

**EFL TEACHERS' EXPERIENCE IN ONLINE TEACHING
DURING PANDEMIC COVID-19:
A STUDY AT SENIOR HIGH SCHOOLS IN MANOKWARI, WEST PAPUA**



**Sukristiningsih, S.Pd., M.Ed.Studies TESOL
NIP. 197203302001122003**

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Nama peneliti : Sukristiningsih, S.Pd., M.Ed.Studies TESOL

NIP : 197203302001122003

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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Mengetahui

Dekan FKIP



Prof. Dr. Ir. Benedictus Tanujaya, M.Si.

NIP. 196803091993031005

Ketua Program Studi Pendidikan
Bahasa Inggris,

Hengki Mofu, S.Pd., M.A.

NIP. 197209042005011004

ABSTRACT

EFL Teachers' Experience in Online Teaching During Pandemic Covid-19; A Study at Senior High Schools in Manokwari, West Papua

Sukristiningsih, S.Pd., M.Ed.Studies TESOL
English Education Department
Faculty of Teacher Training and Education. University of Papua
e-mail: ukky20042000@yahoo.co.uk

Since the pandemic Covid-19 have strike the world including Indonesia, most of life activities were shifting into online mode. The Indonesian Ministry of Education released an instruction to work from home. Consequently, all levels of educational institutions from Kindergarten to Higher Education from all over Indonesia must accomplish the instruction. To maintain this, online learning is the best solution to carry out the education during Covid 19. Thus, this study was conducted. This descriptive qualitative research was employed to interview and find out teachers' experience in teaching online. The context of this study is based on Manokwari context, West Papua Province. This study revealed that conducting online teaching during Covid 19 is still facing difficulties in Manokwari, so that majority of the schools choose to run offline classes by setting up schedule due to crowd limitation. The online teaching so far gave teachers both benefit and disadvantage in online base teaching. Teachers get new experience in teaching online and dealing with tools, application, and internet. However, they also have limitation in checking up students' understanding, difficulties in controlling the class during the teaching learning time, students' problems, the unstable internet access, etc. By looking at the Manokwari context from students' side, parents' side, and the supporting situation in this city, the majority teachers were chosen not to continue the offline teaching.

Keywords: *teachers' experience and online teaching.*

ABSTRAK

Sejak pandemic Covid-19 menyerang dunia termasuk Indonesia, ada banyak hal berubah didalam tatanan kehidupan yaitu beralihnya semua kegiatan menjadi online base. Menteri Pendidikan Indonesia kemudian mengeluarkan surat edaran untuk bekerja dari rumah. Oleh karenanya, semua level Pendidikan mulai dari Taman Kanak-kanak sampai dengan Perguruan Tinggi di Indonesia harus mematuhi apa yang sudah ditetapkan tersebut. Karena memang untuk kondisi saat ini, proses belajar mengajar sebaiknya dilaksanakan melalui daring. Oleh sebab itu, studi ini dilakukan. Penelitian descriptive qualitative ini dilaksanakan melalui interview dalam pengambilan datanya dan untuk mengetahui pengalaman para guru dalam melaksanakan pengajaran secara daring. Penelitian ini mengambil tempat di Kota Manokwari, Provinsi Papua Barat. Hasil dari data yang dikumpulkan menunjukkan bahwa untuk melaksanakan pengajaran secara daring selama Covid-19 masih mengalami kendala di Manokwari, sehingga banyak sekolah-sekolah memilih tetap melaksanakan pengajaran tatap muka dengan membuat jadwal agar jumlah siswa dapat di batasi untuk datang ke sekolah. Menurut para guru yang melaksanakan pengajaran secara daring, mereka mendapatkan keuntungan juga kerugiannya. Guru mendapatkan pengalaman baru dalam mengajar daring terutama dengan penggunaan perangkat, aplikasi, dan internet. Tetapi para guru tidak dapat benar-benar mengetahui sejauh mana para murid memahami pelajaran yang diberikan, siswa dalam belajar tidak dapat benar-benar focus, jaringan internet yang kurang stabil, masalah-masalah yang dihadapi siswa, dll. Melihat konteks Manokwari dari sisi siswa, orang tua, dan sisitem penunjang di kota ini, hampir semua guru memilih untuk melakukan pengajaran secara tatap muka.

