

Online English Learning in the Middle of Covid-19 Pandemic in English Education

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Abstract: *Language is a tool that humans use to communicate with each other. As a communicative social tool, we need to differentiate the use of language based on the purpose of communication. This study uses a qualitative approach with ethnographic methods. Data was collected through observation, interviews, and documentation review. Data analysis was carried out based on the analysis model using domain, taxonomy, componential, and cultural theme analysis. The results of the research on the process of learning English at STKIP PGRI Trenggalek showed that it was very good and effective in increasing competence in mastering English because all the learning processes carried out were made based on careful planning. In addition, a good learning process is also supported by students who are motivated to learn and teaching lecturers who are always eager to continue to innovate themselves and have adequate learning facilities.*

Keywords : *Learning Process, English, Ethnography, Language Skilled Aspect*

INTRODUCTION

Nowadays, Covid-19 disease has seriously affected many human life aspects. Its gigantic impact has influenced numerous sectors, such as economy, politic, health, and education. Education sector has been one of the big areas that get impact by Covid-19 disease. In order to minimizing the transmission of infectious diseases, the Minister of Education makes policies for students and also the teacher to do the learning process at home. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. The government does not limit the platforms on specific application on conducting E-Learning because it is based on the environment of each school. Thus, some schools use social media or applications during covid-19 disease as many research also have been conducted that social media and applications can be used to teach English because it suits

students' character (Oktaviani and Desiarti, 2017), improves their autonomous learning (Aminatun and Oktaviani, 2019), and boost their understanding (Oktaviani et. al, 2020).

English has an important role in every aspect of human life because of its very large role. In addition, English is studied in most countries as a foreign language. Indonesia as a developing country has also established an educational curriculum for learning English as a foreign language. English is one of the subjects that must be taught in universities. So, teaching lecturers also need professional knowledge and the right skills. Success in the learning process cannot be separated from how a teacher organizes and manages the class and overcomes various obstacles that exist in the classroom. There are three roles that must be carried out by students and lecturers, namely, responding, revising, and reflecting.

Richards and Rogers, stated that learning refers to the understanding that all actions taken by children are related to the

context and teaching-learning activities. Students are objects that will be subject to the learning process and who are expected to have better attitudes and abilities after the teaching and learning process is complete. (Richards and Rogers, 1992). Meanwhile, teaching lecturers are the main key to educational change and school development, both as facilitators, informants, and mentors. Learning objectives are something that will be achieved through the learning process. The learning environment is the place where language learning takes place.

In addition, STKIP PGRI Trenggalek has a very good English learning culture. In terms of culture, he has a clear vision and mission of learning English such as a culture of hard work, a culture of discipline in taking additional lessons, an innovative culture in learning strategies, a culture of active and proactive lecturers, a culture of respecting time, a culture of grounding English in the campus environment, a culture of creating a spirit of competence, a culture of greeting in English when meeting and separating, and a culture of integrated student self-development.

Through the achievements obtained by students, especially in the English language education study program, it is necessary to make an effort to conduct a research on how to apply English learning carried out by English lecturers on this campus. In order to get a holistic picture of the learning process, the researcher wants to conduct research using ethnographic methods. In general, this study aims to gain a deep understanding of how the English learning process is carried out at STKIP PGRI Trenggalek. Based on the description above, the main problems discussed in this study were focused on the process of learning English at STKIP PGRI Trenggalek. The subject matter is quite broad, so there are several focus areas that will be examined, such as:

1. The purpose of learning English
2. The form of the English curriculum used
3. Approaches, methods, and techniques used by lecturers in learning

The assessment system used by teachers in learning English

RESEARCH METHOD

The research method used in this article is a qualitative approach using an ethnographic method that will describe the characteristics of a group or community as the subject under study. So this study examines human behavior in a natural setting seen from a cultural perspective. Sources of data in this study are based on the opinion of Moleong (2004: 157) which says that the type of data in qualitative research can be in the form of words and actions of the people observed or the person being interviewed as the main data, and can also be obtained through sources written like books and other documents. Then the knowledge obtained by humans is used to interpret and cause behavior. The behavior in question is the behavior of the subject under study, especially lecturers and students who are involved in the teaching and learning process in the classroom.

The nature of the researcher is the researcher as an instrument and direct data source. It is descriptive because the data collected will be in the form of words or pictures. The nature of the emphasis on the process because it emphasizes the process more than the result. It is inductive because it analyzes the data inductively and does not intend to prove a hypothesis. The nature of the emphasis on meaning because it wants to explain the situations that occur inside, such as seeing the lecturer's perspective when using techniques or methods of teaching English in the classroom.

