if they do not have a storage of English vocabulary.

When teaching English as a foreign language, there are several learning methods used. According to Bambang Setiyadi (2020), there are 8 learning methods used in teaching English as a foreign language: Grammar Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Communicative Language Learning, Suggestopedia, Total Physical Response, and Communicative Language Teaching. All of these teaching methods can be used by teachers in teaching English as a foreign language.

RESULT AND DISCUSSION

School from home during the COVID-19 Pandemic has had a significant impact on all countries of the world. During the COVID-19 Pandemic, all countries implemented an online learning system using applications, websites, television, and others. In Indonesia, changes in the learning system under the policy of School From Home (SFH) due to the COVID-19 pandemic have had an impact on learning activities for teachers, students, and parents (Cheng, 2020). This includes the impact on instructional strategies and techniques, including changes in learning strategies, technology readiness for teachers to implement online learning, support and motivation from teachers, parents, schools, and government. Thus, School From Home (SFH) must be well defined so that learning objectives can be achieved (Guo & Li, 2020; Kaup et al., 2020).

In this study, researchers used qualitative research methods with data collection techniques through interviews with one of

the English teachers at SMP Islam Al-Azhar 4, South Jakarta. The answers given from the interview show that during the implementation of the School From Home (SFH) policy, teachers taught English using the online media platform "Zoom Application." This media was used mainly to explain learning materials. Meanwhile, to collect students' assignments, such as daily or mid-tests, they use an application called "Moodle."

SMP Islam Al-Azhar 4 is one of the schools that applies an international curriculum. In learning English, the books used are designed directly by Islamic concepts and also the curriculum used. This book was designed by the school and collaborated with Cambridge in its production. At SMP Islam Al-Azhar 4, there are several types of classes, such as *tahfidz* and bilingual classes. In the bilingual class, they use two languages in learning, Indonesian and English. There are several programs in this bilingual class, for instance: native speaker and sister school exchange, immersion, collaborative project, and video conferencing by using a website called "Global Generation". To take part in these activities, students must meet several requirements, such as collecting essays and making a summary of the material provided by the teacher. In these schools, English teachers are required to attend training programs held twice every year. However, during the covid-19 pandemic, teachers participated in online training once annually. During the training, the speakers were presented directly from Cambridge.

There are several obstacles faced by teachers in teaching using an online learning system, for instance, many students

turn off the video while learning is in progress, students complain and feel bored while studying online, some parents complain about their children who stayed all day in their rooms, the internet network is unstable, and an error occurs when the application is used. To overcome these problems, collaboratively teachers and the parents of the students found a solution to improve students' academic performance while studying at home. The teacher would introduce several rules while students were learning via zoom, such as turning on the video camera during the lesson and wearing suitable outfits in attending the online class. The students violating the rules would be punished in form of points' reduction. Additionally, the teacher provided a report to the parents of each student in terms of academic achievement and the methods used in teaching. To keep students' enthusiasm din learning, the school administrators decided to hold online events according to the academic calendar.

CONCLUSION AND RECOMMENDATION

The online learning system is an alternative that takes the place of a face-to-face learning system. Since this system only requires an application or website as a learning medium, students may join the lessons without having to attach to a particular place or building. Unlike citizens in developed nations, using an online learning system during the COVID-19 pandemic in Indonesia is relatively new for the majority of students and teachers across the nation. Therefore, many teachers and students face various problems such as unstable networks,

unavailability of facilities such as smartphones or laptops, application errors, and the feeling of boredom. To overcome all these problems, the school administrators and teachers are looking for ways to overcome them such as providing internet data assistance, creating events that can motivate students, making strict rules to ensure success in the teaching and learning process, as well as developing well-established cooperation among the students' parents and the teachers to monitor students' performances during online learning.

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Chapter 4

A Curriculum Development at an Islamic Senior High School in Pandeglang Banten with an Online Teaching System Based on E-Learning

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Abstract. Curriculum analysis is one of the steps that may determine the extent to which the curriculum has developed in an educational institution. Curriculum development should be continually studied and developed by considering the existing challenges to respond to future challenges. Online-based learning is one of the learning systems implemented during the COVID-19 pandemic recently. Online learning is a type of distance learning that utilizes telecommunications and information technology, such as the internet and CD-ROOM (Molinda, 2005). With the current learning system that is applicable as the basis for curriculum development, educational institutions or educators have their challenges in developing curricula related to online-based learning systems as they are today. The purpose of e-learning is to increase access to learning opportunities and students' flexibility in learning.

Keywords : *Curriculum, Curriculum Development, Online Teaching, E-Learning*

INTRODUCTION

The term *curriculum* comes from the English language, which means lesson plans. The term *Currere* in Latin has multiple meanings: run fast, fast forward, undergo, or strive. The curriculum according to Nunan is a set of principles and procedures for planning, implementing, evaluating, and managing educational programs. The word *curriculum* is synonymous with the term syllabus in terms of the specification of content and the order of what will be taught. In a broader sense, it refers to all aspects of planning, implementing, and evaluating educational programs.

Curriculum development is a total change and transition from one curriculum to another (Soemanto, 1986: 45). Curriculum development is a set of activities that provide a supportive framework that helps teachers to design effective learning activities and situations. Curriculum development activities include the preparation of the curriculum, implementation in schools followed by intensive assessments, and improvements made to certain components of the curriculum.

In March 2020, the Corona Virus (Covid-19) pandemic hit the whole world for the first time. This resulted in fundamental policy changes in the world of education. Curriculum education has become a hot topic of discussion throughout the world, including in Indonesia. The government implements social

distancing for all people in Indonesia so that all activities are carried out at home. The Minister of Education and Culture (Mendikbud) issued Circular Letter Number 4 of 2020 concerning the Implementation of Education policies in the Emergency Period during the outbreak of Corona Virus Disease (Covid19). Therefore, all schools were closed and the education was carried out through online learning systems. In the online learning process, there are many impacts, ranging from positive impacts to negative impacts. In online learning, teachers are required to prepare to learn as well and as creatively as possible in providing lessons so that students do not get bored and stay comfortable studying at home.

Minister of Education and Culture (Mendikbud) Nadiem Makarim stated that education in Indonesia has faced great challenges in terms of geography, culture, and infrastructure, and the situation was even more challenging with the occurrence of the Covid-19. The Minister of Education and Culture has also issued a curriculum policy during this pandemic so that each school is given the right to use the curriculum according to their needs. Online learning during this pandemic requires schools in Indonesia, both in cities and in villages, to be conducted online. One of them is by using an E-learning system.