Kata kunci: *pengalaman guru dan pengajaran daring.*

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1. INTRODUCTION

Since the end of 2019, corona virus or Covid 19 has becoming the main big obstacle in the world. This virus massively spread all over the world including Indonesia. Because of the deadliest type of virus and very easy transmitted, United Nation through WHO announce that Covid 19 occurrence as pandemic (Churiah et al., 2020). Consequently, all human activities force to be changed in a sudden. The policy of social distancing or physical distancing has carried out to reduce and break the chain of virus spreading. All business, works, activities, and education are switched from offline into online or Work From Home (WFH).

For the education sector in Indonesia, the Minister of Education and Culture (Kemendikbud) sets up an urgent policy through a Letter Number 3, 2020 about Covid 19 prevention in education sector that constitute on the 3rd of March 2020. Furthermore, the Minister of Education and culture represent another Letter on the 17th of March 2020 for all education sectors to do the teaching-learning activities through online from home or Work From Home. Therefore, all levels of education, from Kindergarten to Higher Education across Indonesia must implement this regulation. Thus, all schools' activities that usually carry out in face-to-face teaching-learning must be changed into online. Consequently, all teachers are encouraged to teach online. It is so because online teaching-learning consider as accessible, flexible, and affordable learning pedagogy (Dhawan, 2020).

In Indonesia, there are about 170,000 primary schools, 66,000 high schools, and 3,000 tertiary schools are closed and forced to learn from home (Churiyah et al., 2020). While hundreds of schools are located, and thousands of students are living in rural even remote areas spread all over Indonesia. Ready or not for the online teaching-learning activities, all schools, teachers, students, and parents must accept this to keep all Indonesian students learning and gaining knowledge during the pandemic. Related to that, to support the teaching-learning process from home, the Minister of Education and Culture does not strictly give specific limitation to the materials provided by teachers. It is because the minister understands the situation and the access of students' learning materials and facilities may not the same from

one another. Working through online must deal with quota to access the internet. Thus, the Ministry of Education and Culture support all teachers and students with free quotas (Hermansyah & Aridah, 2021).

Online teaching-learning based on Adebo (2018) refers to education that takes place over the internet that aims to reach and occupy the “modern learners on one-to-one basis anywhere and anytime’. In addition, Jeffrey et al. (2014) explain that online learning is a system in learning that based on the internet. What is more, to conduct the online teaching-learning, teachers and students have to deal with technological network and appliance. In other words, online teaching-learning activities that deal with modern, technological network and gadget. Accordingly, teachers and students have to connect to reliable connection of internet.

For teachers, there are many choices of applications can be used for teaching. According to Gillis (2018) an application is type of software or program that perform a specific function. Moreover, Vallikat (2020) and Dove and Revilla (2021) explain that application for teachers refer to a program or application that connected to the internet and can be accessed by teachers and students, enhance teachers to present information, and keep students connecting to the class. The varieties of application that can be used to teach for instance Zoom, Google Meet, Google Classroom, WhatsApp, Facebook, and many others. The Minister of Education and Culture also proposes some application such as *rumah belajar*, *kelas pintar*, *sekolah online ruang guru*, *sekolahmu*, etc.

Online teaching-learning for the develop cities and develop schools is not a new concept, because many teachers and professionals are already work from online such as on social media platform, YouTube, etc. However, for other schools, teachers, and students, this may become another inquiring that needs to be figured out as in Manokwari Regency.

Manokwari regency is one of the regencies in West Papua Province located on the bird head of peninsula, the Eastern Island of Indonesia which is known as Papua Island. In this regency, concerning to the situation of pandemic Covid 19 and to implement the Minister of Education and Culture’s policy, all education levels across Manokwari Regency from Kindergarten to Higher Education should implement the online teaching-learning. Thus, the way of face-to-face or offline teaching must switch into online teaching. Ready or not, all schools, teachers, students, and parents have to except that.

