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Teachers' Innovation in Teaching English During the Covid-19 Pandemic

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Abstract: The Covid-19 pandemic is a tragedy that grieves the entire population of the earth. All segments of human life on earth are disturbed, education is no exception. Many countries closed schools, universities, including Indonesia. This study aims to reveal (1) the learning innovations teachers' developed by teachers in learning English during the pandemic (2) the obstacles teachers' encountered during learning English during the Covid-19 pandemic. This is a qualitative descriptive research design; the instruments are interviews and questionnaires. The results showed that the learning innovations developed by teachers during the pandemic were zoom meetings, WhatsApp and hybrid learning is a learning method that combines or combines online learning with face-to-face learning (PTM). Meanwhile Obstacles faced by teachers in using zoom meeting and WhatsApp were the internet issue   students who do not affordances learning media facilities smart phones and laptops. This study may suggest teachers' to use the application media which is more exciting and interesting, furthermore the development of facilities to support teaching and learning using application media must be improved.

Keywords: Application media, Hybrid learning, Learning English during the pandemic,

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1.   Introduction

The Covid-19 pandemic is a tragedy that grieves the entire population of the earth. All segments of human life on earth are disrupted, without exception education. Many countries closed schools, universities, including Indonesia. The crisis really came suddenly, governments in any part of the world including Indonesia had to make painful decisions to reduce people's contact massively and to save lives or keep schools open in order to survive the workers in maintaining economic survival. The Covid-19 pandemic has had a major impact on various aspects, one of which is the world of education. Education must stop face-to-face learning activities and must ensure that teaching and learning activities continue, even though students are at home or we can call it bold learning or distance learning using phones and laptops as media (Anam & Yahya, 2021) .

The solution, educators design learning media as an innovation by utilizing bold (online) media. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19).

The Minister of Education and Culture (Mendikbud), Nadiem Makarim, took a number of policies related to the pandemic. These policies include the abolition of the National Examination; changes to the School Examination system; changes to new Student Admission (PPDB) regulations; and determination to learn from home. Teaching and Learning Activities (KBM) are only carried out online from their respective homes, both teachers and students. This kind of learning is often referred to as online learning or we can call online learning. Indeed, at the beginning of the pandemic, this learning was deemed appropriate to protect students and teachers from the spread of the Covid-19 Virus. However, problems began to arise along with the courage to increase the time for the implementation of online learning. Parents of students feel overwhelmed in helping with homework (PR), especially for guardians of elementary school students. In fact, the guardians of students do not stay at home every day, they work from morning to evening and some even work until night. But when he got home, he had to help the children with schoolwork.

The next challenge that arises is that teaching staff must have new innovations or new breakthroughs for interesting learning models, teaching staff must also master technological developments, in order to run the program optimally. Teachers must also have sufficient experience and provisions to implement a bold learning system, so that the learning system is carried out actively and more innovatively, especially in modern learning models and in accordance with today's developments. the benefits of teachers having new innovations in the first learning for teachers can dilute or assess the learning that students like and students become more enthusiastic in the second learning with new innovations in learning students are not bored and bored because the models and learning used are the same. In previous studies, it was mentioned in the innovation of learning models that use quiziz media, the Quizizz application is one of the effective applications for assessing student work. Students will be invited to stay relaxed in working on the questions that have been made by the teacher in this Quizizz application. Quizizz is a game-based learning application. games, which bring multiplayer activities to the classroom and make them in the classroom a practice of interactivity and more energizing. This study aims to first find out what learning innovations are being developed by teachers in teaching languages during the pandemic. Second, to find out what obstacles teachers face during learning during the Covid-19 pandemic.