E-learning is a combination of 2 words, namely electronic and learning. E-learning is electronic learning or the teaching and learning process that is carried out online. Jaya Kumar C. Koran (2002) defines e-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or internet) to deliver

learning content, interaction, or guidance. Some interpret e-learning as a form of distance education conducted through the internet. In its practice, e-learning utilizes information technology as a means of learning. E-Learning in a broad sense may include learning carried out on electronic media (internet) both formally and informally. Formal e-learning, for example, is learning with curriculum, syllabus, subjects, and tests that have been composed and arranged based on a schedule that has been agreed upon by the relevant parties (teachers and learners). 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. Onno W. Purbo (2002) explains that the term "e" or the abbreviation of electronics in e-learning is used as a term for all technologies used to support teaching efforts through internet electronic technology. Internet, satellite, audio/videotapes, interactive TV, and CD-ROM are some of the electronic media used. E-learning, as the name implies "Electronic Learning" is delivered using electronic media that is connected to the Internet (World Wide Web that connects all computer units around the world that are connected to the Internet) and Intranet (a network that can connect all computer units within a company).

MAN 4 Pandeglang Banten is located on Jl. Raya Sukajadi, Sadang Situ complex, Sukajadi, Cibaliung, Pandeglang Regency, Banten. The E-learning learning system is implemented by the teachers in almost all teachings, especially in English lessons.

In carrying out education, the English teacher at MAN 4 Pandeglang Banten uses e-learning media, one of which is by using handouts and practical assignments using a scientific approach. During e-learning, the teacher allows students to watch videos that have been prepared by the teacher, making it easier for students to understand the lessons. In the next activity, the teacher instructed them to discuss together with their classmates using a WhatsApp group. E-Learning is carried out through web-based media. This means that all learning materials, questions, quizzes, timesheets, and teaching materials are accessed by the students through the website. This makes it easier for students and teachers to carry out the teaching and learning process. However, there are several obstacles faced by the teachers and students at the MAN 4 Pandeglang Banten when applying E-learning: it is difficult for the teachers to keep students engaged toward the lessons all the time, those coming from low-class families are unable to afford internet quotas, the students have very low interest to learn, and the internet network is oftentimes unstable. MAN 4 Pandeglang Banten is located in a very remote village, so the internet network is unstable and when the electrical power is off, the signal on the students' devices gets lost.

During the New Normal era, MAN 4 Pandeglang Banten conducts face-to-face teaching and learning activities with an alternate teaching system between first-class and other classes by following health protocols. When taking turns learning face to face, other classes continue to use the learning system with E-Learning.

The purpose of this article is to find out the Curriculum Development at MAN 4 Pandeglang Banten with an online learning system based on E-Learning, especially in English lessons.

LITERATURE REVIEW

The curriculum includes all learning experiences provided to students under the guidance or responsibility of the school, which are not only limited to the number of subjects but learning experiences outside of written subjects, such as habits, attitudes, morals, and others. This review will discuss the concepts of curriculum, curriculum development, online learning, and E-Learning.

Definition of Curriculum

The curriculum comes from Latin which has the basic word currere, which means a running race field. In Arabic vocabulary, the term curriculum is known as *manhaj* which means a bright path or a bright path that is traversed by humans in their various lives (al-Syaibany, 1997: 478 in Khaeruddin, 2007: 24). According to (Sukmadinata nana, 2009), the notion of the curriculum can include a set of components that must be met in the learning process or system of plans and arrangements regarding content, models, media, and learning materials in teaching and learning activities. The curriculum has components that are mutually related to each other that cannot be separated. That is, the absence of one component will fail a curriculum.

Sudjana (2005:3) states that curriculum is the intentions and expectations outlined in the form of plans or educational programs that will be implemented by teachers in schools. Thus, the content of the curriculum is scientific knowledge, including activities and learning experiences, which are arranged according to the level of student development. (Al-Shaybani, 1989) says that a curriculum is several educational, cultural, social, sports, and artistic experiences provided by schools for students inside and outside the school to help them develop thoroughly in all respects and to change their behavior.

The explanation above can be concluded that the curriculum refers to the fundamentals that describe the actual function of the curriculum in an educational process. Thus, a curriculum is everything related to academics in an educational institution that is well planned and ready to be implemented. All components, in this case, will be involved in implementing the curriculum that will be applied in an educational institution. Meanwhile (Ibrahim, 1994) defines, divides, and arranges the curriculum into three dimensions: a curriculum as substance, system, and field of study.

The first concept: curriculum as substance. The curriculum is considered as a plan of learning activities for students in schools, or as a means of achieving goals. The curriculum can also be interpreted as a document for formulating educational goals, teaching materials, teaching and learning activities, schedules, and evaluations. In addition, a curriculum can also be described as a written document resulting from a mutual agreement

between curriculum makers and education policymakers with the community.

The second concept: curriculum as a system. The curriculum system is part of the school system, education system, and even the community system. The curriculum system includes personnel structures and work procedures on how to develop, implement, evaluate, and improve the curriculum.

The third concept: curriculum as a field of study. It is a field of study on which curriculum experts and education and teaching specialists focus on. Curriculum as a field of study aims to develop theory, systems, and the development of curriculum. Furthermore, they are responsible to solve the problems in curriculum planning and implementation. Those who study the curriculum are required to master the basic concepts of the curriculum.

The curriculum has a goal to achieve the goal of education. The purpose of the curriculum is essentially the goal of every educational program that will be given to students. The purpose of the Islamic education curriculum covers all aspects of human life (Khaeruddin, 2007: 32). So it can be concluded that the curriculum objective is one of the components that must be considered in developing the curriculum because from this goal the curriculum that has been prepared at an institution can be achieved as desired by an educational institution in preparing its graduates.

Curriculum Development

Curriculum development is a total change and transition from one curriculum to another (Soemanto, 1986: 45). Curriculum development activities include the preparation of the curriculum itself, implementation in schools accompanied by intensive assessments, and improvements made to certain components of the curriculum on the basis of the results of the assessment. Hamalik mentions (2007: 183) that curriculum development is a curriculum planning process in order to produce a broad and specific curriculum plan. This process relates to the selection and organization of various components of teaching and learning situations, including curriculum organizing schedules and specifications of suggested goals, subjects, activities, sources, and measuring tools for curriculum development referring to the creation of sources referring to units, unit plans, and other dual curriculum lesson lines, to facilitate the teaching and learning process.

According to Rusman (2009: 60), one aspect that needs to be understood in curriculum development is the aspect related to curriculum organization. Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn lesson materials and make it easier for students to carry out learning activities so that learning objectives can be achieved effectively. The steps of curriculum development as described by Ali (2005: 66) are as follows:

First, the formulation of the goals. Objectives are formulated based on an analysis of various needs, demands,

and expectations. Therefore, the objectives are formulated by considering the factors of social situation, the students, and science development.