In fact, for most teachers and students in this regency, the online teaching and learning is new. Even though they have already known about internet access, varies of applications and platforms, and varies of social media platforms, still the sudden sifting in terms of teaching-learning brings them into the not ready situation to work. On the other hand, many students

were living without reliably modern tools and internet access. Teachers also might live in unreliable internet access, even though they have reliable modern tools. However, they have to adapt to the new system all at once.

There are some studies conducted on teachers' experience towards online teaching across Indonesia such as Hermansyah and Aridah (2021) on their article of teachers' perception toward the challenges in online English teaching during covid-19 pandemic explain that this study is conducted in Balikpapan aiming to describe teachers' awareness related to the challenges in teaching English through online at SMK Nusantara Balikpapan. It shows that there are three main problems in conducting the online teaching which are internet connection, internet quota, and time schedule. Nakhriyah and Muzakky (2021) explain on their article entitled online teaching learning during covid-19 outbreak: teacher's perception at junior high school of Fathimatul Amin Jakarta that teaching English through online is found out more difficult especially in teaching the four skills speaking, listening, reading, and writing. Among those four skills, teachers found out that teaching speaking through online is interesting. The biggest challenge teaching online is difficulties in controlling interaction with learners. Besides, there is also found that the issue of individual factors learning through online such as students tend to be passive and becoming lack of motivation to learn. However, teachers feel more confident in term of IT operational.

2. LITERATURE REVIEW

Experience according to Merriam Webster Dictionary (2021) is the reality of having influenced by achieving knowledge through direct observation or involvement. In line with that explanation, Collins Dictionary (2021) explains that experience is "knowledge or skill" in a certain work that have been gained because of doing it in a certain of time. In addition, experience concept by Dewey in Hohn (2012) "allows to wholistic approach to education" that based on "the interaction between human being and the world". Experience in further explanation is "talking all sides as human existence" and it becomes a central aspect of what so called interaction which consists of "communicative, historic, and cultural phenomenon". Thus, teachers' experience can be said as their existence in conducting teaching that related to teaching methodology, teaching strategy, interaction with students, teaching materials, teaching evaluation, and all that related to teaching context and the changing of their teaching context in a certain of time.

Because of the pandemic Covid-19, the teaching paradigm is changed from face-to-face or offline teaching into online teaching. Like or dislike, ready or not, teachers must work with technology. All Teachers in Indonesia from the big modern cities to the small villages have to teach through online. Because through online, teachers can still reach their students, even in pandemic situation. Therefore, students can still learn from home even though their house are far from the school. As stated by Bryson & Anderson (2020) that online class enables teachers and students to have real-time interaction. This means that even though teachers and students are not meet up, they can still have a class interaction.

There are synchronous, asynchronous, hybrid approaches in teaching-learning based online. According to Fieldman in Hermansyah & Aridah (2021), synchronous teaching-learning is described as real condition and situation via the internet using devices such as direct messages, shared screen by connecting data in the form of video and audio, and live video class, so that teacher and students are able to have interaction directly. The synchronous teaching-learning teachers and students in this case experience teaching-learning “as more social and avoid frustration by asking and answering questions in real time” (Hrastinski, 2008). On the other hand, asynchronous teaching-learning is defined as a process of learning that can delay the time or students can access the instructions and learning materials at any time they available (Scheiderer, 2021). The hybrid online teaching-learning combines the synchronous and asynchronous set of e-tivities (Salmon in Parveen, 2016). This is also known as ‘blended learning’.

Online class is conducted with some reasons, as explained by Bhattarai (2020) that online class can connect those who are miles away, keep students learning even though in the pandemic situation, makes both teachers and students digitally literate, provides teachers and students sense of awareness of the pandemic situation, enable to have a paradigm shift from traditional into modern ways of class delivery, gives teachers and students new opportunity, and keeps teachers and students in touch with the social distancing concept. These points reveal that online class is essential for both teachers and students in pandemic situation.

