AN INTERVIEW STUDY WITH ENGLISH COURSE TEACHERS ON TEACHING WRITING SKILLS THROUGH GOOGLE MEETS DURING THE COVID-19 PANDEMIC

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Abstract

This study intends to portray teachers' encounters utilizing Google Meets to show composing abilities during the Coronavirus flare-up at Zain Academy. The objectives of this study are to provide specific evidence of the following: (1) the difficulties teachers at Zain Academy face when using Google Meets to assist students in learning writing skills online; and (2) the teachers at Zain Academy's ability to utilize the technology that is made available via the internet. A semi-structured interview with a teacher at Zain Academy English Course Institution in Probolinggo Regency, Indonesia, is used in this qualitative study. Through the use of semi-structured interview questions and qualitative research methodology, this study specifically examined the availability of internet technology for teachers at Zain Academy as well as the challenges teachers face when teaching writing skills online using Google Meets. According to the findings of this study, teachers at Zain Academy have unreliable and limited access to internet technology, which makes it challenging to learn online, particularly when using Google Meets to learn writing skills during the COVID-19 pandemic. Some of the factors that are contributing to this issue include insufficient internet access capacity and speed, frequent power outages, and disruptions and instability in the internet network. Additionally, there is no software or computer program that can be used to support online learning, and teachers at Zain Academy are unable to use apps or virtual devices that can be used when teaching online, particularly writing skills.

Keywords:, Teaching Writing Skills, Google Meets, Covid-19

INTRODUCTION

The COVID-19 widespread is causing instructive disturbances around the world, and instructive educate have utilized different sorts of online separate learning to fill the void. In later times, the widespread has essentially affected instruction. The Joined together Countries Instructive, Logical, and Social Organization (UNESCO) detailed in Walk 2020 that enormous school closures had influenced 87% of the world's students— more than 1.5 billion understudies in 165 nations. Since of these widespread, numerous teachers have been constrained to educate online classes, requiring openings to reshape instruction, instructor instruction, and instructive educate. Remove learning counsel distributed taking after the spread of the coronavirus will help instructors in utilizing this learning approach to play down the effect of school closures on scholastic advance. Remove instruction addresses geographic separate and other.

Given the broad considers of teachers' instructing sanctioning amid the widespread, shockingly, Indonesian teachers' educating encounters with innovation amid the COVID-19 widespread have not been broadly considered, especially within the northern range of Indonesia. On the other hand, Watson, J. (2008) expressed that the separate learning gives a great learning opportunity because it permits adaptability in learning strategies and materials,

plans, and physical areas. Like all learning models, Ferri, F., Grifoni, P., & Guzzo, T. (2020) included that the separate learning has a few challenges and issues such as need of coordinate direction, need of interaction with instructors and peers, and accessibility of a dependable web association. In this way, in this paper, we examine teachers' encounters of instructing with innovation within the auxiliary tutoring segment amid the COVID-19 widespread. In expansion, this investigate contributes to the field of instruction through educating involvement picked up from experienced educator (Mukarromah, M., & Suryanto, B. T., 2021).

The worldwide COVID-19 widespread has spread around the world, influencing numerous angles of life, especially the instructive framework (Tarkar, P., 2020). Instructors are required to plan for instruction necessities, choices, choices, and adjustments to meet understudy desires, educator instruction prerequisites, and the conditions beneath which colleges and schools work (Carrillo, C., & Flores, M. A., 2020). Since of the COVID-19 widespread, numerous teachers have been constrained to educate online classes, requiring openings to reshape instruction, educator instruction, and instructive educate (Mishra, L., Gupta, T., & Shree, A., 2020). As a result, the face-to-face educating and learning prepare must be adjusted to oblige the e-learning environment. In hone, e-teaching and learning exercises are conducted for all intents and purposes through Google Classes, WhatsApp bunches, the Moodle stage, Zoom gatherings, and Google Assembly (Khlaif, Z. N., 2021).. As a result, all schools and colleges in Indonesia are (Churiyah, M., 2020).

