THE IMPLEMENTATION OF E-LEARNING IN TEACHING ENGLISH DURING THE COVID 19 PANDEMIC

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Abstract

Nowadays, the use of technology has developed in the educational world. The teachers and students could integrate technology into their teaching-learning activities. One way to do it is by implementing E-learning. E-learning is very important in the teaching, especially in the covid-19 pandemic when teachers and students cannot meet each other. Covid-19 has been announced as a global pandemic in March 2020. This affects to all aspects especially education. The whole teaching and learning process during the covid-19 pandemic has turned into online or by implementing E-learning. Therefore, this research seeks to the challenges and benefits in implementing E-learning in teaching English in the time of the covid-19 pandemic. This research is descriptive survey. Data for the research were collected using a questionnaire and were analyzed through the use of both descriptive and statistics. The research subjects were 21 English teachers who taught at some vocational high school in Bekasi. The result of the research suggests that the implementation of E-Learning in the time of pandemic is relevant, but it has challenges and benefits. Furthermore, certain major suggestions will be made to resolve the challenges in implementing e-learning.

Keywords: Benefits, Challenges, Covid 19 pandemic, E-learning, English

INTRODUCTION

This study is concerned with investigating the implementation of e-learning in teaching English in vocational school during covid 19 pandemic.

Generally, E-learning is one of the hot issues of research in higher education (James 2008 cited in Maqtri, 2014). E-learning presents as an interactive education through the implementation of todays' technology (Trtovac et al, 2008). E-learning has a nearby relation with the educational system that can eliminate the distance between the students and the teacher, and link by the tools that are brought by technology thus it increases the possibility of learning at any time and place (Thiele, 2003). This method is suitable for today's education system since the announcement of Covid-19 as a global pandemic, March 2020. The situation has forced some countries to close their mobility access to attend physical meetings and some activities (Sufyan et al, 2020). This also affects education institutions (Pustika, 2020). The teaching and learning processes which should be done face to face has to change to E-learning (Lapada et al, 2020 cited in Rosalina et al, 2020). E-learning is one of the famous types of learning today, and educational institutions in the world have highlighted because of its positive impact on teachers and students (Mohammed, 2021). With e-learning, students can learn at any time and from anywhere, interacting and getting involved in the learning process (Mohammed, 2021). E-learning is a digital learning tool that can be used effectively for distancing teaching and learning (Weeden; & Cornwell, 2020). However, there was limited research, focused on

investigating benefits and challenges faced on vocational high school English teachers' in implementing e-learning during this pandemic.

Due to the pandemic of Covid-19 and the force to conduct teaching and learning processes through distance learning, most the institutions use e-learning as an alternative to class-based teaching. (Chang & Fang, 2020). E-learning is education technology that uses an internet network as a meant of teaching (Fiddin&Bustami, 2021), furthermore, the use of e-learning can be done anytime and anywhere as long as there is an internet connection (Fidding&Bustami, 2021). E-learning can support teachers and students, who are unable to attend the classroom activity. Besides that, e-learning is useful due to the cost efficiency, flexibility to access the information, and availability to engage more students in learning (Sufyan et al, 2020). Additionally, most of students in this digital era are able to use technologies and devices, so it is easy for teacher to incorporate e-learning that motivate them into the field learning (Mohammed, 2021).

The implementation of e-learning in teaching-learning activities is hard to be separated from technology. According to Mohammad (2018) cited in Yunus and Lukas (2021), technology hasan important role in improving various learning tasks. ICT in E-learning has influenced to a large extend of education (Hubackova, Semradova, 2016). The development of ICT inspires E-learning (Salehi et al, 2014). In addition, E-learning is also known as technology-based learning. E-learning requires teachers who are ICT literate since it is expected to help improve students' computer literacy which will be highly beneficial in the work field (Addah, 2012; Bediang et al., 2013). To use e-learning as a learning tool, teachers should have ICT competence. The teacher ICT competence supports and extends the purpose of the education programs (UNESCO, 2008), especially in this pandemic situation.