3. METHODOLOGY

In this study, descriptive qualitative research is selected to find out EFL teachers’ experience in teaching during the pandemic Covid 19. Gall, Gall & Borg (2007) explain that descriptive research aims to describe a phenomenon and its characteristics. The statement above is also supported by Mohajan (2018) that an interpretative approach form to understand social reality, behavior and experience based on the natural setting, interview, observation, and

explanation. Thus, this study aims to describe the experience of EFL teachers in conducting teaching during Covid 19 based on Manokwari context. The research subjects were chosen based on the criteria of the school location, teacher experience and school accreditation. Based on the criteria above the researcher decided to choose 10 teachers from 10 different Junior High Schools in Manokwari Regency, West Papua Province.

Data collection was conducted through interview as described by Adhabi and Anozie (2017) that “interview can be comprehended as an interactive process where a person asks questions to seek information” to collect main data in qualitative research. The interview itself was using semi-structured questions, so that researcher can develop more questions from the bases in order to get more or deep information from the teachers during the interview process (DiCicco-Bloom & Crabtree, 2006 in Adabhi & Anozie, 2017).

Once the data gathered, the interview was transcribed. Some teachers were using Bahasa Indonesia in order to be able to answer the questions and to be able to give more explanation needed. Some of them mix the Bahasa Indonesia and English. Therefore, the transcription then translated into English. The next step is coding, grouping, and reducing data. The final process in analyzing data was presenting the data descriptively.

4. RESULT and DISCUSSION

The respondents on this research were actually 10 EFL teachers from 10 different schools around Manokwari Regency. However, there were 3 teachers from 3 schools did not give respond which are SMP N 10, SMP YPK and SMP Advent. Thus, the respondent of this research consisted of 7 schools with 7 EFL teachers. From these 7 schools, there were 4 schools located in the city of Manokwari which are SMP N 6, SMP N 1, SMP Yapis and SMP Katolik Don Bosco. While SMP N 3 and SMP N 13 were located along the shore a bit far from the city and the furthest school from the city was SMP N 25. This school was located at '*Satuan Pemukiman (SP IX)*'. To reach this school, we must drive for about 2 to 2,5 hours out of the city or about 3 hours by public transport, because it located about 90km from the city.

The data was delivered under five sub-headings which are the general information, the teaching procedure, the positive and negative of teaching online experience, the challenges in online class, and the continuity of online class.

4.1. The general information

The following 2 tables show the general information about the schools. Table 1 covers information about schools' names, schools' accreditation in grade system, and teaching style

during Covid-19. While table 2 covers schools' name with information about teachers' code and the description of teachers' status in teaching EFL at their school.

Table 1. Schools' accreditation and teaching style.

NO	School Name	School's Accreditation	Teaching style
1	SMP N 6, Manokwari	In the process	Online
2	SMP N 1, Manokwari	A	Online and offline
3	SMP N 3, Pasir putih, Manokwari	A	Offline
4	SMP N 13, Kwawi, Manokwari	B	Offline
5	SMP N 25, Sidey, Manokwari	C	Offline
6	SMP YAPIS, Manokwari	A	Online
7	SMP Katolik Don Bosco, Manokwari	A	Online
8	SMP N 10, Manokwari	-	-
9	SMP YPK, Manokwari	-	-
10	SMP Advent, Manokwari	-	-

The table above shows the accreditation of the 7 schools which are 1 school was still in the process of accreditation, 1 school accredited C, 1 school accredited B, and the rest 4 other schools accredited A. Besides, the table also shows that a high accreditation of a school does not mean that the school is able to conduct online teaching learning. If looking at the teaching style during pandemic Covid-19, from these 7 schools there are balance between online and offline learning. The high grade of accreditation of schools are not a guarantee to conduct the online teaching.

From those 7 schools, there is 1 school namely SMP N 1 Manokwari conduct both online and offline teaching. As explain by teacher SL,

SL In our school (SMP N 1), we teach both online and offline. Because some of our students do not have smartphone, their family cannot afford it. We do the offline teaching because we want our students learn like their friends.

From the explanation, it can be concluded that the school does not want to give burden to students who are from the low economic family. These students do not have smartphone, so that they cannot attend the online class. To overcome this problem, the school allows them to come to school to get the materials and have a discussion on the materials. The assignments are also collected offline.

SL We also go to students' house if they both cannot attend the online class and do not come to school to get the learning materials.