Since the brief move period from customary instructing to separate educating, there's an critical require for instructor professionalization in terms of digitalization (Van der Spoel, I., 2020). Be that as it may, innovation adjustment has gotten to be a objective for universal instructive educate. Instructors are by and large ill-equipped to consolidate advanced instructing procedures into their educational module, and their support framework isn't however completely prepared. Teachers are burdened since they don't continuously have the social-emotional aptitudes to bargain with such circumstances.

in addition to the teacher inexperience in implementing online learning during such a brief transition period. A teacher's professional standing must be maintained. The most important factor in teacher professionalization when it comes to incorporating technology is the teacher's perception of technology. Blignaut et al. claim that (2010), teachers must adopt an attitude of lifelong learning in order to fully engage with information and communication technology-rich education. In general, adopting technology requires an open mind. This attitude can be mapped using the technology acceptance model (TAM) developed by Venkatesh and Davis in 2000.Two beliefs are addressed by this model: The application appears to be useful and simple to use. This model can anticipate educator perspectives or conduct while carrying out new innovations. A theoretical framework for the link between attitude, intention, and behaviour is developed using TAM. Hat has experimental sponsorship because of its dependability and cost viability in foreseeing mechanical acknowledgment and reception. The ability of a person to perform a particular behaviour is determined by their behavioural intention to perform that behaviour, according to TAM. A person's or an organization's likelihood of adopting new technology can be predicted using TAM. The theory of reasoned action, on which this model is based, states that one's purpose dictates one's behaviour, attitudes about the move, and societal pressure to act. TAM demonstrates that a model can be applied to the initial use of a technology to predict future usage.

This inquires about investigates teachers' encounters in teaching writing skills with technology amid the COVID-19 widespread. In specific, the reason of this inquire about is partitioned into two focuses, specifically; (1) the availability of technology internet access at Zain Academy, and (2) teachers' difficulties in teaching writing via online.

The teacher's experience teaching writing skills using Google Meets during the COVID-19 outbreak is the subject of this study's investigation. Consequently, the following are the specific issues that will be investigated in this study:

(1) How readily accessible is internet technology that teachers at Zain Academy can access?

(2) How difficult is it for teachers to teach writing skills online using Google Meets Media?

This study aims to describe teachers' experiences using Google Meets to teach writing skills during the COVID-19 outbreak at Zain Academy. This study aims to demonstrate, in detail:(1) The teachers at Zain Academy are able to use the internet technology that is available. (2) The challenges that teachers face when using Google Meets to help students learn writing skills online.

METHOD

This qualitative study employs a semi-structured interview with a teacher at Zain Academy English Course Institution in Probolinggo Regency, Indonesia. This study specifically investigated both the difficulties teachers face when teaching writing skills online through Google Meets and the availability of internet technology for teachers at Zain Academy through the use of semi-structured interview questions and qualitative research methodology.

From March 15 to August 15, 2022, this study was conducted. This study was conducted at Zain Academy, an English language school in Indonesia's Sidorejo Village, Kotaanyar District, Probolinggo Regency. Interviews with a teacher at Zain Academy who is also the school's owner and manager provided the research data.

In order to respond to the research questions, the interview method was selected as the design. Face-to-face interviews were conducted. The informant was first asked about his willingness to take part in the study and given an explanation of the research's goals. An interview about his experiences teaching with technology during the COVID-19 pandemic was conducted after the interviewee gave his consent. The interview was recorded with a smartphone and lasted about 10 to 15 minutes. Interview information were gathered and replicated into documents for simple distinguishing proof and order.

This study's data processing involved classifying or grouping data according to the study's focus, which was the availability of internet technology for teachers at Zain Academy and the challenges teachers face when teaching writing skills online through Google Meets. The interview data were arranged by the researcher in accordance with the research's context and focus. This was done to direct and make the data useful as a basis for making inferences and getting rid of irrelevant data. After that, data analysis continues indefinitely until it is finished and the data are saturated. Relevant theories are linked to data that is thought to be important and relevant to the research topic.