The first previous study entitled "Alternative Learning Methods Used by Language Teachers in the New Normal Period of Covid-19" by Ida Bagus Nyoman Mantra, Nengah Dwi Handayani, Anak Agung Istri Yudhi Pramawati (2021). (University of Mahasaraswati Denpasar Bali). The results of this study found several alternative learning methods that can be used in the new normal period of Covid-19 to continue to improve student competence. This study implies that teachers should constantly expose themselves to various learning methods in order to establish conducive learning conditions in the classroom (Mantra, I. B. N., Handayani, N. D., & Pramawati, 2021)

The second previous study entitled "Learning During the Covid-19 Pandemic" by Luh Devi Herliandry, Nurhasanah, Maria Enjelina Suban, Heru Kuswanto (2020). (State University of Jakarta) The results of online learning are an effective solution to activate classes even though schools have been closed considering that Time and place are dangerous during this pandemic. However, this learning technique is important to suit

local conditions considering the distribution of facilities and the ability of parents to provide different online learning facilities for students in Indonesia (Herliandry & Suban, 2020)

The three previous studies entitled "Eduinnova Methodology: Collaborative learning integrated with technology to increase student activity and interaction in bold learning" by Latipah (2021). (Sunan Kalijaga State Islamic University, Yogyakarta). The purpose of this study is to add to the discourse of educational innovation that is integrated with technology to bridge collaborative learning problems to improve students' social interactions with friends and the environment without losing the learning or pedagogical elements of students. The learning analysis was then integrated with bold learning during the Covid-19 pandemic. And the results of the research. The results of the research are the convenience of learning with the Eduinnova methodology with bold learning in terms of using portable technology as a learning medium. The application of the Eduinnova methodology in bold learning is to use the media zoom meeting or google meet instead of face-to-face in class to face-to-face in online media. This is done to unite student interaction learning (Mahsus & Latipah, 2021).

The differences and similarities of the first research study focused on alternative learning methods that could build conducive conditions before in the second research class focusing on online learning innovations such as distance learning and daring. The third research focuses on online learning which combines the Edunnova methodology and technology, almost the same as the second study, but is more about innovation using technology. the fourth study focuses on teachers and lecturers so that they can remain enthusiastic and motivated during the Covid-19 pandemic. The fifth study focuses on the perceptions of teachers and students' thinking in learning to produce satisfactory and unsatisfactory perceptions in online learning practices. future researchers about previous research with research to be carried out. Researchers who will carry out will focus more on the innovation of learning methods used by teachers or instructors that were developed during the Covid-19 pandemic and what obstacles are faced in the learning process during the Covid-19 pandemic

2.   Methodology

The researcher used a qualitative descriptive research design. This design is a research that is included in the type of qualitative research. Descriptive method is a method that examines a group, object, condition, and system of thought. The purpose of descriptive research is to make a systematic, factual and accurate description, painting or picture of the facts, nature and relationships between the phenomena studied. Whitney (Moh. Nazir: 2014) suggests that the descriptive method is fact finding with the right interpretation. In descriptive method, researchers can compare certain phenomena so that it is a comparative study. The descriptive method also investigates a phenomenon or factor and assesses the relationship between one factor and another.

This research was conducted at a pesantren-based foundation in Majalengka Regency. The reason this research will be conducted at the foundation is because the foundation has several schools consisting of SDIT, MTS, SMA AND SMK. researchers are interested and want to research language teachers in institutions at foundations and researchers are interested in researching teachers at the junior high school level (MTS) because teachers actively involve their students in participating in competitions and olympiads. Therefore, the researcher will arrange this research in the right place and a location close to the researcher

Participants According to (Creswell, 2012) population is a group of individuals who have the same traits. The population has been defined as a collection of 27 elements (people or objects) that process some common characteristics with the sampling criteria set by the researcher. The population in this case was shown to an English teacher at one of the al Mizan Foundation Institutions, Langensari Jatiwangi. According to Bordens and Abbact (2011), the sample is a small subgroup chosen by a large population. This means that the sample is part of the population where the research data was obtained. Researchers chose two and three English teachers who teach at one of the Al Mizan Langensari Jatiwangi Foundation institutions, as participants. The participants are teachers who teach English subjects at the al Mizan institution. (MTS).

Data collection technique Interview According to Creswell (2012), interviews are obtained when the researcher asks one or more participants general, open-ended questions and records their answers. To obtain information about teacher teaching and learning activities and what teaching innovations were developed during the pandemic. The second instrument that the researcher will do is by interviewing the process, the

researcher will interview the English teacher with several questions related to the topic of language learning innovation during the Covid-19 pandemic. The goal is that researchers can find out more in-depth information related to language learning during the Covid-19 pandemic. Questionnaire Questions are questions to obtain information from respondents. According to Cresswell (2012), in qualitative data collection, unstructured text data were obtained with open ideas for questions. The third instrument is a questionnaire that will be used by the researcher, in the process the researcher will provide several question sheets in the form of paper which will be distributed to the teacher of the destination language. To obtain information and data related to teacher innovation in teaching English during the Covid-19 pandemic and what obstacles are encountered in the field.

