

Teaching English at Junior High School: Post-Pandemic Recovery

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Abstract. The objective of this study is to determine the justifications for employing online and offline learning models in the covid-19 pandemic, as well as the barriers to their use. This study was carried out at SMP Negeri 2 Kota Sorong. This study employs a descriptive qualitative methodology. The data for the study were gathered via interviews. Principal, English teachers, and students of SMP Negeri 2 Kota Sorong were questioned during the interviews. According to this study's findings, there were two learning models used during the covivirus-19 epidemic. Both online and traditional forms of education are included into the instructional format of this strategy. Because the students' financial resources are inadequate to support online learning, a school first used offline learning at the beginning of the Covid-19 pandemic. This is one of the reasons why the school employs both methods of education. In addition to the challenges students experience throughout the learning process, there are a further four obstacles. The conclusion findings indicated that the two learning models were though somewhat successful. Furthermore, the principal developed a new learning model for post-pandemic Covid-19 recovery.

Keywords: Teaching, Learning Model, Obstacles.

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INTRODUCTION

Numerous parties throughout the globe have been impacted by the Covid-19 epidemic. Indonesia is among the impacted nations. There is a widespread ripple effect, one of which may be seen in the educational system. Various research has shown that the Covid-19 pandemic has a significant influence on the education sector, they are; (Alcontin, 2021 ;Eryani & Mulyanti, 2021; Efriana, 2021; Ramadhani et al., 2022). Education has been severely impacted by the coronavirus illness outbreak, with almost all nations halting schools briefly in 2020. In response to the Corona Virus pandemic, which assaults the human immune system and does not distinguish between parents and children, Indonesian government has adopted a law for the *Pemberlakuan Pembatasan Kegiatan Masyarakat* (PPKM) that people stay at home and carry out work and school activities from home. In the field of education, the federal government establishes regulations for the development of an online educational system, which is carried out via the use of social media apps. It is anticipated that all educational institutions would adhere to such measures to prevent the spread of the Covid-19 sickness. Several nations infected by the Covid-19 virus are likewise taking the same action. The policy's guiding concept during the Covid-19 Pandemic was that "the health and safety of children, educators, education personnel, families and communities is the first consideration when setting learning policies". (Anugrahana, 2020).

Since the beginning of the Covid-19 Pandemic, traditional classroom instruction has been supplemented by distance learning opportunities, including as online courses, which have allowed students to complete their educations from the comfort of their own homes. Students, parents, even educators are all impacted by the spread of the Covid-19 epidemic as well as its effect on the delivery of education. Some of the effects perceived by students include a lack of comprehension of the course content delivered through the remote learning technique, the need of adjusting to novel circumstances, and the consequent reduction in learning retention. Therefore of Covid-19, several institutions shifted away from their traditionally face-to-face pedagogical practices and toward more flexible online platforms. As a result, following the epidemic, the educator employs a new instructional strategy.

There is a wide variety of instructional approaches that educators may utilize to assist their students in their independent study at home. As part of the teaching and learning process, instructors are expected to develop effective instructional strategies and provide learners with engaging course materials, while students are expected to take an active participation in the learning process. In light of this, will the teaching strategy that is being used be the same throughout the pandemic? Therefore, the researchers discussed the use of newly acquired knowledge after the Covid-19 Pandemic. This phenomenon will serve as the foundation for the study presented here. In this study, the primary areas of concentration are (1) The justifications for using learning models, and (2) The challenges that come with implementing methods of learning models.

Theoretical frameworks and conceptualizations investigate the concepts that serve as the foundation for carrying out this study, such as the definitions of

teaching and learning, as well as the many learning models. This pertinent study demonstrates how the utilization and implementation of learning English after the epidemic that caused covid-19. [Laksana \(2020\)](#) This research examines student impressions of online learning during the Covid-19 pandemic in low-internet locations. The results showed that students had different ideas about the implementation of online lectures. The findings of this research show that students had a wide range of opinions on their online education experiences during the Covid-19 pandemic, including infrastructure, interaction quality, and student advantages. Other findings from [Triana & Nugroho, \(2021\)](#) assert that the new learning patterns have had a substantial effect on the cognitive and psychomotor capacities of the pupils. In addition, this paradigm has major consequences for the quality management in institutions. This document offers instructors and educational institutions with the knowledge they need to teach English online creatively. [Ahmad \(2016\)](#), he discovered that EFL learning, which needs extensive practice for its application, encounters challenges when the learning system is implemented. The fast growth of Information and Communication Technology (ICT) and the Covid-19 crisis prompted educators and educational institutions to consider more critically than normal ([Eryani & Mulyanti, 2021](#)).

