TEACHING DURING THE PANDEMIC COVID-19; ENGLISH SKILLS AFFECTED ON JUNIOR HIGH SCHOOL STUDENTS IN KOTO TANGAH DISTRICT PADANG

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Abstract
The covid-19 pandemic for 2 years had caused educational life at the Junior High School level to switch the process from face-to-face to online learning. English was difficult, this learning system brought difficulties and challenges for Junior High School students. Apart from this, JHS students were beginner learners because, at the Elementary School level, they did not study it. Therefore, this research was conducted to provide an overview of how far the impact of online learning on students' English skills including speaking, listening, reading, and writing skills, and which skill mostly got impacted. By knowing the impact, appropriate teaching methods and techniques would be obtained in teaching English subjects, especially in teaching students who had studied with an online system for 2 years. This study used a qualitative method with a descriptive approach. Furthermore, this study showed that in general online learning harmed students' English skills. In particular, speaking and listening skills were negatively affected by the application of online learning that they had been living so far. This was indicated by the average value of students was 50. Meanwhile, reading and writing skills had a positive impact on students' English skills because online learning used the *Geschool* application reading skills were more taught. This learning also made students do writing activities such as writing material from learning videos. Besides, in the observation activities, students were better able to participate in reading and writing lessons.

Keywords: ability, Covid-19, impact, online learning

Introduction

The emersion of the Covid-19 virus has become a global pandemic and affected considerably all aspects of human life from the simplest to the most complex ones such as society, economy, and education. In the educational field, ranging from basic education to higher education, face-to-face class changes to online classes due to the limitation of people interaction (Yunitasari & Hanifah, 2020). Those aspects are affected by the limitation in the learning process causing the existence of this global pandemic result to become a global problem. Therefore, the role of engagement in e-learning is important for effective learning (Zuhir et al., 2021). This situation has been happening during the pandemic from the beginning

of 2020 up until 2022 which carried out some impacts on the teaching and learning process, teachers, and students as well. The students are firstly taught by a face-to-face system for their entire school year, and they should be changed to a virtual class that is not familiar and not accustomed to encountering. As Morisan in 2012 states students study through direct interaction (Morissan, 2012).

Furthermore, Rahmawaty states in Hariyanti (2020) that Covid-19 affected the educational sector(Hariyanti et al., n.d.). In that domain, the online teaching and learning process is carried out without any direct interaction between teachers and students which was different from the conventional way which has never been done. This has a different impact on students' English skills. For Junior High School students in Padang, where they have not been taught English subjects at the Elementary School level, it becomes difficult for them because English is a difficult and new subject to learn, so learning English for Junior High School students becomes more complicated. In achieving high quality education, a good learning process is needed so that English language skills can be obtained by students maximally. Interactive and communicative learning plays a significant role so that students can understand every skill in English. This situation does change for them and may cause particular consequences as the result of the sudden reverse process that they go through.

Having said that, school students in Padang learn English starting from the first graduate of Junior High School. There are two types of schools in Padang concerning the regulations. They are governmental and nongovernmental schools. The school which is a non-under-governmental school still has English as one of its compulsory subjects. The students are still learning English from grade one or three as before entering the first grade of Junior high School, they have never studied English. These students are called new English learners. On the other hand, online teaching provides a challenge for educators and students (Salsabila et al., 2020). Therefore it is one of the student's obstacles. The obstacles are getting worse due to the immersion of Covid-19 makes them should study from home. Therefore, this condition brings a significant problem to their understanding of the subject and so their English ability since they just learn English.

Furthermore, the situation of teaching and learning has to be seen as the effects affected the students, especially their skills. Based on the regulation that has been made by the Subject Teacher Consultant (MGMP, 2020.), states that teaching and learning outcomes that the students should acquire i.e speaking, listening, reading, and writing. Then, by knowing the effects of online teaching on the students' skills they will be known the condition of the students, the atmosphere, and action to be taken in future teaching and learning should be done in the first place due to minimalize the bad side of online teaching that the students have received during the time of the pandemic. It is hoped that in the endemic time, or when the face-to-face class starts again this research can be the guide in what aspects the teacher should focus their teaching due to the long-term online teaching.

Moreover, this condition which has happened for two years has made several consequences due to the sudden change in the learning atmosphere. Online teaching itself is done through application by using a technological device that allows the teacher to do the teaching and learning process. All the students' activities are done through the use of face-to-face meetings. Therefore, by knowing the impact of online teaching, it can uncover how far online teaching affects the students' English

ability, especially in Junior High Schools in Padang with all that said conditions. However, this online teaching cannot be avoided (Baety & Munandar, 2021), therefore, research on this subject area brings a particular impact on teaching and learning especially in post-pandemic teaching.