Second, determination of content. The content of the curriculum is a learning experience that is planned to be obtained by students during their education. This learning experience can be in the form of studying subjects, or other types of learning experiences according to the form of the curriculum itself.

Third, organization and teaching, and learning process. The organization of activities can be formulated in accordance with the objectives and learning experiences that form the content of the curriculum, taking into account the form of the curriculum used.

Fourth, curriculum evaluation. It refers to the objectives of the curriculum and is carried out by taking into account the principles of evaluation. Evaluation needs to be done to get feedback as a basis for making improvements.

Every curriculum development has a purpose. The purpose of curriculum development, among others, is to sequence teaching objectives in a logically systematic way so that students can develop their skills and knowledge in an interconnected manner throughout the year (Nurgiyantoro, 1988: 86).

About E-Learning

E-Learning is the use of Information and Communication Technology (ICT) to convey information for education where instructors and learners are separated by distance, time, or both

to enhance the learning experience and student performance (Keller et al., 2007; Tarhini et al., 2016). Horton (2011) defines e-learning as a set of instructions delivered through all electronic media such as the internet, intranets, and extranets.

Either before or during the pandemic, it is the responsibility of school administrators to decide on the best approach to implement in education, whether it is online learning, face-to-face learning, or blended learning. For the purpose of this study, e-learning with a special focus on universities applies the use of a web-based learning system as additional support for face-to-face learning. E-learning should not be confused with the concept of blended learning, which is defined as the effective integration of face-to-face and online learning depending on educational needs and goals. Sangro et al (2012), found four general categories of definitions of e-learning: (1) Technology-driven: The use of technology to deliver learning and training programs, (2) system-oriented delivery: Delivery of learning, training, or educational programs through electronic, (3) communication-oriented: Learning is facilitated by the use of digital tools and content that involves some form of interactivity, which may include online interactions between students and teachers or their peers, and (4) educational paradigm-oriented: Information and communication technologies are used to support students to improve their learning. Rodrigues et al. (2019) define e-learning as an innovative web-based system based on digital technology and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered,

open, fun, and interactive learning environment that supports and enhances the learning process. Dron and Anderson (2016) identified four generations of e-learning pedagogy: behaviorist/ cognitivist, social constructivist, liaison, and holistic generation.

The purpose of e-learning is to increase access to learning opportunities and students' flexibility in learning. In this case, e-learning is able to increase students' learning opportunities and flexibility in learning through various learning facilities and methods used.

Online Teaching

The COVID-19 pandemic has affected education, particularly teacher education, in a number of ways. As a result of the closure of universities and schools, teachers and students have had to quickly adapt to distance teaching. This is also experienced by the students of teacher education. The need to create a learning environment for teacher candidates preparing for their teacher education implies decisions, choices, and adaptations to meet not only student expectations but also teacher education requirements as well as the conditions under which universities and schools must operate (Flores and Gago, 2020).

So far, teachers have to do online teaching to fulfill their duties as teachers. As far as teacher education is concerned, descriptions of how institutions and stakeholders are adapting to the new scenarios created by the COVID-19 pandemic as well as training strategies and innovation experiences (Ferdig et al. 2020) have been reported. While an explanation of how higher

education institutions and teacher educators respond to the transition from face-to-face to online teaching is relevant, more needs to be done in this regard. For informed and productive online teaching and learning, it is important to learn more about its potential and uses. It is therefore important to go beyond emergency online practice and develop quality online teaching and learning that results from careful instructional design and planning (Hodges et al. 2020). Focusing on how the current context has forced many teacher education programs to adapt to online formats can provide a broad understanding of the practices adopted, but it is necessary to ensure that these practices are effective. Therefore, it is monumental to synthesize the work that has been done on the topic to support future practice. This transitional period demands an evidence-based perspective on what works and what fails, but most importantly, to understand the characteristics, processes, outcomes, and implications of online practice.

RESULT AND DISCUSSION

As can be seen in Table 1, the effectiveness of E-learning as a learning medium for teachers and students is significant.

Table 1. Effectiveness of E-Learning as a Learning Media

NO	Description	Percentage	Classification
1	The learning carried out must be based on the needs of the curriculum, lesson plans and syllabus	100%	Very suitable

2	Teachers and Students have access to the E-learning system	95%	Very suitable
3	Teachers must have access to e-learning-based learning development facilities	90%	Very suitable
4	Available Learning Implementation Plans (RPP) and syllabus curriculum in planning E-learning learning models as learning media	100%	Very suitable
5	Access to E-Learning learning facilities is available	85%	Corres ponding

Table 1 shows the results of the analysis of E-Learning effectiveness as a Learning Media, based on the interviews with teachers at MAN 4 Pandeglang School Banten. The data above shows that throughout the academic year, teachers and students applied E-learning-based learning in the teaching and learning process. This internet-based media plays a central role in learning in the current online learning system.

MAN 4 is one of the Islamic boarding schools located in the city of Pandeglang, and it has been the school of choice for parents living in Pandeglang to send their children to study. The vision of vocational education is to help students improve their intelligence, knowledge, personality, noble character, and skills to live independently and follow further education following Islamic teachings and build religious character and personality.

The vision and mission of MAN 4 Pandeglang show that the goals targeted by the school include implementing religious values, a clean forceps environment, and faith in the nation. This is supported through important character values that are applied in every lesson.

In terms of E-learning implementation policy, the schools comply with direct policies from the Minister of Education and Culture Regulation Number 3 of 2017 concerning the procedures for evaluating learning (Kemendikbud, 2017). In addition (Sugianti, 2018) said that the policy they used was the Regulation from the Minister of National Education and Culture Number 114 of 2014 concerning the Use of LMS as a Computer-Based Test Media (CBT/UNBK) (Kemendikbud, 2014). Meanwhile, school policy is determined by the school principal (Hari, 2018). This fact will become a problem in the future because there is no internal policy that formally regulates computer-based evaluation procedures, the process of developing the E-Learning environment, assignments and staff responsible for E-Learning and budgeting plans, and developing E-Learning, as well as other aspects of E-Learning. If this condition continues, there will be potential resistance to the next leader.

To maintain the quality of electronic-based learning, a management team is required. Therefore, the strengthening of the E-Learning management team needs to be formally stated in the form of a Parent Decree, which was previously derived from the policy that regulates ELearning School MAN 4 Padeglang. However, the interest of students who are new to

e-learning is still very low. Many students are not interested in participating in learning through e-learning.