In Indonesian, the use of technology in education has no longer been seen as a new thing in this globalization era (Sufyan et al,2020). Even though the use of e-learning in Indonesia still has challenges for teachers and students, many previous studies have investigated the teachers' and students' challenges in implementing e-learning (Pustika, 2020). Students who have been struggling learning English in face to face meeting will face more challenging situation when they learned it online (Lukas and Yunus, 2021). Besides, some teachers are also facing some challenges, although many teachers believed that technology can effectively benefit in the teaching and learning process, they did not fully embed it in their practices (Lukas and Yunus,2021). Some teachers are having difficulties to handle the online applications (Zaharah et al.,2020). Meanwhile, teachers hold a crucial role in the whole e-learning situation especially regarding the quality of their teaching, thus in this case, the teachers' perspectives are also important. Thus, it raises up to date issues on a good quality teaching in their field (Compton,2009)

Research regarding the implementing of e-learning during the covid-19 pandemic, particularlyin teaching English was lowing and had not been conducted thoroughly (Lukas and Yunus, 2021). They argue, more research is needed to identify individuals' challenges about integrating technology into the teaching and learning process especially in English language teaching. Therefore, this study tries to understand e-learning as a phenomenon and investigatethe benefits and challenges faced by a vocational high school English teachers while

implementing e-learning during covid-19 pandemic. This research also tries to figure outEnglish teachers' experiences of e-learning effectiveness during covid-19 pandemic.

Implementing E-Learning

E-learning is one of the teaching methodologies that involves employing network technologies to create, foster, deliver, and facilitate learning anytime and everywhere (Peñarrubia et al, 2021). Verawardina et al. (2020) cited in Lukas and Yunus (2021) also say e-learning used Internet technology that allowed teachers and students to organize teaching and learning in orout of the classroom. So, in order to continue teaching and learning during covid-19 pandemicmost of education institution use e-learning (Chang & Fang, 2020; Daniel, 2020; Ferdig et al., 2020; Hodges et al., 2020; Marinoni et al., 2020; Raaper & Brown, 2020; Radha et al., 2020;Shahzad et al., 2020; Wotto, 2020; Zhu & Liu, 2020 cited in Mseleku : 2020).

The benefits of Implementing E-learning

Bailey and Lee (2020) cited in Lukas and Yunus (2021) stated some benefits of e-learning as compared to the traditional learning, such as: (a) collected everyone's needs, (b) students can take teacher any time, (c) low cost, (d) offered access to updated content, and (e) little environmental impact. Besides, E-learning improved teachers' pedagogical skills, offered varieties of instruction methods, relevant curriculum design, and language learning tools (Mynbayeva et al., 2017 cited in Lukas and Yunus, 2021).

The implementation of e-learning allows the institutions and their students to convey,

accept and select learning programs since the implementation of e-learning gives much flexibility of time and place (Semdley, 2010 cited in Pustika, R, 2020), it means, by learning online and choosing e-learning based on students own availability, students can save their time. .

The Challenges in Implementing E-Learning

Pandemic covid-19 forced teachers and students to do distance learning through E-Learning. The implementation of E-learning, not only creates some benefits but also create a lot of challenges. Makhija & Bharad (2020) find some challenges in implementing E-Learning such as, downloading errors, issues with installation, login problems, problems with audio and video, and so on. In students' perspective, they find online learning to be boring and unengaging, because students need two ways of interaction which is sometimes hard to implement (Makhija & Bharad, 2020). Rosalina (2020) also states three challenges in implementing E-learning in her educational institution, such as; less supporting facilitation, less communicating between teacher and students, and less feeling and controlling students in the teaching-learning process.

In Indonesia, the implementation of e-learning is not equally (Pustika, 2020), because Indonesia is a huge country. Therefore, some schools cannot move to online learning becausethere is not enough infrastructure to do it. Besides, some teachers are still hard to implement e-learning as a learning tool (Puspita, 2020) because they do not have enough experience and knowledge to implement. Teacher competence in implementing e-learning is one of the

challenges for teachers as facilitators on an online space, while on the other hand, they need tofind suitable resources and methods to make productive use of the online space for learning totake place (Nalliveettil, Al-Rubaat, Sreehari, 2019). The difficulty in the online teaching environment is due to the multiplicity of the student population with varied motivation levels, engagement and learning capabilities (Bodey, Ravaga, Sloan 2016: 49 cited in Nalliveettil, Al- Rubaat, Sreehari, 2019).

