



**EnJourMe (English Journal of Merdeka):
Culture, Language, and Teaching of English**

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

Online college English teaching-learning amidst Covid-19 pandemic: Opportunities, challenges, and solutions

¹Fujiono, ²Nurul Hidayati, ³Desi Kurniati Agustina, ⁴Citra Siwi Hanayanti

^{1,4} Faculty of Engineering, University of Madura, Jl. Raya Panglegur KM. 3,5, 69317, Pamekasan, Indonesia

^{2,3} Faculty of Agriculture, University of Madura, Jl. Raya Panglegur KM. 3,5, 69317, Pamekasan, Indonesia

Corresponding author: fujiono@umira.ac.id

ARTICLE INFO

Received 15 October 2021
Accepted 30 November 2021
Available online 15 July 2022

Keywords:

online college English teaching-learning, opportunities, challenges, and solutions

DOI: 10.26905/enjourme.v7i1.6580

How to cite this article (APA Style):

Fujiono, F., Hidayati, N., Agustina, D.K., & Hanayanti, C.S. (2022). Online college English teaching-learning amidst COVID-19 pandemic: Opportunities, challenges, and solutions. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(1) 47-52, doi:<https://doi.org/10.26905/enjourme.v7i1.6580>

ABSTRACT

During Covid-19 outbreak, the lecturers and learners adjust to carry out class by applying online teaching-learning. Online teaching-learning built a new approach of communication between lecturers and learners in online course. This research aimed to describe online college English teaching-learning amidst Covid-19 pandemic: opportunities, challenges, and solutions. This research applied phenomenological research design in which the data sources were questionnaire and observation results dealing with the learners' responses on teaching-learning amidst covid-19 emergency. It was found that almost all students studied English more accessible and flexible without came and met the lecturers in college, they could share information each other through online platform, nothing interaction among of them to prevent the outbreak. However, majority of college learners complained about financial, internet package, trouble networks, and time management that the learners sometimes got boring to study English. Dealing with the issues, Indonesia has contributed the internet package to assist the learners' financial, and the lecturers has implemented games to create class more interactive, and energetic.

©2022 The Authors. Published by University of Merdeka Malang
This is an open access article distributed under the CC BY-NC-ND 4.0
(<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

1. Introduction

English has become global language for sharing information cross the world. It has been applied in many sectors, such as for education, economic, social-culture, politic, and law sector. Thus, it is crucial to learn in all level of education, including college level.

However, the Covid-19 has been revealed as universal pandemic since 12 March 2020 up to now. The pandemic has required physical distancing in all activities. Abidah et al. (2020) said that the

effect of the recent Covid-19 emergency has begun to expand to the global education. Responding to this, emergency regulation required all level of education, starting from the elementary school level to higher education level in order to prevent the spread of the Covid-19 virus. According to Bhagat and Kim (2020) the college or school has been closed to minimize the transmission of the virus.

The ministers of education in all over the world have recommended all institutions to implement emergency online learning to ensure the sustainability of educational process. Simamora (2020) stated that face to face teaching-learning has turned into virtual classroom up to college with numerous online teaching-learning applications. Online teaching-learning provides many advantages for teachers and learners by interacting anytime and anywhere among of them through various platform, such as email, Zoom Meeting, WhatsApp group, Facebook, and Google Classroom. Meanwhile, the disadvantages of the online teaching-learning described that the message was delayed, there was also a trouble of internet package and signal (Lailiyah et al., 2021). Other than that, the online learning also leads the students to feel isolated from their classmates (Syahputri et al., 2020) and demotivated by the teachers' teaching styles (Adara et al., 2021)

In addition, a study mentioned that the learners felt less absorbing, synergetic, and effective in online learning (Fujiono et al., 2021). The situation has enforced the lecturers to give the suitable material based on situation and condition, the strategies of teaching-learning, providing technology as intermediary for online learning. In another case, Nartiningrum and Nugroho (2021) discovered that online teaching also brought the challenges for teachers in implementing lesson, having poor network, and problems in adapting lesson plan. On the other side, Dhawan (2020) stated that online learning can create the teaching-learning activity more focus on learners (Student-centered Learning), more contemporary, and flexible.

UNICEF (2020) enounced that the learners who unable to come physically to the school were more than 1.5 billion learners in 190 states. Needless to say, the pandemic required the education system to carry out various changes in teaching and learning methods, techniques, and strategies.

In previous study, Fujiono et al. (2021) has found that most of the students were less interesting, motivated, and effective in English distance learning through zoom application and WhatsApp group, they often got the trouble signal and limited internet. In other research, Ismail et al. (2020) also mentioned that 93.9% the learners were not ready for online learning due to the problem with the internet connection, lack of technological tools and capability, health problems, and inadequate references, and non-conducive condition. It showed the challenges in conducting online learning. However, this current study not only showed the challenges, but also the researchers also interested to describe the opportunities, challenges, and solutions in online college English teaching-learning amidst Covid-19 pandemic.