MAN 4 Padeglang is a school located in a remote area called Pandeglang Banten, which is located on Jl. Raya Sukajadi, Sadang Situ Complex, Sukajadi, Cibaliung, Pandeglang Regency, Banten. Because it is not in the city center, the students who study at the school come from lower-middle-class families. The English teacher at MAN 4 Pandeglang Banten uses e-learning media, one of which is the teaching material approach in the form of handouts and practical assignments using a scientific approach. In their implementation, the teachers allow students to watch videos of learning materials that have been prepared by them, to make it easier for students to understand the lessons. In the next activity, all students had class discussions using WhatsApp groups. E-learning is done through web-based internet media.

Learning materials, practice questions, quizzes, timesheets, and teaching materials are accessed through the website. This makes it easier for students and teachers to carry out the teaching and learning process. However, the obstacles faced at the MAN 4 Pandeglang Banten school when using an online system based on E-learning are: difficulties in maintaining the mood of students, financial difficulties in quotas for students who have middle to lower economics, lack of student interest, and also unstable internet network. . Because MAN 4 Pandeglang Banten is located in a very remote village, the internet network is still difficult and if the electricity goes out, the signal will automatically disappear.

To overcome the difficulties, the administrators of MAN 4 Padeglang provide media that can be used by students in participating in e-learning, such as computers in schools to enable students learn online. Unfortunately, many students are lazy to come to school and there is no willingness from the students to take part in learning, especially for grade 11. So we hope that in the future MAN 4 Padeglang can develop a curriculum and learning system that is more interesting so that it can make students more interested in participating in E-learning lessons.

CONCLUSION AND RECOMMENDATION

The teaching and learning activities at MAN 4 Pandeglang Banten were carried out 100 percent online at the beginning of the COVID-19 pandemic. However, in the 2020/2021 academic year, they were carried out by applying a shift system. Therefore, the learning implementation at MAN 4 Pandeglang Banten is divided into 2 systems: face-to-face and online learning system. In online learning, many students have difficulty because they are used to offline schools. Students do not understand the material given by the teacher. The teacher provides teaching materials using videos and discusses with classmates in WhatsApp groups. To optimize student learning outcomes, school administrators created policy by allowing face-to-face learning at school during which each class has its own turn to learn at school. For students who do not have a quota to access the internet, teachers and school administrators prepared computers that they can use to study so they can still access the internet and continue to learn.

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Chapter 5

English Learning Implementation in University Level During the Covid-19 Pandemic: A Case Study at STIESNU Bengkulu

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Abstract. The global pandemic has resulted in the policies of shifting the learning system from the classroom setting to an online model in all educational institutions, including universities. The purpose of this article was to find out the development of course design and English teaching at the university level during the pandemic. The subject in this study was the English lecturer at STIESNU Bengkulu. The data collection techniques used were observation and an interview with one of the English lecturers at the institution. The research revealed that the course design applied to teach English at the institution was based on the English Specific purposes (ESP) approach, which was to meet the needs of the students who experienced difficulties in learning English since their familiar subjects were banking and economy. In terms of English

teaching, the methods used were Focus Group Discussion (FGD) and classroom lecturing, which were conducted either online or offline with some adjustment to the situation during the covid 19 outbreak. The authors suggested that the lecturer should improve the students' performance through the use of the effective module and teaching approach.

Keywords: *Course Design; English; development; Observation*

INTRODUCTION

At the beginning of 2020, the world was shocked by the outbreak of the coronavirus (Covid-19) which infects almost all countries in the world. Since January 2020, WHO (World Health Organization) has declared the world to be in a global emergency due to the massive spread of Covid 19 (Sebayang, 2020). When the virus infected the Chinese population for the first time in November 2019, no scientific findings were showing the origin of the Coronavirus, but it was known that this virus was caused by animals. This virus can also be transmitted from one species to another. This outbreak started in Wuhan and infected many victims before it spread to other provinces in China (Altuntas & Gok, 2021). The virus has claimed thousands of lives not only in China but also in various parts of the world such as Italy, Iran, South Korea, England, Japan, the United States, Germany, India, and other countries including Indonesia (Wong et al., 2020). With the occurrence of the pandemic, the government made a policy of limiting

physical movement (social distancing) to public services. The policy has been implemented in almost all countries affected by COVID-19. The biggest challenge for school and university administrators is aligning the types of assignments for students, teacher conditions, and health and policy changes at the local or national level (Iyer, Aziz, & Ojcius: 2020).

In Indonesia, the government issued a policy to conduct activities from home, such as Work from Home (WFH) and learn from Home (LFH). The regulation applies to all educational institutions, including Sekolah Tinggi Ilmu Ekonomi Syariah Nahdlatul Ulama (STIESNU) Bengkulu, which is a private educational institution in Bengkulu. At the beginning of the 2020 pandemic, teaching and learning activities at STIESNU were carried out online since all the services on campus were unavailable for a while. During English online learning, technology media were used, such as Zoom, WhatsApp, and Google Meet. The students were required to actively participate in online learning activities, such as presentations, discussions, questions and answers, and others.

One of the obstacles experienced by students during online learning was an unstable network, especially for those living in rural areas with very low internet connections. With the restrictions put in place to prevent the transmission of the Coronavirus, the government recommends starting to carry out activities as usual and complying with the health protocol during New Normal. During the New Normal period, STIESNU campus has conducted face-to-face teaching and

learning activities by following the health protocol with a regular lecture schedule, and all the students are allowed to join the classroom. The English subject taught at STIESNU focuses on ESP (English Specific Purpose). There are several problems faced by students in English learning at the STIESNU campus. Since the study program offered by STIESNU campus is banking economics, the students, in general, have a low ability in English. However, there are also a few students coming from Islamic boarding schools who are fluent in English. There were two learning methods applied, the first is the focus group discussion (FGD) and Lecturing method. The purpose of this study was to investigate the development of teaching English at STIESNU during the Covid-19 pandemic.

LITERATURE REVIEW

ESP Course Design

Course design refers to a process of analyzing the basic information about English learning needs to produce an integrated set of learning and teaching experiences. The main purpose is to bring learners to a certain state of knowledge. This is the simplest type of course design process and perhaps the most familiar to English Teachers and aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course.

Basic principles of skills-centered course design

The basic theoretical hypothesis is underlying the behavior of certain skills and strategies that the learner uses to generate or understand learning. That pragmatic basis stems from the distinction made by Widdowson (1981) between course- oriented on goals and process-oriented courses. Holmes points out that: In ESP, the main problems are generally related to the availability of time and the lack of students' experiences. First, goals can be defined in terms of what is desired. In other words, the lecturers should be able to read the literature of the student's specialization. However, there may not be enough time to achieve this goal during the period of this course. Second, the students may be in their first year of study with little experience of the literature of their specialization. Perhaps the obstacle that said from the outset goals cannot be achieved during the course.