RESULTS AND DISCUSSION

A. English Learning Objectives

The purpose of studying English at STKIP PGRI Trenggalek is to communicate orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand or produce spoken and written texts which are realized in four language skills, namely listening, speaking, reading, and writing. These four skills will be used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that STKIP PGRI Trenggalek graduates are able to communicate and discourse in English at a certain level.

The purpose of learning English at STKIP PGRI Trenggalek in general is so that students can achieve communicative competence. These competencies include the ability to communicate in spoken and written English to equip students to gain knowledge, prepare students to continue at a certain level of study or ultimately prepare students to enter the world of work. Along with the development of theory from time to time, it is evident that there are differences in the terminology of competence defined by Chomsky and Hall and Jones that competence is the knowledge possessed by language users about the language, which distinguishes it from performance (performance), namely the actualization of language in the actual context. Meanwhile, according to Hall and Jones, competence is a collection of skills, attitudes, and knowledge that can be demonstrated by students from an explicit understanding of the expected learning outcomes.

Understanding one of the basic elements in language learning, especially understanding the technical aspects and their obstacles, does not guarantee that a language teaching program will be successful, but by understanding these technical aspects, students and lecturers are expected to be better able to perfect the learning process that will bring students to the final destination. Furthermore, Hall and Jones argue that competence is in a hierarchy that sequentially starts from the lowest achievement to the higher one, namely objective, sub-competence, competence, and purpose. It can be explained that competencies are more specific than goals, sub-competencies are more specific than competencies, and objectives are more specific than sub-competencies. Based on the explanation above, it can be said that at least there are several things related to competence, namely:

- 1) Explain how the learning gained by students to achieve certain abilities
- 2) It is a learning outcome that explains what students do after going through the learning process
- 3) The ability of students to do something must be clearly and broadly defined in a standard that can be achieved through measurable performance

B. Learning Syllabus

The syllabus is seen as a teaching guide that contains the material to be taught. The syllabus is also a guide for developing learning and assessment scenarios. This view implies that the elements contained in the syllabus must contain detailed and operational details regarding various learning elements that can be used as

guidelines for realizing what is meant by the curriculum in the form of steps to achieve a learning goal.

The syllabus is seen as a guide for lecturers in carrying out learning activities or as an arrangement of a subject that will be studied by students in a certain period. The view that the syllabus is a guideline for lecturers in carrying out learning activities shows that the syllabus is an inseparable part of the curriculum as a whole campus program, including lesson materials that must be delivered to students at a certain level. Therefore, the syllabus must contain more detailed and operational information and explanations regarding the various elements of learning that can be used as guidelines for translating and realizing what is contained in the curriculum into the form of a special set of teaching according to the level of students.

The view of the syllabus guided by English teachers at STKIP PGRI Trenggalek is in line with the definition by Dubin and Olshtain who said "The syllabus can be said to be a detailed and operational statement about the elements of learning that translates curriculum philosophy into a series of planned steps that lead to the goals of each student. The grade level is more narrow and detailed. The second view that is believed by English teachers is that the syllabus is an arrangement of a course that students will study in a certain period. This view implies a narrower understanding than the first view. In this case, the syllabus is only considered as an arrangement of course material that must be completed. studied by students in a certain period, is a small part of the entire campus program recorded in the existing curriculum.

The development of the English syllabus at STKIP PGRI Trenggalek aims to adjust the learning materials with the teaching objectives, namely, linking the

English language learning materials according to the material for the development of science. From the description above, it can be concluded that the preparation and development of the English language learning syllabus on campus is quite effective because it wants to consider several things that are already listed in the curriculum. In addition, the learning syllabus that is made is quite representative and can be used in various situations because it is more flexible.

C. Approaches, Methods, and Techniques in Teaching

In the learning process, the teaching methods used by the lecturers at STKIP PGRI Trenggalek were presentation, discussion, simulation, assignments, and work lab methods. By using various methods in the learning process, students and lecturers can be motivated to pay more attention to the English learning process so that it doesn't feel boring. Meanwhile, in their classroom teaching they always use English as the language of instruction. Based on the researcher's observations, STKIP PGRI Trenggalek carries out English language learning using a literacy approach which aims to prepare students to enter the global society. It is based on language theory, language learning theory, and language learning objectives guided by the informants.

When the teacher will teach the language, the teacher must first understand the philosophy of language teaching at the level of theory, principle, and procedure. According to Anthony in Brown 1994, there are three forms of conceptualization called approach (approach), method (method) and technique (technique). The approach is a correlative assumption related to the nature, teaching and learning of language. Approach serves to describe how a person acquires knowledge about the language he is

learning. A method is a practical realization of an approach. Thus, the method is an overall plan in the presentation of lesson materials by using certain procedures in implementing the type of activity, the role of teachers, learners, and course materials, as well as the syllabus model used. So, methods include various procedures and techniques. Techniques are implementation because technique is a special way or activity that is applied in the classroom that is adapted to the method and approach.