2. Method

The methodology used a phenomenological research design. This research attempted to find out opportunities, challenges, and solutions in online college English teaching-learning amidst Covid-19. According to Marshall and Rossman (2016) stated that phenomenological approach aimed to explore, describe, and analyze the individual lived involvement meaning. The subjects of this study were 30 students of the Faculty Animal Husbandry. In addition, the data collection procedure used in

this study were observation and questionnaire distribution. Then, the data were analyzed qualitatively. Finally, the researchers reduced, displayed, and verified the data.

3. Results and discussion

Opportunities

The pandemic has changed the lecturers' instructional and learners' learning style. They used the technology to join the class without come physically to College. Almost all learners (74%) felt more accessible and flexible to study English everywhere, they got convenience to communicate, chat, send and receive message directly without meet the lecturers in College. Both lecturers and learners can share information and resources each other easily through online platforms (Coman et al., 2020). Nothing physical interaction among of them during the pandemic to prevent the transmission of Covid-19.

Challenges

In nowadays, the pandemic has become challenges for a number of students, staff, and lecturers to handle their college teaching-learning activity. One of the challenges dealing with online delivery. Fujiono et al. (2021) stated that the learners obtained the problems of networks, and limited internet package. In additional issues, they could not hear lecturer's voice when instructional strategy occurred in online class.

Most of the learners wasted time to learn English through online platform when they got trouble with the signal. The data revealed that 28% students always, 35% often, and 20% sometimes, and 17% never got trouble with the signal. In additional matter reported that the college students (25%) a little late, and 37% college students were late to send their task.

Based on the observation, they could not teach and learn English effectively. This issue caused the learners were fairly interested (42%) to study online English, and the learners felt the lack of sociable among of the lecturers-learners in virtual or online class.

The learners also discovered many online alternatives to be more expensive than the traditional teaching-learning in class. They should have the internet package to connect college English teaching-learning process through online application, such as Zoom, WhatsApp Group, Google Classroom, email, and YouTube. Almost all learners (82%) were complaint about financial to buy internet packages.

In another case, Bhagat and Kim (2020) stated that the pandemic has influenced the family financial circumstance which implied on most of learners needed the financial aid. The pandemic also became an extra burden for the universities, as they experienced the budgeted challenges. Eventually, the college should lower the tuition fees for the students in this emergency situation.

According to Dhawan (2020), sometimes the learners feel bored and are not involved in online teaching-learning process. The finding supported this research result that the learners (38%) less motivated to learn English from home, and 21% less motivated to learn English in school.

Solutions

Some issues referred to online education system, and we could not ignore the crisis of online teaching-learning amidst Covid-19 emergency. Thus, the lecturers and learners should cooperate to

overcome the problems either online time management, the internet troubles, financial, learners' enthusiasm, or the strategy of online teaching-learning activity. Communication is also one of the keys to reach online teaching-learning goal amidst Covid-19. The lecturers invited the learners to join online class through various platform, such as WhatsApp group, zoom meeting, google classroom, email. The activity is the solution for lecturers-learners to avoid the covid-19 outbreak. The lecturers also have designed the instructional strategy by implementing games to overcome the learning monotonous in the online English teaching-learning. In line with this, Yani et al. (2021) investigated teachers' problem during the Covid-19 school closure through observation, documentation, and interviews. The result revealed that the teacher faced some problems during the implementation of virtual learning, such as the difficulties in finding learning sources and in evaluating students' work.

In addition, from the data analysis, the data revealed that almost (87%) of the learners felt interactive and energetic to study English through online games. Table 1 describes the summary of the students' responses on the questionnaire. The lecturers have found the greatly interactive, fun, and meaningful online English teaching-learning amidst Covid-19 outbreak. In fact, the online program can be designed in order that they become more creative, interactive, relevant, Student-centered Learning, and group-based learning (Partlow & Gibbs, 2003). In line with this, many studies mention the important of strategy that the teacher should implement in classroom during the online learning (Anjarwati & Sa'adah, 2021; Lailiyah & Setiyaningsih, 2020; Wediyantoro et al. 2020)

Table 1. The Students' Responses on Online Teaching-Learning amidst Covid-19

Questionnaire	Selection			
Are you interested in online learning?	Very interested (25%)	Interested (19%)	Fairly interested (42%)	Not interested (14%)
Do you study online English more accessible and flexible?	More accessible and flexible (50%)	Flexible accessible and (24%)	Fairly accessible and flexible (15%)	Not accessible and flexible (11%)
Do you get trouble with signal when online learning?	Always (28%)	Often (35%)	Sometimes (20%)	Never (17%)
Do you submit task on time?	Very punctual (21%)	On time (17%)	A little late (25%)	Late (37%)
Are you motivated to study English from home?	Very motivated (23%)	Motivated (19%)	Less motivated (38%)	Not motivated (20%)
Are you motivated to learn English in school?	Very motivated (36%)	Motivated (31%)	Less motivated (21%)	Not motivated (12%)
Do you feel interactive and energetic to study English with online games?	Very interactive and energetic (75%)	interactive and energetic (12%)	Less interactive and energetic (8%)	Not interactive and energetic (5%)
Do you ever complaint about financial to buy internet package?	Always (65%)	Often (17%)	Sometimes (10%)	Never (8%)