Factors in the development of learning English

In this study, the learning module is based on the Contextual Teaching and Learning (CTL) approach. This approach is considered appropriate because it is following the characteristics of student learning at STIESNU Bengkulu. CTL is a learning approach that aims to help students understand the meaning of teaching materials and relate them to the context of everyday life (personal, social, and cultural contexts) to boost students' dynamic and flexible knowledge and skills. CTL-based BENGKULU will be able to improve students' skills not only in English but also in their understanding of the topics related

to the Islamic economic system. The teaching material module developed at STIESNU BENGKULU is in the form of a textbook that emphasizes contextual and dynamic learning. It aims to create a learning process that not only focuses on reading the module but also memorizing the lessons, with the main emphasis on understanding and building good characters in students.

Assessing English Learning

In contextual learning theory, learning occurs only when students process new information or knowledge in such a way that makes sense to them. According to Murtiani, Fauzan, and Ratnawulan (2012), there are seven principles in CTL:

1. Constructivism: the process of building or developing new knowledge in students' cognitive-based on experience.
2. Inquiry: learning is based on process sharing and discovery through a systematic thinking process. Knowledge is not the result of considering some facts, but the result of the process of discovery itself.
3. Questioning: Questions can be considered as a reflection of the curiosity of each individual while answering questions reflects one's ability to think.
4. Learning Community: In contextual teaching and learning (CTL) the implementation of learning communities can be done by applying learning through study groups.

5. Modeling, the learning process as an example to demonstrate something that can be imitated by every student.
6. Reflection, the process of completing the experience that has been learned, which is done by recalling the events happening through learning.
7. Authentic Assessment, a process of collecting data that can describe student learning development.

In Contextual Teaching and Learning (CLT), the module may be used as the teaching resource. However, it must be adapted to English Language Teaching Module for the Islamic Economics Study Program Based on Contextual Teaching Learning (CTL).

RESULT AND DISCUSSION

English is one of the most important languages in the world. Many people in various countries use English as a means of communication in various important international meetings. Mastery of English becomes very important because almost all global sources of information in various aspects of life use English (Richard & Rodger, 1986).

Nowadays, almost all educational institutions, such as schools, universities, and other institutions put English as one of the required subjects in their curriculum. As an education institution, Perguruan Tinggi Ekonomi Islam Nahdlatul Ulama (STIESNU) requires all the students to learn English, which has been put on the list of compulsory subjects.

There has been great improvement made by the campus administrators from several aspects. Since first established, the campus has successfully conducted the first thesis examination, which was in April 2021. The campus has recently been accredited by the government. In terms of the number of students, it continues to grow every year. As for now, the number of students is about 250 in total.

The Covid-19 pandemic has had a major impact on all activities, especially in English learning. Almost all schools were temporarily closed, and students had to study from home through the internet connection. However, at STIESNU teaching and learning activities are still carried out face to face with a specified schedule, from Thursday to Sunday. This is done because some of the students at the STIENU campus are workers.

Considering the small number of students, learning activities are carried out directly in the classroom by following strict health and social distancing protocols. Therefore, each class is only attended by 10 to 11 students and without a shift system. The face-to-face teaching and learning activity has been carried out since the previous year. However, at the beginning of the pandemic, STIESNU Campus also implemented online learning. Along with the increasing number of students and lecturers who have received vaccine injections, offline and face-to-face learning has been carried out more extensively. Currently, there is no restriction to hold academic and non-academic activities on campus. The last time that learning was done online was

in 2019, and since August 2020 learning activities have been carried out on campus.

Compared to the online learning system, the majority of the students prefer offline. The reason is that while joining online learning, those who are living and accessing the internet in rural areas experience trouble with the connection.

One of the obstacles experienced is the internet connection. However, some lecturers are teaching at the campus, so they are not too constrained by the network problems. When conduction education through online learning, some lecturers are using Zoom or Google Meet media to make learning more effective.

However, there are several obstacles when using online learning media. For instance, students cannot immediately respond to questions offered, since the teachers must be focused one by one. Lecturing activities are carried out using Zoom presentation, which is followed by the assignments in the forms of projects or others depending on the lecturers.

Another challenge faced by the lecturers in teaching English is the students' low level of English. While most of them are still need a lot of improvement, a few of them have relatively better English proficiency since they came from boarding schools that put English and Arabic as the required languages. Nonetheless, not all the students of Islamic boarding schools have good English proficiency. Salafi Islamic boarding schools do not generally include English in their curriculum planning, so the students may experience English learning for the first time at the campus.

There are several types of English learning and teaching, such as English for General Purposes (EGP) and English for Specific Purposes (ESP). The English taught at STIESNU is ESP, since the subjects are related to banking and economics. In this situation, the students experience the learning of English for the first time, so it is rather difficult for them to adapt to English subjects. However, the lecturers' competence in creating learning design that meets the need of their students play an important role in the success of the learning process and outcome. The lecturers need to comprehend that not all the students have basic knowledge of English, so the teaching must be carried out based on the general students' preferences.

There are two learning methods applied on this campus, the first is called focus group discussion (FGD) and the other is lecturing. In the beginning, the majority of the students show little enthusiasm, so ice breaking and warming up are highly needed to ensure their engagement in classroom learning. A discussion of a particular topic is conducted before it is further followed by a discussion group. English is one of the required subjects that the students must take, and it is one of the requirements to take a higher level English course in the next semester.

The lesson plan should be adapted to the situation during the pandemic period. Since there is less synchrony between the reality on the ground and the theories in the existing curriculum that is applied in universities, there must be a new model of course design. It should be helpful and practical both for the

lecturers and the students because the curriculum that was implemented before the pandemic was different from today. While the use of digital technology is very useful in learning, some activities should be physically conducted, such as field visits or observations. Lecturers are required to be aware of those situations during the pandemic.

STIESNU has so far implemented the use of task strategies, such as scientific paperwork, academic project, and other similar assignments to make students aware of their responsibilities. Through the assignments they work on, the students will be exposed to new knowledge and academic skills, such as translating economic journal articles or conducting research on the need for English in the field study of banking.

Table 1. Number of students and lecturers

No	Status	**Total**	
1	Student	120	
2	Lecture	37	

Table 1. The study focus on

No	Course
1	English for specific purposes (ESP)
2	Focus Group Discussion (FGD)
3	Discourse (Lecturing)

Attachment:

Picture 1. Interview with Mr.Yuda obout this Project

CONCLUSION

From the research findings, it can be concluded that the campus continues to carry out the offline teaching and learning process during the pandemic. Moreover, online learning has also been conducted, but resulting in many obstacles occurrence. For instance, the students experienced trouble with networking, thus making them unable to fully understand the lecturers' explanation. To help encounter the coming problems, offline learning is carried out fully, so that students can understand the lessons by the lecturer better.