The next point is that it is beneficial as guidance for further teaching or face-to-face teaching unless the time for the Covid-19 virus reaches its end. In the endemic time, the learning goes on to continue the online teaching thus, like it or not the condition of two years of online teaching need to be carried out as they are the same students. In this case methods, techniques, and even approaches to learning can be arranged by taking into account the circumstances of students affected by online learning. Brown states that the interaction between your approach and your classroom practice is the key to dynamic teaching (Brown, 2000). It clearly states that even the approach is the key to successful teaching as well as the method and technique. Hence, this helps teachers and readers separate enlightenment for students to deal with learning online that they have received so far.

Moreover, in this area, this study is also to know the effects of online teaching on students' English skills. The English skills that must be mastered by students include the ability to speak, listen, write and read students are expected to remain the same even though the way of learning they receive is different. So, by knowing the impact, it will be able to know which English skills are badly affected or even vice versa. Therefore, it can be transformed into a resource on the different impacts on students' skills as Purwasih in Prasetyo states that the only learning option (Covid- & Covid-, 2021). Not surprisingly, knowing the impact is important for English skills to be understood as the guideline for teachers on which skills are attended more in offline teaching in the future.

Definition of Impact

The meaning of impact according to the Oxford Dictionary, the word impact means the powerful effect of something, for example in the sentence environment impact of tourism. In Indonesian it means the strong influence of something on something else, for example in the sentence is; environmental impact on tourism. From the meaning of this word, it can be seen that impact is a strong influence on something (Hornby, 2003). In addition, in the Indonesian-English dictionary, the word impact is translated with the word impact which in the sentence as an example has an impact on the environment or has an impact on the environment (Echols, n.d.). From these two literal meanings of the word impact or impact, it can be concluded that impact means something that influences something else. Impact in this case can be interpreted as something that influences so that something else becomes changed from its previous form.

Furthermore, the meaning of impact is it is the outcome of something. That something can be anything that is affected by something else. The impact is not a simple thing seen from this understanding, because he will produce something and change something. If something is at one point, then if it is affected, it can be at another point. When associated with learning, the impact will produce something different, perhaps from the expected goals and competencies. With the Covid-19 pandemic that has occurred in the last few years, learning at one point will move to

another issue due to changes in the learning process. Education and learning are affected by system changes due to the pandemic that is spreading

From the understanding of impact above, it can be concluded that impact means an effect or influence of something else. These two or more things have a reciprocal relationship and influence and affect each other. Furthermore, concerning learning English, this influence is also felt in learning. Associated with the pandemic period that occurred in the last few years, this situation had an impact on the learning that took place during that year. Therefore, it is necessary to know the impact of learning English in the last few years so that it is known how learning has an impact on the subject being studied in this case the students' ability.

Types of Impact
Positive and Negative Impacts

According to Daniel Gusti (2020) (Gusti, 2020), a positive impact is a change that occurs in a positive or good position from an action, while a negative impact means the effect that results from an action, this influence leads to negative conditions or can be called a detrimental effect or worsens the situation. From these two types of impacts, it can be seen that the impact is not only one-way but two-way, namely positive and negative. Therefore, the impact has two branches, not only good but also bad. By examining the impact, an action's consequences can be seen.

From the above understanding related to English language education, this domain is also affected due to the change in the education system so far which was initially carried out face-to-face to become a network where teachers and students do not meet face-to-face. This activity will also have a positive and negative impact on the subjects studied, results, competencies, and learning objectives. The positive impact can be felt by students from this online learning, and vice versa the negative impact can also be felt by students. Therefore, this positive and negative impact on learning needs to be known so that it can be seen whether online learning has a positive or negative impact.

Furthermore, from previous research that investigated the impact of online learning on learning, there are two types, namely positive and negative impacts (Mastuti, 2020). Negative impacts such as learning achievement gaps and psychological pressure are the negative impacts of learning in this network. However, the positive impacts obtained from this type of learning are such as monitoring by parents to be more leverage and additional insight into the field of technology. In more detail, in learning English, the resulting positive and negative impacts are on the 4 skills that must be mastered by students. Of the two impacts, it could be that one skill is not negatively affected while the other skill is affected, or vice versa, one skill becomes more improved because online learning makes this skill learning run well.

Online Teaching and Learning
Understanding, History, and Basic Principles of Online Learning

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Furthermore, Ali Maksum (2020) explained that learning in the network is electronic-based learning that utilizes a smartphone and computer

network which was developed in the form of a web which was later expanded to a computer network, namely the internet(Ali & Maksum, 2020). From this understanding, it can be seen that online learning is a learning system that is accommodated by a set of technological tools developed using hardware in the form of smartphones, laptops, or computers. These tools then make it easy for teachers and students to interact without meeting face to face. This is a trick for students, who previously only do conventional or face-to-face learning processes, and lectures that affect student boredom so that learning absorption is reduced (Yuliani, 2020). This is a major challenge in carrying out learning in the conditions of the Covid-19 pandemic.

