

Challenges of English Language Teaching in Post-Pandemic Era at Iain Salatiga

Mazulfah¹, Abdurrachman Faridi², Dwi Rukmini³, Januarius

Mujiyanto⁴

{mmazulfah@students.unnes.ac.id}

Universitas Negeri Semarang, Indonesia

Abstract. This article explains the challenges of English language teaching in the post-pandemic era at IAIN Salatiga. Several challenges become the setback in maintaining the continuity of English language teaching in the post-pandemic era. Technological infrastructure and curriculum development are during the Covid-19 pandemic and in every discussion about national education development. Another challenge is the learning system, which transitioned from traditional (face-to-face) to online learning. Learning administration must also be updated to be totally online, for example, learning materials employing audio, video, YouTube, and Google forms. When Lecturers' roles moved to more of a facilitator, the curriculum became their reference. It is critical to remember that lecturers still require aid, training, and technical direction in order to prepare for change.

Keywords: Challenges, COVID-19 pandemic, English Language teaching

1 Introduction

Language is a vital aspect of human life that also serves as a means of communication in daily activities. Wibowo (2001:3) defines language as a system of symbols that are meaningful sounds that are arbitrary and conventional and that is utilized by a group of men to give birth to feelings and thoughts. Language is used by humans to communicate with others.

It will be difficult to converse with others without language. Human survival depends on communication. It will be easier to convey information, complete tasks, and even actualize ideas with human dialogue. If both the sender and the receiver grasp the information, communication will be successful. If the sender and recipient both grasp the information, communication will be successful. As a result, language is necessary for human survival because communication is impossible without it.

For humans, it is one of the most significant languages of the most important languages for humans is English as an international language. Because of the importance of English in intercultural communication, it is taught as a topic in schools and as an extracurricular activity. The researcher done research learning English at IAIN Salatiga.

The COVID-19 pandemic has caused devastation to all aspects of human life all around the world. Especially in Indonesia. To anticipate the development of COVID-19, world leaders set rigorous measures. To prevent the spread of COVID-19, WHO suggests following a number of established health procedures, including keeping social and physical distance, wearing masks, washing hands with soap, and not shaking hands with other people.

The Pandemic of COVID-19 has affected every element of human life. With the pandemic, everything changes in an instant. People are forbidden from leaving their homes, working, or

even attending school. Changes in teaching and learning relationships in schools were brought about by the COVID-19 pandemic. Because face-to-face learning is prohibited, lecturers and students engage in virtual learning through the use of internet applications.

This ambiguity has an impact on IAIN Salatiga's teaching and learning activities. Some approaches and facilities are used in the English teaching-learning process at IAIN Salatiga. As a result, the researcher intended to see how the English language teaching and learning process at IAIN Salatiga was challenged during the pandemic phase.

2 Methodology

This study used qualitative research. Phenomenological investigations, according to Polkinghorne (in Creswell, 1998), highlight the meaning of a life experience for certain persons about a concept or reality. The researcher employed this strategy to learn about the challenges that lecturers have when teaching English as a second language. As a result of this research approach, the researcher was able to learn about the difficulties faced by English lecturers in their English language teaching activities throughout the pandemic era. The English Lecturer that teaches at IAIN Salatiga is the research subject. The researcher conducted an interview with one English Lecturer at IAIN Salatiga for this study.

Because the Lecturer is a key informant who has met the key informant standards, the researcher chose one research subject.

There are four criteria for choosing key informants, according to (Martha & Kresno, 2016): be a contributing member of the group, organization, or culture under investigation.

Must be a part of the "present" culture being investigated.

Make sure you have adequate time. In addition, claims from respondents were backed up and explained by statements from IAIN Salatiga students. Researchers observed thirty students at IAIN Salatiga for this study. The researcher choose students at random based on the English Lecturer's advice.

3 Finding And Discussion

The data for the findings and discussion came from an English lecturer and thirty students in IAIN Salatiga. The results of the data analysis from the interview, questionnaire, and documentation are presented by the researcher. At IAIN Salatiga, the researcher is interested in gathering data on English teaching activities throughout the pandemic era. There are several challenges that become the setback in maintaining the continuity of English language teaching in post-pandemic era:

3.1. Curriculum

Aside from the limited internet network connectivity, another issue frequently raised during the adoption of PJJ is the inaccuracy of the PJJ curriculum used during the pandemic. DPR-RI has also brought up the curriculum at several meetings with ministries through Commission X. The statement was also delivered during the Four Ministerial Decree's announcement. The curriculum should be reasonable, adaptable to current conditions, and not overly content-heavy.