RECOMMENDATION

Offline learning provides a lot of benefits both for the students and lecturers since the students can easily understand the lessons. However, the health protocols issued by the government

should be fully implemented during this pandemic, and the learning process should be conducted through online learning. To help the students who have connection problems, lecturers should use various applications, such as YouTube, Instagram, or WhatsApp by uploading video tutorials about the lessons and giving assignments to check students' comprehension.

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Chapter 6

Learning Methods and Teaching Materials of Speaking Class During Pandemic Covid-19 in English Academy (EA) Bengkulu: An Analytical Study

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Abstract. The definition of courses, in general, is to learn knowledge or skills in a relatively short time. Courses are one of the educational resources provided outside the official (non-formal) school to develop students' self-skills and performances. The aim of taking a course is as a provider of knowledge, soft and hard skills, personal and professional development, working capital, and independent business education to a higher level. One of the courses generally available is foreign language courses, for example, English. The researchers conducted an observation in one of the course institutions in Bengkulu, during which the tutor of the speaking skill course was interviewed. The aim was to reveal how students could speak English well and correctly. English speaking included 4 important skills, and the goal is to enable persons to interact and communicate with each

other in the surrounding environment. During the observation, researchers also observed the way the lesson was delivered by the teacher in class, the type of method applied, the type of book used, and the game played to support the learning. The course institution observed in this research applied Cambridge books, which contain many conversation resources to train student skills to practice speaking, in addition to IELTS audio. Moreover, there were different levels and classes and different ways of teaching. The type of material used was decided by the respective tutors. English tests of different purposes were available for those who want to join a pre-test for their education tests such as school and police enrollment, or other types of tests. Observation conducted by the researchers aimed to help educators to improve significant skills in students' speaking skills, by using the academic learning model and optimally helping students become more active in good and correct speaking skills with correct pronunciation and grammar rules.

Keywords: Speaking skills, teaching materials, teaching method, course design.

INTRODUCTION

English language course is one of the non-formal education implementation that aims to help individuals improve their competence and communication skills in English. English is an international language that is used in communicating all over

the world. Almost all people in any countries speak English in addition to the native language of the nations. For this reason, studying English is very important especially when visiting a country where English is widely used. Communication will be smoother without any obstacles.

The advantages provided by the English language course include improving abilities, which is not available in other course activities. English language skills are very important and useful in recent years. Besides improving academic scores, English language skills are also very useful in work opportunities. Most companies require TOEFL scores for their candidates, especially for applying for a job abroad. When learners study a foreign language, they are not only studying the language, but also the culture. In addition to developing language skills, our insight into the culture of other countries will also increase. Learning a foreign language can create better perspectives. A study revealed that English learners as a second or foreign language will improve cognitive skills, such as increased creativity, better memory, and improving problem-solving skills.

One of the well-known English courses in Bengkulu is English Academy Bengkulu, which is an official English language teaching and training service provider institution under the Islamic Al-Markazi Foundation and registered in the Ministry of Education & Culture since 2015 with the latest establishment permit decree; 421.75/398/VI.DIKBUD/2016 and has been internationally certified. The institution's main vision is to educate the Indonesian people in English learning.

Supported by qualified tutors, English Academy presents in Bengkulu city to help solve problems in learning English in a more efficient and fun way. It means to help and guide students both in class and outside the classroom to create successful learning, especially in the field of English. English Academy Bengkulu is located at Jl. Hybrida tip No. 14 Bengkulu city.

LITERATURE REVIEW

Speaking is one of the most important skills in English. Speaking is the ability to communicate, convey an idea, and share information. According to Tarigan (1986:3), speaking can be defined as a person's capacity to pronounce articulate sounds or words that aim to precise, state, and pass on the speaker's considerations, thoughts, and sentiments.

Speaking is very important because it is a key in communication and the basic point for communication. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, the activities in speaking class should cover the process of producing, receiving, and processing information. Good speaking mastery can help a person to get more information and build good communication with many people because speaking will always be used by everyone in many life situations. There are some aspects of speaking that we should have.

2 Aspects of Speaking Skills

Brown (2001) said that there are some aspects of speaking, such as pronunciation, vocabulary, fluency, accent, and grammar that should be mastered to be able to speak well. As a complex activity, speaking has three main aspects as follows:

1) Accuracy

As Marry Spratt et al. stated, accuracy in speaking is the use of a correct form of grammar, vocabulary, and pronunciation. Those three parts involve together in making the accurate utterance. Pronunciation is a basic quality of language learning especially in speaking. It focuses on the way speakers say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skills can obscure communication and prevent speakers from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only to generate the students' ability to differentiate sounds and sound features but also to improve their speaking ability immeasurably, such as to concentrate on sounds and be aware of using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterances or sentences, the appropriate use of vocabulary to express ideas is demanded. In other words, it is the requirement for students who want to have a good speaking ability in mastering vocabulary. McCarty (1990) stated that vocabulary is considered one of the most important features in any language course. In addition,

Harmer (2007) believed that if the students have more vocabulary or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. According to Nunan (2003:154), grammar is a set of rules specifying the correct pattern of words at the sentence level. A conversation that contains many grammatical mistakes makes it harder to get across the speaker's ideas smoothly. Therefore, studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort to be able to speak well.

2) Fluency

Fluency according to Mary Spratt and et al. (2005:34) is speaking at a normal speed without hesitation, repetition, and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out, and whether there are great pauses and gaps during the performance. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

3) Accent

The language accent of one speaker and other is different since individuals have their way of saying words depending on the cultures they come from. Roach (2009)

said that no speaker can be taken to represent a particular accent or dialect in this world.

Non-Formal Education

Non-formal is defined as an organized, deliberate, and systematic educational endeavor outside the formal school system where the curriculum and instructional system are organized in such a way as to be easily adapted to exceptional requirements. According to Philip H. Coombs (1915), Non-Formal Education is any organized educational activity that is held outside the formal system, either alone or as part of a broad activity, which is intended to provide services to the targets of students in achieving learning goals.

Non-formal education is more focused on students where teachers focus on the development of students and the development of their learning that has been obtained so far. Non-formal education is more flexible since learners can leave any time when they do not feel motivated or it does not provide benefit to them; they are allowed to withdraw from non-formal education programs (Etllng, 1993).