The other type of conducting the offline teaching as mentioned teacher SL from this school is by doing door to door teaching service. For this type, teachers visit students' houses. This is done to make sure that students who cannot attend the online class and not coming to school to get the learning materials are still learning at home. This is also a good moment for teachers to have discussion about the students with their parents.

SL When we visit students' house, we also usually have a discussion with the parents about the family, the economics of the family, and of course about our students. We usually talk about the important of education for the kids.

Table 2. Teachers' code and status.

NO	School Name	Teacher's Code	Description of Teachers' Status
1	SMP N 6, Manokwari	MI	Part time, 1 year
2	SMP N 1, Manokwari	SL	PNS, 7 years
3	SMP N 3, Pasir putih, Manokwari	NT	PNS, 11 years
4	SMP N 13, Kwawi, Manokwari	VV	PNS, 11 years
5	SMP N 25, Sidey, Manokwari	MO	PNS, 6 years
6	SMP YAPIS, Manokwari	SN	PNS, 12 years
7	SMP Katolik Don Bosco, Manokwari	DS	Part time, 6 months
8	SMP N 10, Manokwari	-	---
9	SMP YPK, Manokwari	-	---
10	SMP Advent, Manokwari	-	---

From those 7 EFL teachers, the verity of teaching status are 2 teachers with part time status and other 5 teachers are already as civil servants (PNS). The teaching time range as EFL teachers were varies from the newest which is 6 months of teaching until 12 years of teaching. Table 2 above explains that the 2 teachers with part-time teaching have minimum teaching time that can be said they have got minimum experience in teaching. They only got experience in teaching during the pandemic situation so far. While the other 5 have got longer teaching time that can be assume they have got many experiences in teaching both offline and online teaching. However, by looking at the table above, teacher NT and VV with 11 years of teaching time, they have no experiences the online teaching. It is because most of their students do not have smartphone or tools to support their online class as explained by teacher NT and VV below.

NT Our school conducting the offline teaching so far, because of the students' situation. their parents cannot afford to buy smartphone for their children. Most of their parents are only fisherman.

VV In our school is impossible to conduct online because most of our students' social economic background. They cannot buy smartphone for their children. Imagine if they have not only one child and the children have to attend their different level of classes. Parents must buy several smartphones for each of them.

Bhattarai (2020) asserts that based on the situation, teachers with long teaching time may not experience teaching their class virtually or in online mode.

4.2. The teaching procedure

Conducting an online teaching has to have standard just like in conducting offline teaching. Thus, procedure is needed due to the effectiveness of online teaching as explained by

Pearson (2020) that teachers need to know the technology, remain flexible, create a strong existence, set a clear expectation for the course, establish sense of comfort, and develop a community of learners, encourage reflexional and communication, be balance of active leader and active observer, ask regular feedback, and think of misinterpretation, and regularly check content resources and applications.

The following table explains the teaching style during covid 19, the procedure in conducting online teaching, and the application used in online teaching.

Table 3. Online teaching procedure and the application used.

No	Teacher	Teaching Style	Online Procedure	The application used
1	MI	Online	Homeroom teachers introduce the platform or apps through WA. School chose the apps used. I get familiar in using it. I've learnt it from my teacher friends at school. I prepare laptop, smartphone, lesson plan, teaching materials (ppt), some videos. I use google meet to teach and WA to collect students' work and announcement.	Google meet, WA
2	SL	Online and Offline	Teachers inform to students the platform or apps; students download it by themselves. I chose the apps. I get familiar in using it. I've learnt from my teacher friends at school. In teaching I use laptop, smartphone, teaching materials (ppt), I also use some videos. I use google meet or zoom to teach, WA to collect students works and for announcement. For the offline students, their works are collected also offline. We are teachers also usually have online meeting with Education Department or with teacher group.	Google meet, zoom, WA, Scheduled by teacher
3	NT	Offline	Even though I teach offline, but I know a bit in using zoom. We usually use it for our meeting with the Provincial Education Department or with teacher group. As usual, I prepare lesson plan and teaching materials.	Scheduled by school
4	VV	Offline	I didn't use zoom for teaching, but I usually use it for teachers' meeting, so I can operate it a little bit.	Scheduled by school
5	MO	Offline	No comment.	Scheduled by school
6	SN	Online	Teachers introduce the platform or apps to students. I chose the apps. Yes, I can operate it. I learn it by myself. To support my online teaching, I	Zoom, WA