4. Conclusion

The covid-19 pandemic has created opportunities, challenges, and solutions in online college teaching-learning. The pandemic has effected the learners' learning and lecturers' instruction style. They could be easy to teach and learn everywhere, more accessible and flexible in online class. However, almost all learners felt unsatisfied to study English amidst Covid-19 outbreak. They were enforced to apply technology such as mobile phones, laptop with poor internet connection. In addition, they faced some troubles with the internet connection in online class. It caused some problems, such as they unable to hear the lecturers' voice, they also felt lack of interaction, and they were also late to submit task through their email. The condition caused the learners to become bored, they needed brainstorming in virtual class. Responding to this situation, the lecturers are advised to implement online games to make class more effective, efficient, and interactive.

5. References

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of COVID-19 to Indonesian education and its relation to the philosophy of "merdeka belajar". *Studies in Philosophy of Science and Education*, 1(1), 38-49. <https://doi.org/10.46627/sipose.v1i1.9>
- Adara, R., Puspahaty, N., Nuryadi, N., & Utama, W. (2021). Demotivation factors' differences of high school EFL learners during Covid-19 pandemic: A quantitative study. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 6(2), 176-186. doi: <https://doi.org/10.26905/enjourme.v6i2.6519>
- Anjarwati, R., & Sa'adah, L. (2021). Student learning engagement in the online class. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 6(2), 104-114. doi: <https://doi.org/10.26905/enjourme.v6i2.6128>
- Bhagat, S., & Kim, D. J. (2020). Higher education amidst COVID-19: Challenges and silver lining. *Information Systems Management*, 37(4), 366--371. <https://doi.org/10.1080/10580530.2020.1824040>
- Coman, C., Tiru, L. G., Schmitz, L. M., Stanciu, M., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 1-24. <https://doi.org/10.3390/su122410367>
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>
- Fujiono, Paulina, Hidayati, N., & Khaja, F. N. B. M. (2021). Impact of distance learning through zoom application and WhatsApp group on students' attitude and English aptitude: A case study on students of ICT due to COVID-19 outbreak. *Kontribusi*, 4(2), 455-458. <http://dx.doi.org/10.30587/kontribusi.v4i2.2744>
- Ismail, N. S., Bakar, N. M. A., & Wafa, S. W. W. S. T. (2020). Online learning challenges during pandemic COVID-19 in Malaysian higher learning institution. *Universal Journal of Educational Research*, 8(12), 7151-7159. https://www.hrpub.org/journals/article_info.php?aid=10218
- Lailiyah, M., Setiyaningsih, L., Wediyantoro, P., & Yustisia, K. (2021). Assessing an effective collaboration in higher education: A study of students' experiences and challenges on group collaboration. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 6(2), 152-162. doi: <https://doi.org/10.26905/enjourme.v6i2.6971>

- Lailiyah, M., & Setiyarningsih, L. (2020). Students' perception of online communication language learning through Instagram. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 5(2), 188-195. doi: <https://doi.org/10.26905/enjourme.v5i2.5202>
- Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research: Sixth edition*. SAGE Publications, Inc.
- Nartiningrum, N., & Nugroho, A. (2021). English teachers' perspectives on challenges, suggestions, and materials of online teaching amidst the global pandemic. *Indonesian Journal of English Education*, 8(1), 108-126. <http://journal.uinjkt.ac.id/index.php/ijee>
- Partlow, K. M., & Gibbs, W. J. (2003). Indicators of constructivist principles in internet based courses. *Journal of Computing in Higher Education*, 14(2), 68-97. <https://doi.org/10.1007/BF02940939>
- Simamora, R. M. (2020). The challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, 2(1), 86-103. <https://doi.org/10.46627/silet.v1i2.38>
- Syahputri, V., Rahma, E., Setiyana, R., Diana, S., & Parlindungan, F. (2020). Online learning drawbacks during the Covid-19 pandemic: A psychological perspective. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 5(2), 108-116. doi: <https://doi.org/10.26905/enjourme.v5i2.5005>
- UNICEF. 2020. Children at increased risk of harm online during global COVID-19 pandemic. <https://www.unicef.org/press-releases/children-increased-risk-harm-online-during-global-covid-19-pandemic>
- Wediyantoro, P., Lailiyah, M., & Yustisia, K. (2020). Synchronous discussion in online learning: Investigating students' critical thinking. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 5(2), 196-203. doi: <https://doi.org/10.26905/enjourme.v5i2.5205>
- Yani, M., Yusra, K., & Khotimah, K. (2021). A case study of teachers' efforts towards learning problems in virtual EFL class during Covid-19 school closure. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 6(2), 77-90. doi: <https://doi.org/10.26905/enjourme.v6i2.6463>