E-learning in teaching English

In teaching English, the widespread use of technology and the e-learning environment has impacted the pace of language learning (Lukas and Yunus, 2021). Moreover, the use of e- learning in teaching English is also considered a cost-efficient and time- saving tool in learning a language (Lukas and Yunus, 2021). But, the efficiency of implementing e-learning for teaching and learning English can be implemented optimally, when teachers know how to useit. So far, E-learning is only used to find some sources for teaching and learning. It is expectedthat not all teachers are qualified to create teaching materials using E-learning (Hadiyanto, Kurniawan, Juwita, 2020). Therefore, the teachers' challenges and benefits in implementing e- learning is a crucial thing to be paid attention, especially in the covid-19 pandemic. Due to the implementation of e-learning, English teachers in this era should be more creative to keep their students from tediousness. Moreover, English teachers have to know which application, website, and platform that will be easy-to-implement and help their students. There are variousonline application can access by teacher to teach students, for example read theory to teach reading, Canva or comic strips to teach writing, teacher can also use YouTube to teach listening and speaking. Therefore, English teachers should be able to stimulate and practice themselves improving their ability in implementing e-learning.

Research Aims and research questions

This study aimed to understand e-learning as a phenomenon, investigate the benefits and challenges and observe the anticipation for the future (Rao (2011), Lukas and Yunus (2021), Pustika (2020)). And primary aim of this research is, to investigate the challenges and benefitsof teachers in implementing e-learning for teaching English during covid-19 pandemic in a vocational high school Bekasi, West Java, Indonesia. The study aims to answer the following questions as follows:

1. What benefits and challenges found by the teacher in implementing e-learning to vocational high school students during the pandemic?
2. How do teachers address the challenges in using e-learning for vocational high schoolstudents during the pandemic?

RESEARCH METHODOLOGY

Since this research aims to investigate the challenges and benefits in implementing e-learningduring the covid-19 pandemic, the research methodology chosen for the research was a descriptive survey. The descriptive method allows the researcher to collect information, summary, present and interpret for explanation (Asamoah-Gyimah and Duodu (2007) cited inAmankwah et al (2017)), and the data was collected by questionnaire. The technique of

questionnaire has simultaneously been employed to gather primary data from the population. The multiple-choice questionnaire of google form completely agree to completely disagree has been employed. For the questionnaire, descriptive statistics were employed to measure the challenges and benefits in implementing E-learning. according to Sugiyono (2013), descriptivestatistics is research conducted to determine the value of independent variables, good only on one or more variables (variables that stand alone or independent variables) without making comparisons or linking with other variables.

The target population of this study was general English teachers at vocational high schools in Bekasi. The total sample used in the study was 21 teachers who are working in different vocational high schools at Bekasi. These EFL teachers ranging in age from 23 to 55 consistedof males and females. The teachers had different years of teaching experiences and taught different levels of English from basic to advanced level with various teaching experiences from three to thirty-two years.

In investigating English proficiency teachers' challenges and benefits related to the implementation of e-learning during the covid-19 pandemic, the researchers used a questionnaire survey. A set questionnaire consists of 20 questions.

All the data categorized into two main central themes, that is the benefits and challenges of implementing e-learning.
1. The data from two themes will be further categorized into several subthemes, including: the benefits in terms of the teaching learning process, the availability of learning materials, the practicality of the teaching learning process.
2. The data on the challenges of e-learning will be further analyzed and categorized into several subthemes, including the availability of technology, learning materials and teachers' and students' capacity in using technology for learning.
3. The data will be discussed and interpreted, referring to the theory and previous studies discussed in the literature review section.