			prepare my laptop, smartphone, lesson plan, teaching materials (ppt), and some videos. I collect my students' works through WA. Teachers usually have meeting online also during Covid-19.	
7	DS	Online	Teachers introduce the platform or apps to students through WA. School chose the apps. I can operate zoom meeting. I've learnt it from my other teacher friends. I prepare laptop, smartphone, lesson plan, and teaching materials (ppt). We also have meeting through online with Education Department or teacher group.	Zoom, WA

The table above shows that there are 3 schools apply online teaching, 3 schools apply offline teaching and 1 school applies mix (online and offline) teaching. For schools that apply offline teaching, there is schedule set up by the schools or teachers due to the arrangement of students to come to school, this is part of the crowded limitation. Usually, the schools set up the schedule as follow,

- Monday and Wednesday, for Grade IX.
- Tuesday and Friday, for Grade VII.
- Thursday and Saturday, for Grade VIII.

For school applies mix teaching means some of the students that have the supporting tools can just follow the online class, some other students come to school to get materials and assignments because they do not have supporting tools, and in a certain case some of them are visited by teachers to their houses.

Teachers who conduct online teaching explain about the platform or application used by themselves. Most of them learn from their teacher friends at schools, but some of them learn it by themselves. Most of the teachers already familiar with the use of Google Meet, Zoom Meeting, and WhatsApp for teaching, communicating, and meeting. Teachers use these platform and application because they have already familiar with.

Related to the online teaching procedures, teachers explain the application or platform used to their students, teachers prepare laptop and smartphone. One thing that they forget to mention is the internet access. For online and offline teachers, they all prepare lesson plan and teaching materials. They prepare their teaching materials in power point (ppt) and also videos for online teaching. Thus, they can perform their online teaching structurally as offline teaching.

From the data presented above, there is one teacher MO do not know what to answer. It is because teacher MO does not conduct online teaching, because the school prefer to perform offline teaching-learning.

4.3. The positive and negative experience in online class

All EFL teachers have their own experiences related to the online teaching. The experiences give both positive and negative experiences to each teacher as can be seen on the table below:

Table 4. Teachers' experience.

NO	Teachers' Name	Positive Experience	Negative Experience
1	MI	I get new knowledge in using platform in teaching English and make myself familiar working with laptop.	Difficult to really see students' understanding, difficult to be controlled, some students sometimes just leave the room with an excuse of the unstable internet access.
2	SL	Teaching online is more practical and students can study independently.	Online teaching is not really effective, I cannot really be sure about students' understanding, I cannot really see my students' learning process.
3	NT	I can save my transportation money.	I didn't teach online, but I have experience with my kids' online class. Students mostly get confused with the materials, parents have to accompanied kids during the class, so that we can help them in doing their schoolwork. This is an extra work for parents.
4	VV	Students can study from home.	Based on my observation and chat with other teachers, teachers cannot really control students during the class, I've heard many parents complain that their kids do not really understand about the materials.
5	MO	Teacher will get new knowledge and students can study from home.	Have no idea what to say.
6	SN	For both teachers and students can increase technology skills, learn more variety teaching methods through the internet, have much time	From students' side: decrease achievement of learning outcome, for family with shortage of economic issue will be difficult to buy internet quota, learning loss, lack of

		with family.	social interaction, bad internet connection, use HP more often, parents get stress easily. From teachers' side: lack of technology skills, lack of social interaction, lack of delivery of subject matters.
7	DS	Teaching online can give new experience of teaching, many different ways of teaching by using internet. For students can access more knowledge and good information relation to their subject.	The limitation of teaching time and the distance can cause the difficulty on reaching the goal.

Performing online teaching for sure has two sides, positive and negative. From the explanation above, it can be said that the online teaching-learning give beneficiary for both teachers and students. As stated by teachers above that they can learn, get new experience, and gain new skills and knowledge while performing online teaching. Through online learning, students can study from home so that they do not leave behind of their study. On the other hand, teachers are also experiencing the negative site of online teaching such as teachers cannot really check students' understanding, limitation in teaching time, the class difficult to be controlled, lack of social interaction, students very easy to get confused of the topic given, parents have to have extra time to help their children, the limitation of teaching time and the distance caused the difficulty in obtaining the goal, and extra money for internet quota.