In addition, there are several advancements in the area of language teaching innovation that may be easily used in middle schools. The widespread cancellation of classes due to it is coronavirus lock downs have led to a dramatic increase in the usage of online learning platforms as a replacement for traditional classroom settings. Study from [Alcontin \(2021\)](#) This study is since new habits and changes in instructional methods and styles are happening, especially in the time after a pandemic. The results showed that what the teachers thought about digital platforms and classroom activities was important. He also says that teacher professional development programs and individual trainings were very important for teachers to learn how to teach with technology. Suggestion from [Sugarman \(2021\)](#) There will be chance for schools to improve their infrastructure in order to better assist the instruction of ELs. State policymakers may lead the effort to promote fair prioritization of resources and implementation of legislation that assist kids attain demanding learning objectives by collaborating with practitioners, parents, and communities.

Learning is a system that intends to aid the learning process, and that it consists of a sequence of events that have been planned, organized, and implemented to affect and assist the learner's own internal learning processes. Teachers employ a variety of learning methods to instruct students in the contemporary educational environment. According to UU No. 20 of 2003, learning is a process including the interaction of students, instructors, and learning materials in a learning environment. Learning may be described as a process including interaction between students and instructors inside an educational environment ([INDONESIA, 2003](#)). Regardless of this conviction no matter how advanced the technology, it will never be able to take the position of a qualified teacher. Single most important purpose of technology in education is to enhance the teacher's knowledge transferring, not to improve students' character. In accordance with the

findings of education specialists such as (Cviko et al., 2014), (Guilherme, 2019), (Felix, 2020) technology cannot replace the role of the teacher.

RESEARCH METHOD

The researchers in this study aimed to provide a detailed description of the topic at involvement using a qualitative approach. A technique for studying the state of a group of people, an item, a set of circumstances, a school of thought, or a class of occurrences in the present and the future is descriptive research (Creswell, 2014). Principal, English instructor, and few students from SMP Negeri 2 Kota Sorong participated in this study. The research instrument is a device used to conduct research tasks, such as measurement and data gathering through interviews.

According to Colton & Covert. (2007) The instrument is a tool for measuring phenomena and capturing data for decision-making evaluation. The researcher collects data via the use of interviews. The researcher collected data using semi-structured interviews. In the data collection technique, instruments and semi-structured interviews were used to get information from respondents. Preparing many questions for the principal, instructor, and students is the data collection method. The data analysis technique of this research is qualitative data analysis. Throughout gathering data, conducted interviews with the principal, twenty eighth grade students, and three English teachers at SMP Negeri 2 Kota Sorong. According to (Miles et al., 2014) is divided into three streams of activities that occur simultaneously grouping the data, the three paths are data reduction, data presentation, drawing/conclusions. Data analysis techniques include using predetermined procedures to explain, present, summarize, and analyze information gathered from a variety of sources.

RESULT AND DISCUSSION

The focus of this research is to find out the teaching English during the Pandemic covid-19 at SMP Negeri 2 Kota Sorong. Using information gathered through three distinct strategies for gathering information.

Teaching English During the Pandemic Covid-19

According to the completed data, the principal said that during a pandemic, teachers should use two learning models. The findings of the interview provide further information as follows;

“For this school, the first time was using offline and online learning models.....” (KS)

In addition, there is also the view of the first English teacher, who said the same thing about the principal's perspective. Here are the results of the interview;

“Initially we used offline learning then in the middle we used online learning...” “On offline learning we only give modules and assignments...”. (1st teacher)

Through similarly, the second and third teacher had the same viewpoint as the first on the learning methodology used, namely offline and online learning.