3.2. Technology infrastructure

Only 51% of PJJ activities were effective in the last three months, according to the Ministry of Education and Culture's evaluation statistics. Limited access to technology, insufficient gadgets/devices, internet networks, and learning applications/media have all contributed to challenges. Due to an unequal distribution of internet network connectivity between established urban centres and rural areas, internet challenges have arisen. Local governments can genuinely work together to solve access to technology issues (*Pemda*). Local governments could collaborate with local television and radio stations, as well as community radio. The three-month distance learning practice should not rely on an online connection. Efforts have been made to adapt to each educational unit's or school's unique circumstances, situation, facilities, and capabilities.

3.3. Capacity of lecturers

Many lecturers are unprepared for digital literacy in distance learning as a result of the epidemic. Lecturers' PJJ and digital literacy skills were not prepared to deal with a pandemic from the start. The Lecturer's position must also be reinvented, as the Lecturer's role as the sole source of knowledge is no longer relevant in an age when technology can give similar or even superior materials. The Lecturer should be viewed as a facilitator who assists students in developing and contributing to society. A handful of Lecturers have already begun to develop innovative teaching methods.

After a comprehensive investigation, the centralized curriculum should be condensed so that Lecturers can use it as a guide when implementing distant learning. Lecturers will be considerably aided in developing their capacity by the availability of a revised curriculum and the full backing of the national and local governments.

3.4. Learning system

The following are some of the findings from interviews with English Lecturers at IAIN Salatiga about English language teaching activities during the COVID-19 epidemic.

"The learning system is very changing. In normal activities, the Lecturer explains, then students can directly understand and follow; if there are questions, students can ask directly, and the Lecturer answers directly. In addition, the ultimate conclusion or evaluation may differ.

Using an online report, the final result must be modified and processed.

Students generally utilize paper for daily assessments, but now they must use the media, which is a smartphone, to work on the questions."

The researcher can determine the Lecturer's view regarding English teaching activities throughout the pandemic era as a result of numerous changes in the learning system based on the information provided above.

3.5. Some Methods used by English Lecturer

Lecturers used a variety of methods to teach English during the epidemic, one of which was the teaching technique. Students are given a visual explanation of the learning material by the speaker. The image is then explained by an audio message. According to the results of the respondents' interviews, the following statements were made:

"...I use voice notes to describe the learning content that I summarized on paper.

I also created a movie with instructional materials that I shared with a WhatsApp group." The Lecturer used the teaching approach to teach English activities based on the information

provided above. The Lecturer creates a summary of the content before photographing it; the photograph is then explained using voice notes. Lecturers will occasionally record a video explaining the content and post it to the WhatsApp group.

In a pandemic era, task-based learning is being used to teach English. In addition to adopting the instructional method. During the COVID-19 epidemic, task-based learning strategies are also used in lectures. After the Lecturer has explained the content, the task-based learning method is used. Lecturers present exercises and tasks, which are completed in two ways: first, via WhatsApp group, and second, by students. The following is Lecturer's statement regarding the learning method:

"There are two ways in which I assign assignments to my students. I submit the assignments to a Whatsapp group in the first method.

Students can use Google Classroom in the second method. There are two methods for completing an assignment. Students who join the WhatsApp group complete their assignments and picture them before sending them to the WhatsApp group, private chats, or Google Classroom. The Lecturer uses google form media to create a summary of the material. Learning is placed online during the COVID-19 epidemic.

As a result, lecturers employ a variety of online learning resources. A lecturer provides content in the form of images, voice notes, or videos, which are disseminated to pupils via WhatsApp group. Interviews with respondents yielded the following results:

"I produce a summary of the stuff that I note and then photograph the facilities in teaching English." When I'm testing, I also employ the utilization of Google Forms. The assignment is then gathered in one of two ways: by photographing it and sending it to the group or by sending it via email.

The work has two purposes: it serves as a test, and it serves as an absence."

During the tests, pandemic used a summary of the Lecturer's material as well as a Google form. The Lecturer assigns pupils a task that serves two purposes: assessment and absence. During the COVID-19 epidemic, teaching and learning activities, as well as the methods and facilities employed by lecturers, altered dramatically. Learning that was formerly done offline (face-to-face) has now become entirely online. Students, lecturers, and parents have all changed as a result of the COVID-19 pandemic's teaching and learning activities. This statement is in keeping with Cheng's (2020) assertion that changes in the learning system during the COVID-19 pandemic had an impact on Lecturers', Students', and Parents' learning activities. The Lecturer stated that she always gives students encouragement and drive so that they do not become bored while studying at home during the COVID-19 epidemic.