FINDINGS AND DISCUSSION

In order to fulfill the research questions above, the following data collection was conducted ina set of questionnaires. there are five parts that will be discussed in the following discussion such as teachers' the benefits in terms of the teaching learning process' the availability of learning materials, the practicality of the teaching learning process, capacity in using technology for learning.

the benefits of e-learning in terms of the teaching learning process

The first part of the questionnaire assesses teachers' the benefits of e-learning in terms of the teaching learning process. Online learning is defined as the online delivery of instructional content as well as associated support services to students in the absence of physical (Panol, et al, 2021). Teachers' readiness is one of the essential factors that may influence teachers' use of technology, and has a significant positive effect on technology integration in education (Inan, Lowther, 2009 cited in Panol, et al, 2021). However, there are several researchers who argued that teachers are not that ready to use the new modality of teaching in this new normal

situation (Panol, et al, 2021). Refer to this argument, the first part of the questionnaire is to find out whether the teacher saw themselves ready for an online learning program.

From all participating, teachers are significantly willing to connect their devices to the internet.Teachers are willing to use the ms word. Teachers are willing to use PowerPoint. Some teachers are willing to open and send the email. teachers are still willing to download and upload files from the devices.

The availability of learning materials

According to (Islam et al, 2015, cited in Simamora, 2020) There are many challenges faced by learners regarding the implementation and success of e-learning in online learning. As displayed in Table 1, teachers have gotten benefits and challenges e-learning for teaching andlearning English proficiency. The finding shows in table 3 that there are challenges and benefits in implementing E-learning.

teachers' ability to implement e-learning to teach English consists of, teachers are willing to use read theory to teach reading, teachers are willing to use virtual meetings such as zoom, to teach speaking and listening, teacher are willing to use Grammarly, pro-writing and so on to check students' writing. Teachers are willing to make video power point. Teachers are willing to use social media (IG, tiktok, facebook) or youtube and platform, such as google classroom, LMS, Edmodo etc as learning tools.

The result of the present research shows that teachers find some challenges in using e-learning in teaching English in terms of learning materials. However, the findings

also showed that some teachers are not able to implement e-learning for teaching and learning English becauseno statement rated at a very high level of the mean score. (Hadiyanto, Kurniawan, Juwita, 2020). Data from the questionnaire showed that most teachers can only access the limited platform in the device in their homes. It means, the teachers need more training and practicingin implementing digital platforms in online teaching.

The practicality of the teaching learning process

One challenge of the implementation of e-learning that the respondents of this research agree on is the practically of the teaching learning process. Some teachers are still hard to protect students from plagiarism. Implementing e-learning might be challenging because teachers cannot control or adjust cruel activities like plagiarism (Arkorful and Abaidoo (2014) cited in Pustika, 2020).

The results indicated some plagiarism in teaching online, it is hard for some teachers to identify students' plagiarism in doing their tasks or test. The teachers are finding some trouble in implementing e-learning. some troubles consist of internet connection, limited device and limited knowledge.

Capacity in using technology for learning

Teaching virtually can be useful for those who can to use platform and have the facility to useit. But some teachers are still hard to implement it, because of their limitation knowledge. Finally, the results of this research are expected to provide information and innovation in e- learning usage in developing learning English proficiency in a pandemic situation.

CONCLUSION

Teaching through E-learning provides an interesting experience for teachers. In learning English, students can learn English specifically; listening, speaking, reading and writing through e-learning. Unfortunately, in this pandemic, this online platform for virtual learning isstill not working properly, some teachers still find some troubles and challenges in implementing E-learning. E-learning will run successfully if there are supports from institutions (colleges or universities) and the government. Both of them must work together to realize the importance of technology-based education like E-learning. To get the effectivenessin implementing E-learning in education, the competencies of teachers in the implementation of information and technology must be continuously improved.

There are a lot of efforts by institutions and teachers to improve online learning quality of teaching and learning by giving teachers training and giving teachers facilities. To minimize the e-language learning drawbacks teachers should be trying hard to find strategies by integrating some ICT tools such as online programs, LMS, and social media**.**

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