“During the pandemic we use online learning, before that we used offline learning by give modules to students and given the assignments.....”. (2nd teacher)

“From the beginning we didn't say we were offline; we only gave materials and assignments but we didn't meet face to face.....”. (3rd teacher)

The interviews revealed that in offline learning, all instructors use the same teaching methodology by providing teaching materials to their classes and provide necessary resources. In addition, while using online learning models, all instructors use the Google Meet platform to add learning models. According to the findings of the aforesaid interview, teaching during the school epidemic employs two learning models: online and offline learning. The two learning models are stated to be very effective but not yet totally successful; hence, the principal will implement the learning model that will be used post-pandemic.

Teaching English Post-Pandemic Covid-9

As a result of an interview with principal on the new learning paradigm that will be used in teaching after the epidemic;

“For the post-pandemic learning model, we use the new one now there is the term independent learning. Independent Learning is to provide special individual guidance....”. (KS)

According to interviews with school principals, there is a different learning model which will be utilized in teaching after the pandemic. The new paradigm emphasizes individual student learning with specialized assistance. Currently used models are considered post-pandemic recovery.

Obstacles in Teaching English

Interviews with students revealed that many of them face challenges while trying to actively participate in their own education, whether that be in a traditional classroom setting or via alternative means such as online forums. The following interview data elucidates the challenges faced by students.

“The obstacle during offline learning that I experienced was that there was no material explanation. Meanwhile, in online learning I did not have electronic facilities to participate in online learning.” (1st student)

“The obstacle I experienced was probably in offline learning, which was only given materials and assignments and it was difficult for me to work because there was no explanation of the material provided.” (2nd student)

“The problem I experienced may be the signal which is sometimes not good.” (3rd student)

“The only problem I experienced was during online learning because I didn't have a data pulse to access the internet network.” (4th student)

"The first obstacle was that I did not understand the material well during offline learning because the material was not explained. Second, I don't have data credit to take online learning." (5th student)

"The only problem is the internet network because my house is difficult to access the internet network." (6th student)

Based on the findings above, it is clear that students face the following challenges throughout the educational process: (1) Lack of access to necessary technological resources for online learning. (2) there is a lack of understanding in the teaching, making it challenging to comprehend the material, (3) limited internet access, and (4) students do not have any Internet credit.

Discussion

Based on the conclusions of interviewing and analysis conducted by researchers addressing the application of English Learning post-covid-19 pandemic, the following is presented.

Teaching and Learning During Pandemic Covid-19

[Sardiman \(2012\)](#) Mention that teaching is defined as activity of regulating or managing the environment and relating to children to facilitate the learning process. Therefore, in the context of the dynamic between instructor and student, instruction is seen as an educational experience. Moreover, institutions must examine their instruction in learning conducted during the Covid-19 pandemic in order to carry out learning. At SMP Negeri 2 Sorong City, two learning approaches are used in the classroom. The learning paradigm includes both offline and online components.

The learning process during pandemic covid-19 consists of non-face-to-face learning that is conducted offline. The learning is conducted solely by giving home-study learning materials and assigning homework. It is said that the learning becomes less successful in terms of enhancing student learning outcomes since the teacher just offers learning materials without providing students through any explanations of the learning materials. The application of newly acquired knowledge by the principal. The execution of the learning is the online learning implementation.

According to [Malyana \(2020\)](#) Online learning is a learning approach that is conducted without direct face-to-face contact between students and teaching staff. Instead, learning and communication activities are conducted through an internet-connected digital platform. Online learning is networked education that involves technological equipment and an internet connection. Google meet media is used to facilitate the execution of learning. Both new uses for and refinements of traditional forms of classroom instruction are being introduced as part of this shift.

Offline learning is only reintroduced for pupils who do not have access to technological devices such as mobile phones and computers. Furthermore, students who cannot take online learning may still participate by being provided learning materials and tasks to perform at home and collected next week. In teaching English using the two learning models, both the instructor and also the students

reported that it was successful, but not particularly effective, since students encountered difficulties throughout the learning process.

Through light of what has been discussed above, it is possible to assert that the teaching of English throughout schools during Covid-19 pandemic employs two different instructional models, particularly offline learning and online learning. Other findings from ([Akib et al., 2022](#)) based on the results of the study it can be concluded that flipped learning can improve reading learning outcomes. Therefore, the flipped Learning model can be recommended as an effective model to be used in learning English, especially learning reading comprehension. This learning paradigm is adopted by schools due to inadequate student economic resources necessary for participation in learning.