Research procedure To express the first and second questions related to innovations such as what teachers did in teaching English during the Covid-19 pandemic and what obstacles teachers faced in teaching English during the Covid-19 pandemic. 19, the researcher made observations to schools and teachers then conducted a questionnaire and in-depth interviews with teachers to collect data.

Data Analyzing Techniques Researchers used thematic analysis to analyze data processing. Thematic analysis is a process to identify patterns or themes in qualitative data (Magure Delahunt, 2017). There is a need for clear guidance for the practical aspects of how to conduct qualitative analysis (Clarke & Braun, 2013). Thematic analysis will be effective for analyzing data, so researchers are interested in using these analytical techniques.

3.   Result and Discussion

3.1   Result

3.1.1   Teachers' Innovation In Teaching English during the Covid-19 pandemic.

Based on the results of the interview data participant (P_1 at her) and participant P_2 at her) answering the same thing, the researcher found that the learning innovations developed by the teacher during the pandemic were the use of application media such as zoom meetings, WhatsApp and hybrid applications as a face-to-face substitute as for technical learning in which the teacher developed learning strategies so that the learning atmosphere does not get bored and tired quickly, firstly by using a learning strategy to play while learning, secondly, ice breaking and the third game using learning application media such as duolingo, telegram and instagram. The data is as follows.

> Q_3 In your opinion, are there any new ideas or breakthroughs or innovations in learning during the Covid-19 pandemic?
>
> P1 Answer: The breakthrough idea might be ordinary, yes, other teachers also use the application, I used the zoom media application yesterday, so it is suitable for children, because the child already knows the game, WhatsApp social media, so I told him to use the zoom meeting application there, what about face to face but from a distance, even though we only interact on the screen, we still use games and ice breaking and others. So learning there is not boring, then even if it's a problem of innovation, maybe, maybe improvisation, learning, so depending on the situation, for example a child like this again, we will do it like a game.
>
> P_2 Answer : yes, if innovation in learning English may be clearly related to the use of applications and media in delivering material using video call applications, WhatsApp zoom meetings, even Instagram and other applications.
>
> Q_4 Can you describe some of the new innovation models in language learning during the Covid-19 pandemic?
>
> P_1 Answer : Usually I like playing duolingo, and usually play games on Telegram, I like the game, it's like I'm working, so actually this is an application that already exists and is being developed as a learning medium. Then how do children play games while learning. So for example Duolingo uses a score, when they learn who they are at the highest level, to

show their abilities and their development continues, for children who are still confused, it might appear how this child can follow like his friends.

P₂ Answer Yes, for the innovation model I used yesterday, we created a WhatsApp group for each subject. The group is based on the class of students. Then we also held video calls and because I teach English there is a section of material that students have to send via voice notes to improve their speaking skills and also we also hold a zoom for top students who have smart phones and laptops to facilitate them and maybe that.

Q₂ May I know what learning innovation models have you implemented and developed in language learning during the Covid-19 pandemic?

P₁ Answer: if learning to play and practice becomes an activity, then when the child continues to learn we make it into a game, for example material about the expression haw to express how to shaw the word how to answer so make a gain jai role play so we enlarge it This is a lesson remotely online, so it's different from the camera in the role play, so you are invited to practice after that, try to say it, try to say pronouns, so the child starts to enjoy it, miss, other words are written and have different meanings. a lot of comments from children, but we take it for fun, let's say you are playing a game with your friends abroad, how do you talk, that's it, hello how are you, I'm fine, so kids like that in their activities, they are often invited to play games, so children nowadays really like to be bored, so when they get bored, it seems that it is a sign of boredom in their eyes, so what's wrong with that? teach me if it's too boring, how, so be my innovation in how to improvise and where it's going. perhaps it.

P₂ Answer: Yes, if the learning model used to be or during the pandemic yesterday my mother applied hybrid because not all students can't be all online, so there are some students in class, some students are online, so they're not all online, but we also meet face to face. In addition, we also use group discussions to make it easier. also video calls in groups using WhatsApp but sometimes we use students' instagram such as sharing video videos from exercises, maybe voice notes and others using social media.