Non-normal education is an organized educational activity outside the established formal education system. It caters to a wide range of people and sets learning goals for them. On the other hand, formal education is linked to schools and other institutions, while non-formal education relies heavily on community groups and other organizations. Informal education is the influence of people's surrounding environment. It affects the individual's personality (Chadha, 2009).

Non-formal education is just an organized activity outside the mainstream of schools and universities; there are four forms of non-formal education (NFE), which can be distinguished by referring to their relationship with the formal school and university system.

The View of English Academy Bengkulu

English Academy (EA) is one of the non-formal education institutions located in Bengkulu city. It offers various programs that meet the students' needs. It has succeeded in educating students from different professions, such as preparation for overseas lectures, police academy preparation tests, military academies, IPDN, Brigadier, preparation for entering universities, basic English courses, EYL (6 years and older), private English courses, employee-only classes and many more.

RESULT AND DISCUSSION

In this project, an interview with one of the tutors was applied to obtain the data at English Academy (EA) Bengkulu. Based on the results of the observation, there were several findings obtained by the researchers. Regarding the curriculum implementation, EA Bengkulu did not specifically apply K13, but only followed the general pattern. The modules used in the institution were not created by the administrator, but by the teacher, with the topics related to speaking lessons and more to topics that used audio. EA Bengkulu did not use the syllabus, and the tutors taught and made their materials according to their fields because it was not different from school.

At EA, specifically in speaking courses, the material provided depended on the level being taught, which consisted of levels 1 to 3. Students were also allowed to proceed to a higher level, levels 4 to 6. The teaching system at EA was depending on each teacher, with their creativity in teaching students. In the field of management, EA only provided the area of administration, and no other field was available. At EA Bengkulu, the Pre-Test system for student class placement according to their ability level had not been available yet, so that in one class, students' abilities could be different from one to another. At EA, teachers were also required to be creative teachers so that students could easily understand the material being taught.

In terms of challenges experienced by the tutors, they were varied from one aspect to another. According to the teacher, based on his experience the differences in the interests among the children resulted in a complicated situation in the material selection. Most of the time, it was difficult to decide the type of material to be given to students. Another challenge was the implementation of online learning, which was related to issues such as bad signals or internet connection. The other issue was the effectiveness of the application of the online learning system. According to the tutor being interviewed, the online learning system was less effective, especially in teaching speaking. The main reason was that teachers could not supervise their students directly, so it was difficult for the teachers to check students' comprehension and how they practiced the materials being taught.

CONCLUSION AND RECOMMENDATION

In addition to formal education at schools, students have the opportunity to join a non-formal education to help improve their skills. Non-formal education institution helps the students develop skills in the areas they want, like speaking, where students have a purpose to increase their skills in speaking English. The teacher or tutor teaching them is given full authority to impart methods and material to the students. The tutor creates several materials intending to improve the speaking skills of the students in their practice. The methods and materials provided by the teacher are expected to assist students to develop their skills in speaking English.

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Chapter 7

Online Learning Constraints in Teaching Speaking Class at English Academy Bengkulu Malaysia During the Covid-19 Pandemic

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Abstract. The purpose of this study is to identify the obstacles to the online learning system experienced by non-formal educational institutions in Malaysia during the Covid-19 pandemic. The method used in this study is a qualitative research method, where the researchers collect data by conducting interviews through online media with the parties concerned. Most of the students at English Academy Malaysia are factory workers and 90% of them are women. Students who take the course come from various ages, ranging from 19 - 40 years old. The teaching and learning process uses mixed languages, with 70% Indonesian and 30% English. The volunteering tutors' highest education are generally S2 graduates from various majors with a teaching time of approximately 2 hours. Due to Covid-19, the learning process that was initially carried out

face-to-face has been modified into online learning. Teaching is done through online media, such as Zoom, Google Meet, and WhatsApp applications. Based on the results of the research and discussion, it can be concluded that online learning conducted during the Covid-19 pandemic at English Academy Malaysia has not run smoothly due to several obstacles. These obstacles are not only experienced by tutors but also experienced by students. These constraints include limited physical movement, time management for factory employees, fatigue after work, and challenging situation for tutors in creating a classroom atmosphere that meets the students' needs.

Keywords: *online learning, Covid-19 pandemic, obstacles, English Academy Bengkulu Malaysia*

INTRODUCTION

It has been more than a year since the epidemic called Coronavirus spread throughout the world. The Coronavirus has claimed many lives, with tens of thousands of people having been infected and hundreds of people having died due to the virus. According to data from Johns Hopkins University at Kontan.co.id (2021:01), the global number of deaths caused by Covid-19 in early 2019 has reached 3 million people. Not only that, but the Coronavirus has also caused huge losses in various sectors in the world, such as education, agriculture, tourism, aviation, and many more.

Malaysia is one of the countries that suffer from losses in various sectors, one of which is the education sector. The Covid-19 pandemic has had an impact on the learning system in Malaysia, which is now also implementing an online learning system. According to Dabbagh and Ritland (2005:15), online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through action and interaction. It is not only formal education that implements an online learning system but also does non-formal education.

Online learning is expected to be effectively applied as a solution so that teaching and learning activities continue even though the situation does not allow for face-to-face learning in the classroom. Therefore, this research was conducted to identify obstacles to online learning during Covid-19 for students of non-formal institutions in Malaysia.

Research Problem

What are the online learning challenges in teaching speaking at English Academy Malaysia during Covid-19?

The objective of the Study

To identify the online learning challenges in teaching speaking at English Academy Malaysia during Covid-19.

LITERATURE REVIEW

Speaking

Greene & Petty (in Mehdi, 2021) stated that speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak is learned. Speaking is of course closely related to the development of the vocabulary acquired by the child; through listening and reading activities. Immaturity in language development is also a delay in language activities.

Generally, speaking can be interpreted as the delivery of one's intentions (ideas, thoughts, and emotions) by using spoken language so that these intentions can be understood by the listeners. The meaning is specifically put forward by many experts. Speaking is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings.

The term speaking skill in English refers to a person's ability to convey his desires and thoughts to anyone through verbal articulation; however, speaking skills are difficult to develop if they are not consistently trained and it can be practiced with students, English teachers, or teachers of different subjects with English speaking ability.

Tarigan (2008: 16) states that the main purpose of speaking is to communicate. He further emphasized that as social beings, the first and most important action for humans is social action, sharing and exchanging experiences, expressing and receiving thoughts, expressing feelings, and approving opinions or beliefs.

There are several stages of development of students' speaking competence in English, which is as follows:

1. Receiving stage of learning

   In this stage, students who learn English speaking skills receive more from the learning environment or listen to the various forms and styles of speaking of others, speech, language structure used, and vocabulary development so that they can be repeated at home or school.