Basically there are various methods of language learning based on what is believed, observed, understood, and interpreted by lecturers that can develop potential and shape student character. However, this can actually be adjusted to the needs of lecturers and students. This is in line with Nunan's opinion on needs analysis, namely that learning programs must be designed according to the needs of students and have clearly defined goals. The facts in the field show that more and more teachers apply the direct method, namely the use of English as the language of instruction when providing and explaining teaching materials or materials to students. In addition, English lecturers also often use the grammar translation method. So the use of this method does occur when there are some things that require special explanation. However, the use of English as the language of instruction is very effective because it helps students to see how to actually use the language in a real context.

In teaching listening skills, lecturers in class mostly use audiovisual methods, namely by listening to dialogue from the share screen zoom facility or listening to YouTube shows whose material is accessed from the internet that is already available in the classroom. In offline learning activities, lecturers often teach students in language laboratories in teaching listening skills. This

activity is very necessary because it remembers the skill of listening to certain letter sounds, intonation, emphasis or pause. This is very necessary for the habit of listening to the utterances of real foreign speakers. In teaching reading skills, lecturers most often use skimming and scanning techniques which emphasize the reader to gain understanding of the text and to obtain specific or specific information.

During the researcher's observations, the application of skimming and scanning techniques was effective enough to guide students in mastering the technique of understanding a short paragraph, which eventually developed into understanding a discourse consisting of several paragraphs. It's just that this skimming technique is not very effective when the reading text given contains sentences that are quite complex with the use of vocabulary that is rather difficult. In teaching speaking skills, lecturers always involve all students to actively use English orally through various types of activities such as questions and answers between lecturers and students, between students and students, group discussion activities, dialogue or conversation activities. The researcher believes that activities like this should be varied so that students are encouraged to continue to use the target language as a language of communication between discussion participants.

In teaching writing, learning activities are emphasized on the skills of writing sentences, paragraphs, discourses, and free essays which are carried out by direct assignment methods such as work assignments based on work assignments. House. A relatively new learning model or approach to emphasize contextual learning through complex activities. The focus of learning lies in the core concepts and principles of a discipline, involving students

in problem solving and meaningful activities or tasks, giving students the opportunity to work autonomously and construct their own knowledge, and reach the peak of producing tangible products.

In this case, lecturers who use the direct method want students to be able to communicate using the target language being studied. Therefore, students should be able to think using the foreign language they are studying. From the description above, it can be concluded that the methods and techniques of English lecturers in the classroom in teaching and learning activities of language skills vary greatly according to the circumstances of the students and the teaching materials. All the methods and techniques used are aimed at helping students to be able to actively master the four language skills.

D. Scoring System

Findings regarding assessment in research on the English learning process at STKIP PGRI Trenggalek always provide an assessment of students both on cognitive, psychomotor, and affective aspects. Specifically for the assessment of lecturers at this campus, they apply continuous informal assessments on assignments, attendance, self-assessment and joint assessment (lecturers and students), as well as product assessments (assessment of formalities) such as Mid-Semester Examinations and Final Semester Examinations.

Assessment is an integral part of the learning process. Therefore, assessment techniques and instruments are planned together with the preparation of the syllabus because assessment is a way to obtain information about student performance and is carried out not only by written tests but also by displaying authentic assignments. In learning, the lecturer conducts an assessment

in conjunction with the learning process or is called an on-going assessment. The assessment carried out is authentic, meaning that it assesses what students get when the English learning process takes place. The assessment technique used is planned and structured according to the learning objectives at that time. The results of the assessment are used by both lecturers and students as reflection material.

Lecturers can find out the level of effectiveness of the learning held from the appearance of students. Students can also know the level of mastery of competencies that must be mastered from the value they get. So that the results of the assessment are truly objective and transparent, the lecturer carries out the assessment through several stages. Before the assessment, the lecturer will explain the rubric or assessment criteria to students, then the lecturer prepares the assessment format. This is so that students know what must be achieved and what efforts must be made to get good grades. After the implementation of an assessment, the lecturer invites students to reflect on the results achieved by each student. The assessment was carried out using various methods carried out by STKIP PGRI Trenggalek which were called written tests, appearances, products, portfolios, and projects. In the indicators in the syllabus, the discourse competence targets that are expected to be achieved by students include:

- (1) Language act competencies, namely listening, speaking, reading, and writing. This language act competence in spoken language is called speech act and in written language it is called rhetoric
- (2) Discourse-forming competence which refers to the ability to apply the elements of cohesion, coherence, situation context, genre structure, and conversational structures
- (3) Linguistic competence refers to the ability to apply and understand the elements of correct

grammar, vocabulary, pronunciation, and spelling. (4) Sociocultural competence refers to the ability to express messages correctly and acceptably according to the relevant socio-cultural context (5) Strategic competence which refers to the ability and skills to apply various communication strategies. (6) Attitude refers to students' self-confidence and desire to improve language skills in various ways and learning strategies.