3.1.2 The obstacles faced by teachers when teaching languages during the Covid-19 pandemic

Based on the results of interview data and questionnaires P₁ and P₂ answering the same thing, the researcher found that there were a lot of obstacles, firstly in the use of the zoom meeting and WhatsApp application media, the problems such as the internet network suddenly disconnecting, errors and running out of internet data quota as well as blackouts or blackouts. The lamp is an obstacle faced by teachers and students. As for the technical practice of learning, there are also many obstacles such as student attendance who rarely comes in, the learning time is not according to class hours when face-to-face enters school, students are less responsive when the teacher asks questions, then there are students who forget to open their smart phones or WhatsApp groups that now there are study hours, other obstacles for students who do not have media facilities for learning such as smart phones and inadequate laptops are also an obstacle faced by teachers where teachers must be able to convey the subject matter.

Q₆ In your opinion, were there any obstacles that occurred and were faced during teaching and learning activities during the Covid-19 pandemic?

P₁ Answer : quite a lot, yes, the first is attendance, they reason that the network is like this error during kbm, children like to disappear. Then it's not like at school at 7, coming home at 1, depending on the child if the child wakes up at 8, joining at 8, the material has been going on since 1 hour ago, now the problem may also have to be a lot of parental participation, so that parents also have their child at home while studying, what to remind the child, son, it's time to study, maybe there will be some of my parents apologize, my child fell asleep for such reasons and that's also my problem when I explain the material and all kinds of children, children gush if long distance, I do not hear this because the network has all kinds of other obstacles, for example, if we are in our teaching and learning process.

Speaking of zoom meetings, there is always a connection from the teacher, sometimes there is an electricity connection, sometimes like that too. Earlier there was a small obstacle, the effect was decent, we entered the teaching and learning process and concentrate. gets scattered and when there are little things that bother us, it gets scattered and we don't focus, so it's like that

P₂ Answer: yes, for the obstacles faced, there are clearly yes, especially us via cell phones and laptops, obviously we really need data or an internet connection, the signal is that there are some students who don't have cell phone and laptop quotas or students also forget to open WhatsApp, sometimes they miss today's lesson. and there are also students who are less responsive when given the material when the teacher asks about the material only a few students answer the question.

Table 1. Finding of Questionnaires

	Q	P_1 Support / Less Support	P_2 Support / Less support
1	Covid-19 pandemic makes learning difficult and limited	No	Yes
		Less support	Support
2	The Covid-19 pandemic has made teachers more innovative in finding and implementing effective learning models in the teaching process during the Covid -19 pandemic	Yes	Yes
		Support	Support
3	Distance learning or learning from home (online) is boring and uninteresting and boring.	No	No
		Less support	Less support
4	Distance learning or learning from home (online) makes students enthusiastic and fun	No	Yes
		Less support	Support
5	During the Covid-19 pandemic, the education sector was paralyzed, there was a need for new innovations in the education sector, especially in the process of ongoing teaching and learning activities	Yes	Yes
		Support	Support
6	distance learning or learning from home (online) many obstacles in the process of teaching and learning activities take place	Yes	Yes
		Support	Support
7	learning to teach online (online) is more effective	No	No
		Less support	Less support
8	learn to teach offline and face to face more effectively	Yes	Yes
		Support	Support
9	offline and face-to-face learning are not many obstacles	No	No
		Less support	Less support
10	learning to use the WhatsApp application, zoom meeting and google meet is an alternative way that is quite effective in learning during the Covid-19 pandemic.	Yes	Yes
		Support	Support