2. Productive stage of speaking

   Based on the concept of receiving, it means that students have saved a lot of preparation to practice speaking skills. The next is the ability of students to perform new expressions, such as: asking, explaining, discussing, and even helping classmates. In this case, students are given as many opportunities as possible to use a variety of new English sentences according to their grade level. The influence of productive speaking can be an indication that students who are highly capable of speaking skills will be more successful in developing themselves in the field of English speaking skills in English subjects.

3. Descriptive stage of speaking

   From the description of the two stages above, it means that students' readiness in pursuing English speaking skills is very good. From the combination of the two stages, students can receive and give (question and answer) using a series of simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Online learning

Online learning is a type of educational activity that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the Internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to learning carried out in traditional classrooms. Online learning is a type of learning that can bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017). At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and other gadgets). iPhone can be used to access information anytime and anywhere (Gikas & Grant, 2013). Universities during the WFH era need to strengthen online learning (Darmalaksana, 2020). Online learning has become a demand in the world of education since the last few years (He, Xu, & Kruck, 2014) Online learning is needed in learning in the era of the industrial revolution 4.0 (Pangondian, RA, Santosa, PI, & Nugroho, E., 2019).

The use of mobile technology has a major contribution to educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning, such as Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016).

Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). Online learning connects students with learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, such as the internet or CD-ROOM (Molinda, 2005).

Many studies have addressed issues related to the implementation of online learning. Most of them indicated that the institution and its members were not ready for implementation, especially in developing countries. Implementation of online teaching in various countries is highly challenging, including in Malaysia. This is because Malaysia is one of the countries that suffer from a collapse in various sectors, and one of which is the education sector (Aydin & Tasci, 2005; Borotis & Poulymenakou, 2004).

Students have a very important role in human life. Researchers have discussed teaching speaking at EAB Malaysia during the corona pandemic, where speaking is one of the most supportive skills in language learning. The reason is related to how we can expand our knowledge in learning to speak which is highly demanded in future job opportunities to interact with each other (Breene, 2015).

In this review, the researchers will investigate the findings of previous work on what are the barriers in online learning during

Covid-19 for learners in Malaysian non-formal institutions and their relationship to the challenges found in the current study. We will start with a study that emphasizes the challenges of online education during COVID-19. Muilenburg and Berge (2005) conducted a study on 1,056 participants using a pilot study and the main study. The pilot study on 423 participants consisted of a survey with 61 items. After the survey, statistical analysis was carried out. Factors resulting from the pilot study were grouped and used in the main study with 1,056 participants, which investigated the effects of 47 barriers to online learning during COVID-19.

The application used to conduct online learning during COVID-19 in Malaysia from the easiest to the most complex media is WA, Google classroom, Zoom, and Line respectively. Peytcheva-Forsyth, Yovkova, and Aleksieva (2018) conducted a study in which the level of student acceptance of the introduction of online learning was identified in a sample of 590 students. By collecting data through questionnaires, they were able to find that students' previous experience of using technology and web applications in an educational context played a large role in the acceptance of online learning during the COVID-19 pandemic. This is similar to other studies, where students are also influenced by the advantages and ease of using courses during online learning, especially in learning speaking (Aixia & Wang, 2011).

In 2020, a study was conducted to find out the challenges of online education faced by EA Malaysia students during

COVID-19 due to low e-learning speaking that challenged students' confidence in expressing themselves in speaking. (Shafiei Sarvetani, Mohammadi, Afshin, & Raesy, 2019). Qualitative methods and phenomenological analysis were used to determine the challenges faced by students at English Academy in Malaysia. Each category has common issues that are addressed in most studies on online education, for instance: negative perceptions of e-learning, network-related issues, lack of interaction between students and instructors, and inefficiency in learning materials (Shafiei Sarvetani et al., 2019).

The project manager of English Academy Bengkulu Malaysia explained in an interview that the challenges faced by students in online learning during the COVID-19 pandemic at EA Malaysia had a major impact on them because, during the online learning, they could not interact physically with other students and teachers. The learning process must be done through media, such as WhatsApp, Zoom, and other applications. Sometimes students could not help themselves with boredom when learning is done through WhatsApp groups. Therefore, the teacher should apply more interesting media in learning, such as YouTube.

In learning English, YouTube is likely to provide many benefits in improving students' English skills, as mentioned by Almurashi (2016) in the results of his research which confirms that students are interested in the teaching and learning process. Using videos that consist of sound, graphics, and animation is more engaging than textbooks, worksheets, slides, projectors,

and movies. It applies the same with speaking lessons, where students can practice good ways of speaking by watching the videos of speaking practices. In addition, with the guidance of the teacher, it was also stated that students tend to choose videos available on Youtube so that they can learn more about vocabulary and discuss certain topics to boost their confidence in learning English.

RESULT AND DISCUSSION

Most of the students at English Academy Bengkulu Malaysia are factory workers, and 90% of them are women. Students who take the course come from various ages, ranging from 19 – 40 years old. The teaching and learning process uses mixed languages, with 70% Indonesian and 30% English. Tutors and or volunteers who teach at the institution are generally S2 graduates from various majors with a teaching time of approximately 2 hours. The skills taught to the students are listening, reading, speaking, and writing.

Due to Covid-19, the learning process that was originally carried out face-to-face is turned into online learning. Teaching is done through online media, such as Zoom, Google Meet, and WhatsApp applications. Online learning is quite challenging because most tutors and students have never been using online learning before now.

There are several obstacles experienced by English Academy Malaysia during the Covid-19 pandemic, which are as follows:

- The teaching and learning process is carried out online through online media, causing the process to tend to be passive so that the course does not run optimally and the students' learning outcome is not optimal.
- To comply with the policy during the pandemic, the offline teaching and learning process must be postponed. In addition, since the students were working with a fixed schedule, the learning timetable requires careful arrangement.
- Many students feel tired because the majority of them are factory workers who have just returned from work so that their emotions are unstable and they feel sleepy after working.
- Some tutors find it very challenging to create a classroom atmosphere based on student preferences. The main reason is that the learning activities are conducted after the students returned from work and felt tired. So, in addition to providing a well-prepared lesson plan, teachers were also demanded to show high enthusiasm and social and psychological to understand students' conditions.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and discussion above, it can be concluded that online learning conducted during the Covid-19 pandemic at the non-formal English Academy Malaysia has not run smoothly due to several obstacles. These obstacles are not only experienced by tutors but also experienced by

students. These constraints include limited physical movement, time management for factory employees, fatigue after work, and challenging situation for tutors in creating a classroom atmosphere that meets the students' preferences.

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