In the process of implementing the assessment in the classroom, the six competencies that make up the discourse competence mentioned above are reflected in the four language skills which include listening, speaking, reading and writing. In assessing speaking, the elements assessed by the lecturer are fluency, accuracy in language use, vocabulary, argumentation, expression, and attitude. Attitude values are aimed at students' attitudes when they appear to speak and attitudes when listening to other students speak. In speaking assessment, if students make mistakes both in grammar and pronunciation, the lecturer does not immediately provide corrections. This is done with the consideration that students do not feel inferior and remain confident to be able to finish the conversation until it is finished. Usually, the lecturer makes repairs at the end of the activity and is addressed to all students.

Listening assessment is carried out with a written test using video recordings or the lecturer's voice; it can also be done by responding to the lecturer's verbal orders. The assessment rubric is in the form of excellent score criteria if students understand the lecturer's orders and immediately do it correctly, good scores if students understand the lecturer's orders but still think before doing but the activities are correct and so on. In responding to the video recording or the lecturer's voice, students can answer questions about specific

information, general information, and detailed information.

The speaking assessment is carried out, among others, by the role play technique. In pairs, students are given certain roles to carry out meaningful dialogue. Lecturers can also use interview techniques while using appropriate media such as pictures or reality. Students can also be asked to monologue in front of their friends to assess the lecturer's speaking skills using a tiered scoring system with a scale of 0-5 on aspects of fluency, grammatical accuracy, vocabulary mastery, speech accuracy, and communication skills.

The reading assessment is divided into two, namely reading silently and reading aloud. In reading silently, students' tasks include finding specific information, general information, detailed information, or rhetorical steps from the text they read. When reading aloud, the elements assessed by the lecturer are intonation, pronunciation, and attitude. The silently reading assessment is in the form of a written test, while reading aloud is a performance. The reading skill score is the average value of reading silently and reading aloud.

Assessing writing skills, the lecturer will assess the content, whether the content is in accordance with the given task and also the continuity of each sentence. The second element that is assessed is the organization of writing, especially related to the genre used, and the third is language which is related to variations in the choice of vocabulary and sentence patterns. Attitude in writing is the fourth element that is assessed. Attitude here includes mechanics which include the use of uppercase letters, spelling, punctuation, and overall neatness of writing. The type of writing assessment is usually a product assessment.

At STKIP PGRI Trenggalek, lecturers strive so that in one academic year students experience five types of assessment according to the demands of the curriculum. Performance scores were obtained by students in speaking, listening and reading assessments. The value of the product is seen from the work on the writing assessment. Portfolio scores are applied by asking students to collect all the work that has been assessed in a map and collected at the end of the semester. The written test was obtained from listening and reading assessments. Project-based assessment requires students to look for various sources in order to have enough knowledge to be able to present a project. Because of this, usually project-based assessments are only carried out once a semester. Products or student work will be assessed and given notes by the lecturer. Then distributed to students to be shown and corrected.

In addition to authentic assessments that are integrated with learning activities, there is also a block test held at the end of the semester. At STKIP PGRI Trenggalek, the block test for English courses was carried out by testing the four skills taught. Listening is carried out with voice recordings, reading with journals, and performance, writing with products and speaking by conducting dialogues with lecturers in groups. Thus the time required can reach 4 credits or more. Carrying out assessments for the four skills aspects in each type of text is not easy. The large number of students per class, detailed assessment rubrics, and limited time allocation, make lecturers have to be really skilled and provide additional time. Additional time is needed to provide practice opportunities and provide corrections or feedback to each student before they are assessed, for example exercises for dialogue and correcting questions student writing concepts

CONCLUSIONS

In particular, the learning process carried out by STKIP PGRI Trenggalek was quite successful; this can be seen from several indications as follows:

The results of the assessment are reported in the form of listening, speaking, reading, writing, and attitude scores. The results of the assessment are interpreted based on the reference criteria and are directly used as material for reflection by lecturers and students. The implementation of the assessment carried out systematically leads to the mastery of communicative competence as a life skill. In the field, the authentic implementation of the four language skills as mentioned above is experiencing problems due to the limited time allocation. The available time allocation for English courses is only 4 credits. Carrying out learning English requires more time allocation. This is related to several factors, namely the amount of material that must be mastered by students, the implementation of an authentic assessment system for aspects of listening, speaking, reading, and writing in large classes, as well as the obligation to provide personal individual services to students.

In general, it can be concluded that basically there are many factors that both support and hinder the student learning process. Professional lecturer performance, maximum campus support, as well as high lecturer and student contributions greatly affect student learning outcomes

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