FINDINGS AND DISCUSSION

Findings

The Availability of Access to Internet technology at Zain Academy

The interviewee disclosed the following regarding the availability of internet technology that teachers at Zain Academy can access:

"The teachers at Zain Academy have very limited access to internet technology, despite the fact that we absolutely require it in order to enhance learning and expand our reach. Lastly, we continue to encounter obstacles such as:

1. Being unable to offer online classes to students who would like to study with us remotely or online.
2. When taking online classes, power outages or problems with the internet network can suddenly stop or start the class.
3. We need to get in touch with a parallel Wi-Fi center to boost the power of the internet in order to make the online class run smoothly while students are learning."

Teachers' Difficulties in Teaching Writing Skills Online

The following statements were made by the interviewees regarding the difficulties teachers face when teaching online writing skills through Google Meets:

"We also encounter difficulties in maximizing online learning due to the instability of internet access. It won't be ideal, especially if you need to teach writing skills. Additionally, Zain Academy does not yet have suitable software that is capable of assisting with online education. Also, the issue is that we haven't yet figured out how to use some kind of virtual device or application that can be used to teach writing skills online."

Discussion

The Availability of Access to Internet technology At Home

Teachers at Zain Academy have access to the internet via a network. Several Wi-Fi-enabled devices used by teachers at Zain Academy can be connected to this internet network for access. However, Zain Academy's internet network access is still limited in both capacity and speed, and it is frequently unstable. This can hinder the teaching and learning process, particularly when online classes use video conference software like Google Meets. As a result, Zain Academy course institutions continue to struggle to open online or remote classes.

According to the explanation of the interview results, Zain Academy has access to the internet. However, Zain Academy's online learning process can be hindered by the unstable capacity and speed of the existing internet network, particularly if the teaching and learning process is carried out through video conferencing platforms like Google Meets. Similarly, the internet network at Zain Academy is not always stable due to its remote location. Rahayu's (2022) assertion that teachers in urban areas typically have access to reliable internet, whereas teachers in rural areas typically do not, is supported by this fact. There are still hardships with web availability, particularly where the web network is inconvenient because of area and web information (Aliyyah, 2020).

The Teacher's Difficulties in Teaching Writing Online

According to the interview results, teachers also struggle to get the most out of online learning due to inconsistent internet access. Due to limitations in internet connectivity, online learning is very unsatisfactory (Rahayu, 2022). It is regarded as subpar and extremely challenging, especially in situations where teachers are required to teach writing skills.

Additionally, there is no software at Zain Academy English course institution that can assist students in learning, particularly writing skills. Instructors expressed that they don't have the foggiest idea and expert the utilization of virtual applications or gadgets, which can be utilized for internet learning, particularly while showing composing abilities on the web. Therefore, teachers must gradually adapt to the use of technology in order to achieve the established learning objectives (Pondee, 2021). Teachers are also expected to learn and use software or applications they have never used before in order to cultivate an attitude of use that will eventually lead to an increased intention to use it in the classroom (Ahadi, 2021).

CONCLUSION

Based on the results and discussion above, it can be concluded that teachers at Zain Academy have limited and unstable access to internet technology, making online learning difficult, particularly when using Google Meets to learn writing skills during the COVID-19 pandemic. Inadequate internet access capacity and speed, frequent power outages, and disruptions and instability in the internet network are among the factors that contribute to these issues. Additionally, teachers at Zain Academy are unable to use applications or virtual devices that can be used when teaching online, particularly when teaching writing skills, and there is no computer software or program that can be used to support online learning. Based on the findings of this study, it is hoped that it will be able to explain the effects that the COVID-19 pandemic can have on teacher competence in the digital age. This is especially true when it comes to teaching writing skills, which are crucial for those who want to learn and master written English.

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