Based on the results of the questionnaire on the first question, the researcher found a different answer that the answer from the first participant was less supportive while the second participant supported the Covid-19 pandemic question, making learning difficult and limited. The reason for P_1 was less supportive because there were other alternatives such as online, while the answer from P_2 was supportive. because learning during the pandemic is very limited for delivering material, especially if there is an internet network error. For the second question, both P_1 and P_2 participants both support that the Covid-19 pandemic has made teachers more innovative in finding and implementing effective learning models in the teaching process during the Covid -19 pandemic. For the third question, related to distance learning or learning from home, it is boring and unattractive and quickly gets bored. Answers P_1 and P_2 are equally unsupportive because it also depends

on the way of teaching and the medium, the researcher concludes that distance learning does get bored quickly but will not get bored. and saturation must be in the concept of learning so as not to get bored and bored quickly. For the fourth question related to distance learning (Online) makes students enthusiastic and exciting P_1 P_2 both support the reasons for both because students can do other activities while studying. The researcher concludes that it is very exciting and the spirit of distance learning can be done while doing other things anywhere and while still learning. The fifth question, P_1 and P_2 support the need for innovation in the education sector because learning innovation must continue to develop. The researcher concludes that it must continue to develop either from the learning system or from new learning models so that students do not get bored and bored quickly.

The sixth questions P_1 and P_2 are equally supportive related to distance learning, there are many obstacles, the reason is because they all have to do with smart phones that require an internet network, while the internet network itself can result from running out of internet data or inadequate facilities that students have. there are so many obstacles, especially the smart phones that students have, some are supported and inadequate. The seventh question P_1 and P_2 choose neutral, the reason is that it all depends on the students, if the students can carry out the procedures for online learning correctly it will be effective and vice versa.The eighth questions P_1 and P_2 are equally supportive of more effective offline learning because they are more satisfied in delivering material and communicating with students. The researcher concluded that offline and face-to-face learning were more effective, but we looked at the conditions and situations at that time. The ninth questions P_1 and P_2 are equally unsupportive regarding face-to-face learning, there are not many obstacles, the reason is but there are obstacles such as student attendance and lack of enthusiasm in learning. The researcher concludes that face-to-face learning has fewer obstacles than online, but it is a common problem that all teachers must solve and find solutions for. The last questions P_1 and P_2 are equally supportive regarding the use of learning media applications using zoom meetings and group WhatsApp are quite effective in learning during the Covid-19 pandemic.

3.2 Discussion

In the first discussion, the researcher discussed the results of the interviews. The purpose of this interview is to reveal what innovations were developed by teachers during language learning during the Covid-19 pandemic. Based on the results of interview data for question 3, P_1 and P_2, the researcher found that there were new innovations and breakthroughs in language learning during the pandemic, namely the use of media applications such as zoom meetings, WhatsApp group applications and video call facilities. in using zoom meetings to deliver teacher material, teachers also occasionally give quizzes and games or ice breaking so that students don't get bored quickly in learning to use the zoom application during the Covid-19 pandemic. This is in line with what previous research has said, namely that teachers must be able to innovate even with the conditions of the Covid-19 pandemic and the result is that by using zoom meeting media, teachers can create online learning classes with zoom meetings properly and correctly (Kholifah et al., 2020).

Based on interview data for the 4th questions P_1 and P_2, the researchers found that several models of pandemic learning innovations developed by teachers were the first use of the Duolingo application where the application was able to assess students' highest scores so that teachers could find out the progress and understanding of students towards subject matter other than by Duolingo researchers found a learning model using WhatsApp groups and video calls and using the Zoom Meeting application media for sending individual assignments using Instagram to share individual and group assignments. in terms of the word learning model (Mantra, I. B. N., Handayani, N. D., & Pramawati, 2021) implies that the teacher must continue to expose himself to various learning methods in the classroom in order to create conducive and comfortable learning. P_1 and P_2 said the same thing, researchers found that there were learning innovations that were quite effective during the Covid-19 pandemic, namely learning to use media, zoom meetings, WhatsApp groups and video calls. The researcher also found that ordinary learning was effective because of the direct interaction and practice in language learning. Media zoom and others are considered quite effective if we comply with existing procedures. This context has little to do with the theory used by (Purnama et al , 2021) In the current Covid-19 conditions, so that student learning can continue to the maximum, teachers are required to try to maximize distance learning using an online/online system, by using WhatsApp groups as a learning medium by utilizing internet network access, besides that teachers are also forced to change the learning model/strategy that is

usually applied classically to digital. By utilizing the WhatsApp application, this zoom meeting teacher can interact and communicate to provide information and carry out the learning process effectively and on target.