Teaching and Learning Post Pandemic Covid-19

Based on the findings of an investigation of interviews with school principal and teachers. Following pandemic, a new learning model according to the principal will be deployed. The paradigm of learning is autonomous learning. Freedom of learning is the technique of giving individualized, non-generalized instruction. This is because not all teachers are conscious that the capabilities of all of their pupils are the same, which necessitates the provision of individualized and specialized assistance.

Similarly, educators have expressed optimism that a novel approach to education will be implemented in the wake of the pandemic's end. The approaches include autonomous learning with personalized instruction. The instructor then explains that until the new learning model is completely implemented, the students will remain to utilize the learning approach that has been established by the school ([Asnur et al., 2019](#); [Hutubessy et al., 2020](#); [Malik & Asnur, 2019](#); [Saleh et al., 2018](#); [Wael et al., 2018](#)). This occurs when the new learning model is fully implemented. Various groups are categorized into categories such as person, method, machine, materials, and environment, of which principal and teachers should be aware over the course of instruction. Teachers found obstacles when they shifted from face-to-face to online education. It is essential to emphasize that these concerns continue to influence teaching and learning techniques ([Singh et al., 2021](#)).

Obstacles of Learning English

Educators may employ a variety of alternative learning strategies during the Covid-19 epidemic. The learning approach used in instruction does not involve student participation. Students may study independently at home by using technological devices to access the Internet. Nonetheless, several challenges were encountered throughout the learning process. There are a number of impediments to learning, including: (1) Students' lack of technological equipment prevents them from engaging in online education. (2) It is difficult to comprehend the content since the teacher does not explain it. (3) low bandwidth network and (4) students do not have internet credit.

Some parents of participants may not have mobile devices (Android) or PCs to assist online learning, particularly for kids. This disease prevents individuals from participating in learning. On the one hand, there is a lack of supportive

infrastructure, while on the other, there is a desire for educational services for students. The second, The Problems also emerge in offline learning since the applied learning techniques are less effective and efficient, resulting in students' inability to comprehend the material. Not only do students have difficulties, but so do instructors who facilitate learning. Similarity with findings from (Efriana, 2021) she mentions that lack of activity in pursuing education, a dearth of supplementary resources, and lack of accessibility to the internet are the issues students face becomes the problems that they got through online learning.

The third impediment for pupils is a terrible internet connection. Particularly, there are students whose residences are difficult to access the online network, requiring them to go to areas with easy Internet connection. The fourth issue is not only the availability of learning facilities, but also the lack of a quota, which incurs a substantial expense. In order to encourage online learning, parents of pupils from the lower middle class do not have the financial means to afford internet access. This is a difficulty that students encounter in online learning as well. In accordance with the findings of the research, the majority of the problems faced both students and teachers during the Covid-19 pandemic were connected to online learning, since not all pupils had the technological equipment and data pulses necessary to access the internet. Thus, this condition might decrease student learning motivation.

CONCLUSION

During the Covid-19 epidemic, SMP Negeri 2 Sorong City used two distinct learning styles in its classroom instruction. The learning model is an offline and online learning model that is still in use today. Teaching using an offline learning strategy that was implemented from the onset of the pandemic with the weekly distribution of materials and tasks and the collection of new resources. An online learning model using the Google Meet application as a medium is used to conduct instruction. The school's proposed learning paradigm is the reason why the students' finances are insufficient and they face several barriers to learning. The challenges students confront have prompted the institution to plan for a new approach to education after the pandemic has passed. The learning model is an autonomous learning approach for learning with personalized instruction. Students face a number of challenges in the classroom including: (1) a lack of electronic facilities to participate in the online learning process; (2) the difficulty of understanding the material due to the absence of teacher explanation; (3) a poor internet network; and (4) a lack of internet credit. The primary obstacle for students in online learning is the lack of technological equipment required for participation. Did not comprehend the information provided. Additionally, students do not have data pulses and have difficulty accessing internet networks.

Suggestion to Principal that must have new ideas for implementing and interesting learning models for learning during the Covid-19 pandemic. Recommendation to teachers, in offline learning, the teacher must explain somewhat portion about the material before giving students homework. In online learning, teachers must be able to create interesting online learning methods, such as easy application media for students to access the internet and participate, and

provide learning motivation so that students' motivation to learn does not decrease.

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