Regarding the following issues stated above, some researchers also conduct research on the issue of online teaching and learning. On the other hand, some limited researches and articles discuss the impact of online teaching and learning regarding the problem of the impact to uncover the impact of online learning on the student's English ability, it is necessary to research the field area. Previous research (Erina, 2021), found that online learning has an impact on students' interest in learning. Another study (Wijoyo, 2021) said that online learning had an impact on student learning outcomes.

However, there are still few studies that address the impact of online learning on students' English skills. Therefore, this study will be able to determine the impact of online learning on students' English skills so that the methods and learning media used by teachers can be designed. It is hoped that teachers can design more effective teaching methods and media to provide English language learning to students because they already know the impact of online learning which has been implemented during the pandemic, both in speaking, listening, writing, and listening, because it has the impact that has been felt by students so far.

To sum up, the impact has two types i.e positive and negative impacts, in which this research assesses this area in terms of this impact. Impact simply means influence or effect (Nandasari, 2020). In terms of the positive and negative impacts of online teaching and learning, this term means the violation or collision of online teaching and learning towards the students' English skills. Otherwise, the positive impact means the effect in a good way of online teaching and learning on the student's English skills. Research conducted by Ashkur in 2021, results that the impact of the Covid-19 pandemic is the most negative impact on all sectors such as the economy, society, and education (Asykur, 2021). And so, the impact of online teaching and learning is seen based on its effect on the student's skills.

Method

This research was done with a quantitative approach and in a descriptive way. The researcher was seeking the answers to the research questions by using an instrument; observation, interview, and document analysis. By analyzing the result of those instruments, the result showed the effects of online teaching on the student's English skills. The population of this study was States Junior High School in the district of Koto Tengah, Padang. There were 8 States Junior High Schools in this district. Furthermore, in sampling, the data collection technique utilized cluster random sampling by taking 3 States' Junior High Schools in the Koto Tangah district representing all of the population. Therefore, the sample of this study was taken from 3 geographically located in the front, in the middle, and behind. The

school located at the sub-district gate was SJHS 43 Padang, in the middle was SJHS 16 Padang, and behind was SJHS 26 Padang.

Moreover, the target of this research was the English teacher who teaches in the three schools. The results of this study were expected to be an illustration and guide in teaching their students, especially students who learn with the online system. By knowing the impact of online teaching and learning, teachers would have an idea of the condition of their students when students have learned English.

In this section, you need to mention the source of data and their context. You also need to mention the process of analyzing the data. Please provide concise but sufficient details about the method.

Findings and Discussion

In this study, three instruments were used, namely interviews, observation, and document analysis. From the research conducted and the data obtained, the following findings were found:

Interview

The first instrument of this research is the interview. Interviews were conducted with 6 English teachers from 3 schools as samples of this study. 16 questions were asked to the teacher to find out the impact of online learning on students' English skills. The results of these interviews can be seen in the table below:

Table 1. Affected English Skills

Affected English Abilities	Percentage (%)
Online learning has a negative impact on students' speaking ability	83%
Online learning has a negative impact on students' listening skills	83%
Online learning has a positive impact on students' reading ability	66%
Online learning has a positive impact on students' writing skills	16%

Table 2. Factors Affected English Skills

Factors Affected English Skills	Percentage (%)
Inadequate learning facilities and infrastructure in the network	66%
Less effective online learning	83%
Online learning has significant obstacles	83%
Online learning has many obstacles	66%
Off-line learning is irreplaceable	99%

Table 3. Factors Related to Students

Factors Related to Students	Percentage (%)
Students are less active and disciplined in participating in online learning	66%
Low student motivation in participating in the online learning process	83%
Online learning has a negative impact on students' abilities	99%
Online learning makes students technology literate	83%
Online learning has a positive impact on students' English skills	16%
Learning English has a negative impact on students' English skills	83%

From the table above, it can be seen that the impact of online learning hurts students' English skills. The percentage of the struggles in the teaching and learning process, such as the inadequate learning facilities and infrastructure in the network, less effective online learning, and online learning has significant obstacles. This result shows that the process of running online teaching and learning was full of difficulties and challenges. Concerning the ability of the students and the motivation, it has a high percentage as well showing that online teaching and learning brought a negative impact. On the other hand, online teaching and learning had a positive impact on the students' ability in using the tool of technology. It was known that the students were able to surf English material on the internet freely, and/or find difficult words through the digital dictionary.