4.4. The challenges in online class

In conducting the online teaching, many challenges ranging from teachers, students, and content issues. From the data gathered, the challenges were spotted as follow:

Table 5. Challenges in conducting online teaching.

Teacher	Challenge
MI	The most problem for me is internet access.
SL	The unstable internet access, the unstable power supply, sometimes I found out that my students do not have internet quota because of parents' economic condition.
NT	Students wake up late, students get confused and get unmotivated easily. The unstable of internet access, sometimes the unstable of power supply, have to be ready for internet quotas during the semester.
VV	The unstable internet signal, the availability of internet quota, sometimes unstable of power supply.
MO	Doesn't know to say.
SN	The unstable of internet access, the unstable of power supply, buying internet quota for whole semester

	will be expensive, difficulty in interaction, materials from teachers are not optimal. Students play/not really pay attention to teachers, lots of destruction from home.
DS	Internet signal is my big problem. Besides, not all my students have smartphone/android phone and laptop.

The data presents the challenges in teaching online based on teachers' experiences that can be categorized into 3 main issues which are the unstable of internet access, the unstable of power supply, and students' economic factor that related to the limited of internet quota and the ownership of smartphone. In Manokwari, the greatest problem to conduct online teaching-learning is internet access. Because in this place there is only one provider, and the accuracy of the internet signal is different from one place to another. In some areas are still very low of internet access, people living in these areas struggling so much if they need to access the internet. They have to go to the places with the good internet signal. Manokwari is different from places out of Papua, for example in Makassar, they have may be two or more providers to access the internet. So that they have choices if one provider has trouble. Besides, the power supply in Manokwari is shortage sometime that can cause black out at the daytime and also night-time. Within a day, the black out can be three or four times. These situations are the general Manokwari situation that affected the online teaching-learning.

4.5. The continuity of online class

The following table shown teachers' perception on the continuity of online learning. For sure the situation is difficult especially for Manokwari context.

Table 6. The continuity of online teaching.

Teacher	Continuity of online teaching
MI	For me Yes, because of the pandemic situation.
SL	No. For my situation, I think the offline class is more effective than the online class. I can directly see my students' work, achievement, and learning process. I believe that for students it also will be easier to have discussion or asking about the materials if they get confused.
NT	No. My opinion, the online class in not as effective as offline class.
VV	No. The online class give more burden to parents and the class is not that effective.
MO	No. Because the environment is not supporting us to do it.
SN	For this semester, my school will keep going with online class, because of the situation and there is no regulation yet from the local government to do the offline class. However, it is possible to do the face-to-face learning where students are divided into some sessions for each class. This learning system was already tried out last year and the result came out satisfaction. Besides, it is to full-fill parents demand that their children should study at school maximally.

DS	No. There are many obstacles during the online class both from teachers and students' sides.
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Based on teachers' experiences in teaching online during Covid-19 to continue the online teaching will be very difficult. Besides, having and facing many obstacles, students will not learn optimally, so does teachers that cannot optimally presenting their teaching materials. From 7 EFL teachers interviewed, only 1 of them answers that the online class will go on because of the situation. In other words, if the situation is better, it will be good to just do the offline teaching. The rest of them said that online class must be changed into offline class or face-to-face class due to maximize students' learning.

5. CONCLUSION

The online teaching during Covid-19 in Manokwari context based on the data gathered from the 7 EFL teachers are varies. There are 4 of them have experience in online teaching during the pandemic Covid-19, but the others have not. The good or high accreditation of the schools are not a guarantee to run the online teaching. This is really connected to the students' situation. Teachers say that teaching online gave them new experience in terms of teaching by using modern tools, dealing with application or platform, and challenging them in IT operation. On the other hand, they also find obstacles during the time being such as the unstable internet access, the unstable power supply, also students' situation. Thus, the majority of them choose to have offline class to maximize the teaching learning process.

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