

**DIFFICULTIES OF TEACHING ENGLISH DURING COVID-19
OUTBREAK BY USING OFFLINE LEARNING
AT AXELLE ENGLISH COURSE BLORA**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree
of Department English Education School Teacher Training and Education**

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PUBLICATION ARTICLE

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The researcher



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kesulitan mengajar dan metode guru dalam pembelajaran offline saat wabah COVID-19 di Axelle English Course Blora Jawa Tengah. Penelitian ini adalah deskriptif kualitatif. Wawancara digunakan sebagai teknik pengumpulan data untuk menjawab rumusan masalah. Subjek penelitian ini adalah guru Bahasa Inggris di Axelle English Course Blora. Objek penelitian ini adalah transkrip wawancara guru Bahasa Inggris di Axelle English Course Blora. Untuk menganalisis data, peneliti menggunakan sebuah pendekatan deskriptif kualitatif. Hasil temuan menunjukkan bahwa Guru saat ini mengalami kesulitan dalam menerapkan protokol kesehatan, kurangnya motivasi siswa membuat pembelajaran offline pada kursus bahasa Inggris bermasalah, Strategi yang digunakan bervariasi dan diadaptasi dari beberapa metode.

Kata kunci: Kesulitan guru, metode, Pandemi, wabah COVID-19, pembelajaran offline, Axelle English Course

Abstract

This study aims to describe the teaching difficulties and the methods by the teacher in offline learning during the COVID-19 outbreak at Axelle English Course Blora. This research is descriptive qualitative. Interviews are used as data collection techniques to answer the research problem. The subject of this research is the English teacher at Axelle English Course Blora Central Java. The object of this research is the transcript of the interviewed English teacher at Exelle English Course. To analyze the data, the researcher used descriptive qualitative approach. The finding results that teacher currently experiences difficulty in implementing health protocols, the lack of students' motivation makes offline learning at English course is problematic, the strategies used are varied and adapted from several methods.

Keywords: Teachers's difficulties, methods, Pandemic, COVID-19 outbreak, Offline Learning, Axelle English Course

1. INTRODUCTION

Language is the most effective tool for communication people in the world. According to Patel (2008: 31) a language is a crucial tool for communication. Communication is described as transfer knowledge, feeling or idea from one people to another people. It means a group of people uses language to connect, collaborate, identify themselves, communicate and convey ideas and information from one people to another. A language is a vital tool for communicating in society since it helps people to express their feelings, thoughts, and desires. However, as people from various country of different backgrounds and cultures interact and speak with different languages, the problem will appear in the society. Language

is a valuable goal to use as a means to communication information, show their idea, ask information, focus on their experiences, and express their feelings. There are several different types of languages English is one of the most widely spoken languages in the world.

English is an international language that is utilized in a variety of fields, including business, growth, tourism, education, and intergovernmental communication by a large number of countries around the world. English is spoken as a first language, a second language, or a foreign language in the United States. Many people in the world can learn English well because it makes it easier to find work. This is because businesses need employees who are skilled in their fields and can communicate effectively in English. Not only that, Because English is the key to opening the world's international interactions, the demand to study English will continue to expand. Adopted from Mappiasse and Ahmad (2014:1), English has become the world's most widely spoken languages today As a result, everyone's capacity to communicate in English is critical.

Learning and Educating English is difficult to teach and learn English. According Patil (2008), teaching English is more than just passing on information to students. It is instead to enable children to read, talk, and write fluently. Teachers also assist, facilitate, and encourage pupils to have a positive attitude toward English by assisting, facilitating, and encouraging them. Additionally, studying English as a foreign language has become a must. (Alrawashdeh & Al-zayed, 2017). It indicates that learning is a process of comprehending learning and gaining a new activity that occurs as a result of relatively long-term changes and the organism's experiences or behaviors to assist pupils in learning effectively.

The English method is a method or procedure taken to achieve certain goals. Then the technique is related to the two terms, a certain way of solving certain problems found in carrying out the procedure. According to Harmer (2007), the method is the practical result of the discussion. This method includes decisions about the types of activities, students and teacher, several models of organizing the syllabus, the suitable variety of materials. Teaching and learning activities, the method required by the teacher so that its use is what it wants to achieve after until it ends. It means that the method learning is a stage or method used in the interaction between To attain learning objectives that have been defined using the mechanisms and resources of the method learning, the instructor and pupils must work together.

The coming of a pandemic is putting Indonesia and the rest of the world to the test. A pandemic is declared by the World Health Organization (WHO) when a new illness spreads globally beyond its control. According to the KBBI, an outbreak is defined as a contagious disease that spreads across a large geographic area. It occurs when an epidemic spreads to multiple parts of the globe. Disease outbreaks that are classified as pandemics have a continuous and infectious line of infection. As a result, even if cases are found in nations other than the place of origin, it is still considered a pandemic.