Moreover, to the findings, the impact of online teaching and learning on the student's English ability i.e. speaking, listening, reading, and the writing indicates differently. Speaking and listening skills are more likely affected negatively by online teaching and learning. It is 83% of percentage interviewees stated that online teaching and learning towards speaking and listening skills. This is because of the limitation of infrastructure in teaching both skills. The use of technological devices allowed them to copy and paste the audio their friend made and then submitted it as their task. Additionally, the listening skill at the Junior High School level would not be examined in the School Final Exam. Therefore, this skill was not getting further attention in the process of online teaching and learning.

On the other hand, reading and writing skills had different results from the above skills. During the pandemic, the teaching and learning process used an application called *Geschool* which mostly contained reading materials. In every English class, the teacher used that application and gave the score based on the student's assignments that were collected through *Geschool*. Because the *Geschool* application was mostly used during online teaching, that is why reading got more attended and learned during the pandemic. Additionally, the use of technology made the students the students used technological devices such as English material in Google or a digital dictionary, which had a close relation to the students reading skills. In other words, the online class has brought a positive impact on the students' reading skills due to the use of the *Geschool* application and technological devices.

The last skill is writing which 16% of the interviewee said online teaching and learning. The material teacher provided the students with videos or materials to be written by the students. There were asked to take notes or write the materials to follow the class and fulfill the assignment. This made them write more whether it is the materials or assignments from the teacher. This skill also has a close relation to reading skills. Meanwhile, reading skill through, writing skill was also carried along with the teaching and learning process of reading skill.

Observation

The second instrument of this research is observation. Observations were made by looking at English learning in the classroom where these students were class IX students of SJHS where they had studied with the online system from class VII to class VIII even though from class VII, they studied with an outside network system but it did not last long and then returned. From the observations made, the following results were obtained:
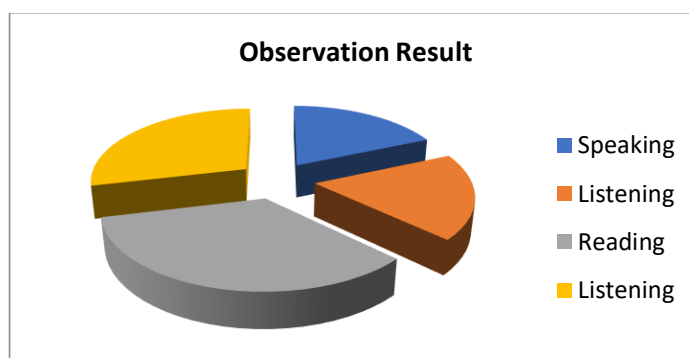
Figure 1. Result of observation

This graphic shows that the reading activity was more obtained by the students. It is more learned and so during the pandemic, this skill was not left behind. The skill was because the ability to read is close to the ability to write, therefore, the ability to write has almost the same level as students. The use of *Geschool* applications, learning videos, or zoom and WhatsApp applications that are used mostly involves learning this ability because learning mostly uses the *Geschool* application where the use of this application gets the largest portion compared to other applications.

However, different from the other two abilities, namely the ability to speak and the ability to listen, the average value of the observation results differently based on the skills in which the range is from 1 to 5. this is because online learning mostly uses the *Geschool* application which focuses more on learning to read and write, during which learning speaking becomes neglected plus the lack of adequate facilities and infrastructure for learning to speak in the implementation of learning in the network. Furthermore, listening skills are not focused on learning because junior high school students are not tested for listening skills during the final exam.

Dokumen Analysis

The last instrument of this research is document analysis. The analysis of this document complement 2 instruments comprises to provide supporting data and illustrate how online learning has an impact on students' English skills in this case the value they get. From the research results, the average score of students' English in online learning is as follows:

$$\bar{x} = \frac{\sum xi}{n}$$

The total sample of this research is 3 schools, in each of which the score is taken from 2 teachers in each school. there are 6 classes from each of these teachers, where the value is the value of students' English subjects during online learning. the value includes the value of assignments, daily tests, midterm exams, and end-of-semester exams. As for this instrument, the data gotten from the field is as the mean score is 50. This score is considered to be low and under the minimum criteria which means during the pandemic, the teaching and learning process does not reach the minimum criteria and maximum output.

Conclusion

Apart from all of the above, online or offline learning is a human effort to continue to carry out education as a conscious effort. As it is stated in the National Education System Law (Depdiknas, 2003), education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society.

It means that whether the teaching and learning process is done online or face-to-face system, those are all the efforts human beings could make to keep education going. The pandemic of Covid-19 was unavoidable, it was a time of sickness where human safety was threatened and the only way was through online teaching and learning. This raises the question, of whether in the post-pandemic era, the negative effect of online teaching and learning be neglected. Or there ought to be actions taken in the first place to eliminate the bad effects. The answer should be yes and it has to be done in the educational field.

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