The second discussion session, researchers are still discussing the results from the interview. The purpose of this interview is to reveal what obstacles teachers face and how effective learning is during the Covid-19 pandemic. Data showed that there were various kinds of obstacles when language learning took place during the first Covid-19 pandemic, problems in the internet network, students and teachers often complained about signal or internet network errors, could not connect, data quota ran out and electricity too. Become a problem when there is a blackout. Various benefits obtained, of course have obstacles that are felt by educators and students in online learning. The obstacle faced is the condition of the area in Indonesia's diversity causes no all areas are covered by internet service and the distribution of the internet network is slow at any time (Ratu et al., 2020) This too allows high internet usage affect the health of students. Another obstacle found was the ability parents to provide educational facilities online Obiakor (2020) as cited in (Herliandry & Suban, 2020) like the use of the internet network that requires Jones costs (2019) as cited in (Herliandry & Suban, 2020) In addition, for students who do not have laptops or smart phones, this is an obstacle faced by teachers. Another finding is that the learning time is not on time, there are students who enter the zoom meeting class one hour later, even though one hour of class has already taken place, the class will end soon. . Another obstacle when the class uses a zoom meeting is often a lot of obstacles from the internet network being disconnected, the student's microphone that lights up when the teacher delivers the material, making learning a bit constrained. The next finding is that students are less responsive when the teacher asks questions. the same as what was said by (Ratu et al., 2020) that indeed it is an obstacle that often occurs in learning using zoom meetings, teachers and participants must carry out learning procedures properly Language learning conditions during the Covid-19 pandemic were relatively effective and ineffective, effective for students who had learning facilities such as laptops, smart phones and adequate internet networks. and ineffective, on the contrary, students who do not have learning facilities. the researcher has not found the same thing as previous research related to this but it is mentioned by Astawa et al (2018) as cited in (Mantra, I. B. N., Handayani, N. D., & Pramawati, 2021) In relation to the learning process, effective communication in learning must be supported by communication skills must-have interpersonal owned by teachers.

In this session the researcher can conclude that the obstacles faced by the gyru when teaching are many, both from the technical and practical aspects, but it will run smoothly if both parties participate well, the teacher and students carry out the procedure well, while effective learning can be formed. from the teacher himself how to control the class and manage the class with a good and correct flow that makes learning effective. The teacher plays the most important role in education, especially when forming attitudes, behavior, and perception of knowledge student Makovec (2018) as cited in (Rahmani, 2021) While performing in class, the role of the teacher is very encouraging to create effective learning atmosphere, which will help students create experiences fun learning (Prameswari & Budiyanto, 2017) as cited in (Rahmani, 2021) Therefore, teachers expected to always present himself professionally (Makovec, 2018; Putra, 2001; witaÿa, 201,Rahmani, 2021)

4. CONCLUSION

The conclusions obtained from the teacher innovation research in learning English during the Covid-19 pandemic are The first learning innovation developed by teachers during the Covid-19 pandemic was the use of application media such as zoom meetings, WhatsApp and hybrids as a face-to-face substitute. As for learning techniques, the teacher develops learning strategies so that the learning atmosphere is not bored and tired, firstly by using learning strategies playing while learning, secondly by ice breaking and thirdly by using learning application media such as Duolingo, Telegram and Instagram. teaching English during the Covid-19 pandemic, namely the first time using Zoom meeting media and the WhatsApp application, problems such as the internet network suddenly being disconnected. , errors and running out of internet data quota and turning off the lights | Lights are an obstacle faced by teachers and students. As for the technical practice of learning, there are also many obstacles such as absenteeism of students who rarely enter, learning times that are not in accordance with class hours when face to face enter school, students are less responsive when the teacher asks, then there are students who forget to open their smart phones or whatsapp groups that are now there

are study hours, other obstacles for students who do not have learning media facilities such as inadequate smart phones and laptops as well as obstacles faced by teachers where teachers must be able to deliver subject matter.

The suggestions given regarding teacher innovation in learning English during the Covid-19 pandemic and for future learning after the Covid-19 pandemic are:

1. Suggestion for teachers Learning using application media must be developed again and packaged to be more exciting and more interesting and the development of facilities to support teaching and learning using application media must be improved.
2. Suggestions for the next researcher Suggested that it can be used as a relevant reference and develop research on other aspects.

Acknowledgement

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