Students' learning motivation can be boosted by lecturers who have a high level of teaching motivation. This comment supports Patrick et al. viewpoint. 's (2000), who claimed that lecturer motivation is focused on achieving good lecturer performance. According to the Lecturer, the administration of instructional activities in the pandemic era changed in the shape of a syllabus and lesson plans.

The syllabus is presented by the Lecturer as a summary of the basic information or competencies that students must master within a set amount of time. The Ministry of Education and Culture determines the syllabus, which is based on government legislation.

This aligns with Brown's (2015) definition of a syllabus as an in-depth study used in the implementation of particular language programs. The subject matter, language objectives, sequencing, and content tailored to the requirements of certain learners in specific circumstances are among the aspects of the curriculum.

During the COVID-19 pandemic, the Lecturer only employs some of the basic competencies in the syllabus in teaching-learning activities; hence not all information is taught

because it is impossible to teach all material in an online environment. The MGMP team selects core skills in learning materials with the goal of ensuring that all schools in a district have the same material. It simplifies the task of creating questions for the final examination for the MGMP team. Lecturers employed two types of teaching approaches in the epidemic era: teaching and task-based learning.

The teaching lecturer uses the teaching approach by sending a photo of the information in the form of a summary, which is then discussed orally using voice notes and shared with the WhatsApp group. Azwar Iskandar et al. (2020) define the teaching method as a method of lecturers orally and orally teaching-learning content to students. Lecturers may also employ task-based learning techniques. The Lecturer's main focus of learning is giving students tasks, which he or she uses as proof of attendance and assessment. Harmer (2002) claims that task-based learning is a language learning strategy that uses assignments as the primary focus of learning. The Lecturer discusses, corrects, and evaluates the student's assignments during this phase. According to the respondent, online learning methods help pupils to be self-directed in their learning.

This remark supports Rahayu et al. (2020) 's assertion that online learning prepares students for autonomous learning. Independent learning can be accomplished by reading the Lecturer's materials, analyzing the information, and seeing the Lecturer's videos. This might help students get in the habit of gathering and organizing information pertinent to their studies.

Reading, understanding discussion postings, and discussing videos or learning information, according to Zaya (2020). Information and communication technology is linked to the usage of teaching facilities during the COVID-19 epidemic (ICT).

During the COVID-19 epidemic, IAIN Salatiga lecturers and students use cellphones for teaching and learning. Michael (2013) says that online learning is constructed to use an electronic system or computer to help a learning process, and this is supported by the use of smartphones. During the epidemic, the Lecturer used WhatsApp, Google Forms, and Youtube to assist English teaching and learning activities. Learning should be made more fun as a result of the amenities. This assertion is in line with Amry's (2014) opinion, according to which students prefer to learn using modern educational technology such as cellphones.

At IAIN Salatiga, during the epidemic, face-to-face teaching and learning activities were replaced by virtual ones. Lecturers employ the blended learning method in teaching and learning activities during the COVID-19 epidemic. Online and offline learning are combined in blended learning. Several tools such as WhatsApp, YouTube, and Google Forms for online learning are being used by lecturers throughout the pandemic.

4 Conclusions

In this section, the researcher wishes to make conclusion based on the findings of her research. There are various obstacles to ensuring the continuity of English language instruction in the post-pandemic era. Not only during the Covid-19 epidemic but also in every conversation about national education, technological infrastructure and curriculum development are discussed. The learning system, which had previously operated in a traditional (face-to-face) mode, now faces a new challenge in the form of online learning.

Lecturers' methods and facilities must be updated to be entirely online, for example, learning materials using audio, video, YouTube, and Google forms. When Lecturers' function moved to that of a facilitator, the curriculum became their reference. During the COVID-19 epidemic, there are significant modifications in English teaching and learning. Changes have occurred in the educational system, which has transitioned from traditional (face-to-face) learning to online

learning. As a result, learning administration must be transformed to be entirely online, with audio, video, YouTube, and Google forms serving as examples.

A book report has been replaced by an online report card for the final report (report card).

Lecturers employed the teaching technique and task-based learning method to teach English to students during the COVID-19 epidemic. Lecturer's teaching method includes sending a photo of the subject in the form of a summary, which is then presented orally using voice notes and uploaded to the WhatsApp group. Task-based learning is also used by the Lecturer.

The Lecturer assigns some assignments to the students via WhatsApp group, which they complete and send back to the group. Assessment and absence are the two purposes of the task. During the COVID-19 epidemic, Lecturers used the WhatsApp application to facilitate teaching and learning activities. Students are given content in the form of audio, graphics, and videos by the Lecturer. Lecturers also use YouTube as a classroom medium so that students are not bored and are more engaged in the learning content.

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