In history, most recently there was the COVID-19 pandemic. This flu-like pandemic was declared by WHO on December 2019. COVID-19 began as an outbreak in Wuhan and quickly spread over the world, becoming a pandemic in a couple of months. According to Stefan (2020:2), as the coronavirus COVID-19 pandemic, a sickness caused by the SARS-CoV-2 virus continues to spread, the cytology laboratory must prepare to provide the best possible service to patients while also safeguarding its technicians, technologists, trainees, and pathology.

The Covid-19 pandemic has wreaked havoc on a variety of businesses, including education. The influence is felt in the field of education as well. Educators must be certain the teaching and learning programs are maintained. According to Chen (2007), teachers should always be on the lookout for effective solutions to help them overcome the problems of teaching English as a second language. They face several challenges and frequently have questions regarding the best ways to teach.

In response to the pandemic era's teaching and learning proces, social distance is an important part. Therefore, the government provides regulations for students are forbidden to come to school to join the activities, but distance-learning or they had to study at home using e-learning. Thus, students need a companion for learning, especially English lessons. Therefore, parents choose to provide education in English courses. Use this topic because this topic is still new and not many have used this topic for research, and research on this topic during the COVID-19 pandemic, students and teachers had Difficulties by using offline learning.

2. METHOD

This study focuses on describe the teaching difficulties and the methods used by the teacher in teaching English during COVID-19 outbreak by using offline learning at Axelle English Course Blora. Researcher need to get data from English teacher at Axelle English Course

who teach English by using offline learning during COVID-19 outbreak. This study used descriptive qualitative research. According to Lofland as quoted by Moleong (2014: 112) the sources of data in qualitative research are documents or others, for the additional data can be words and events. Researcher want to know teachers' difficulties in teaching English. This study tries to analyze the interview transcripts and then the researcher describes the conclusions of the data analysis to carry out this type of research.

3. RESULTS AND DISCUSSION

3.1 Teacher Currently Experiences Difficulty in Implementing Health Protocols

From the existing data, Learning English offline during the Covid-19 pandemic is teacher currently experiences difficulty in implementing health protocols. According to Morens (2020) After severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome, Coronavirus Disease 2019 (COVID-19) is the third coronavirus illness to be discovered in Asia in the last two decades (MERS). The Covid-19 caused difficulty in implementing teaching and learning activities during the pandemic.

During the analysis, the teacher's difficulty in implementing health protocols in teaching-learning during COVID-19 are: students are less able to apply social distancing, the teacher are still having trouble persuading students to wear masks in a class all the time, Teachers and students cannot be free because they are vulnerable to the spread of covid19, the teacher difficulty to manage students to wash their hands with soap, the teacher more difficult to manage the time.

3.2 The Lack of Students' Motivation Makes Offline Learning at English Course Is Problematic

From the existing data, students are usually in a pleasant mood to study, but they are also frequently slow. Motivation is the key in the teaching and learning process. At the English Course, offline learning is particularly important. Students frequently believe that English is the most difficult of all subjects (Pande, 2013:416). Students' motivation and attitude toward learning the English language might be affected by psychological difficulties. The difficulty to motivate students toward English learning is a challenging factor for the teacher. For example, when there is a lack of student motivation such as not being ready to bring tools and equipment, not bringing a dictionary, forgetting to bring a book and the process of teaching and learning is hampered due to a lack of motivation.

3.3 The Strategies Used Are Varied and Adapted from Several Methods

Based on the findings of the study, the researcher finds that the teacher uses ALM, GTM, and CLT to teach English. ALM is a foreign language teaching method that focuses on audio-lingual abilities rather than reading and writing and is characterized by prolonged pattern rehearsal. GTM is a method of teaching a foreign or second language in which the primary teaching and learning tasks are translation and grammar. There are two versions of Communicative Language Teaching: one based on linguistics and the other based on psychological or pedagogical principles. Communicative Language Teaching is a variation of the Audio Lingual Method within the linguistic approach.

4. CLOSING

The researcher draws some conclusions based on the analysis and research findings from the previous chapters. The difficulties of teaching English during COVID-19 outbreak by using offline learning at Axelle English Course are the first, Teacher currently experiences difficulty in implementing health protocols, such as students are less able to apply social distancing, the teachers are still having trouble persuading students to wear masks in a class all the time, Teachers and students cannot be free because they are vulnerable to the spread of covid19, the teacher difficulty to manage students to wash their hands with soap, the teacher difficult to manage the time. The second, the lack of students' motivation makes offline learning at English course is problematic. The researcher also presents the methods used by the teacher in teaching English during covid-19 outbreak by using offline learning at Axelle English Course Blora are Grammar Translation Method, Audio Lingual Method and Communicative Language Teaching Method.

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