



Challenges and Strategies for English Private Tutors Throughout Covid-19 Outbreak

Mohammad Rifkon Af¹, Maulida Yuniswati², Ferra Dian Andanty²

¹ Universitas PGRI Adi Buana, Surabaya, Indonesia; email: rifkonaaff@gmail.com*

² UIN Maulana Malik Ibrahim, Malang, Indonesia; email: maulida.yuniswati@gmail.ac.id

³ Universitas PGRI Adi Buana, Surabaya, Indonesia; email: ferradian@unipasby.ac.id

*Corresponding Author: *email corresponding author*

Article history:

Received: 1 July 2024

Revised: 15 July 2024

Accepted: 30 July 2024

Published: 9 November 2024

© Copyright: authors

This is an open access article under the CC-BY-SA license

E-ISSN 2987-7741

ABSTRACT

This study examines perceptions of e-learning methods among English tutors currently used in non-formal (online) education. This research specifically focuses on exploring the use of e-learning methods implemented during the COVID-19 pandemic in online learning. The research design uses qualitative descriptive methods. It seeks to understand perceptions of lessons using e-learning methods during the COVID-19 pandemic. Data was obtained through open interviews. Data was transcribed verbatim and analyzed descriptively. This study involved four English tutors in Surabaya as research subjects. The results of the study show that there are important considerations in the use of e-learning. Based on the results obtained by several English tutors in Surabaya, these include inadequate internet connections, limited time between tutors and students, which can cause a lack of interaction between them, and the use of masks, which can also hinder communication between students and tutors. With this strategy, tutors are smarter in finding effective solutions in developing more effective English language learning, and tutors must be able to adapt to current conditions.

Keywords: Online lessons, in the era of the COVID-19 pandemic, English tutor

INTRODUCTION

The method of teaching English in Indonesia implements a memorizing system rather than understanding. This application is considered less efficient for someone to apply the use of English in daily conversations and for application in the academic system. An example that can be felt is when facing the TOEFL exam for someone who will continue to study abroad. In today's era there are many changes in the learning system from offline to online due to COVID-19, English learning in today's era uses a lot of online systems with this online system from the tutors and students must be able to adapt so that learning continues. Offline to online is also considered not optimal.

Generally speaking, COVID-19 pandemic changes many things, including in learning system, from offline to online. Distance learning (online) is now the main choice due to this pandemic. Distance learning is a learning approach which in practice is not face to face in the class. E-learning can be used in this condition, because it is internet-

based, which means there is no need to come to the class (Abidah et al., 2020). For examples some applications that can be used during online classes, including google meet, zoom, google classroom, Edmodo, and so on. Because of that, E-learning is increasingly becoming an option, because it can save costs, time and be more flexible.

The government issues a policy to make any educational institution in doing e-learning system (syah, 2020). The approach of data and communication innovation (ICT) within the later decades drives the school instruction division to endeavour for coordination ICT into educational modules conveyance over distinctive subject spaces. E-Learning which alludes to the utilize of ICT for learning purposes, gets to be an vital range of accentuation in school education. To advantage from the method of E-learning students need 21st century aptitudes to bolster them to choose and handle valuable and dependable data from shifting sources for learning, as well as to communicate and collaborate with their peers to complete tasks and share outcome. For the systematic analysis of E-learning policies across the four major assign cities/region, this article attempts to derive an analysis framework from a series of established work on the planning and implementation models of e-learning for school education. A few analysts assist point out that this requires the availability of understudies and instructors for ICT integration into subject learning and educating.

The importance of English bears some institutions in providing the assistance of English learning, both publicly and privately. Private tutoring is the addition of learning hours outside of school activity hours, this learning system is not spared from the school curriculum. Private lessons usually consist of 4 people no more and the duration is given from the tutor for only a few hours; in this private tutoring the students will be handled by one tutor. The goal of the students is handled by one tutor is so that each student's personality is more easily noticed by the tutor, now with private tutoring or online private tutoring students get benefits such as: More focused teaching and learning, learning according to the needs of the students. Students, and learning progress can be better monitored. There are also shortcomings when private tutoring uses an online system, such as when teaching and learning hours take place, tutors and students must be connected to a good internet network, the use of this online private tutoring system has not been widely used unlike tutoring conventional private, application data size is considered very large because it contains a lot of learning materials and videos.

This research focuses on the issue of English private tutors because English private tutors face some problems during COVID-19 pandemic. Even though learning during the COVID-19 pandemic is doing online, tutors will face several challenges when teaching and learning activities with students and tutors will be required to have an English teaching and learning strategy, the strategies that can be doing by a tutor are expected to provide motivation to students. So that students can be excited even though learning is doing with an online system, for example a tutor can doing teaching and learning activities using the Quizizz, Kahoot, YouTube, Wordwall applications. Using some of the applications mentioned earlier is considered quite fun for students because learning is relaxed and not boring, so the material that the tutor delivers will be easier for students to accept and understand. Of course, it is a challenge for the tutors because the tutor has to make sure the learning activities go well, the tutors are required to be able to operate the applications that will be used for teaching and learning activities, the tutors are required to be more creative during teaching activities so that they don't seem boring. When tutor is teaching and learning English

is a matter of time constraints. If teaching activities in conventional classes, tutors easily have a variety of learning methods adapted to the material, in the online learning system tutors and students have limited time, tutors are constrained by learning techniques or methods delivered to students because they are considered unsatisfactory online.

METHODS

This study is a qualitative study because the data determine the problem to reveal a case, problem, or phenomenon. Qualitative research can reflect phenomena (Creswell, 2013) and requires the researcher's understanding of the broader context of the world (Wertz, 2011). The data in this study were obtained from interviews with English private tutors about the e-learning methods implemented during the COVID-19 pandemic, which were then elaborated descriptively. The research employs a case study approach because it analyzes in depth a specific case of online English learning methods in several English tutoring agencies. The data consist of statements collected from interviews, while the data sources are the English tutors themselves. To ensure validity, the researcher includes the tutors' background information since their experiences can support the credibility of their statements regarding experiences, opinions, problems, challenges, solutions, and other aspects during the English learning process. The discussion focuses on comparing previous e-learning methods with those used during the COVID-19 pandemic. The data collection technique used is a conversational type of interview to obtain open-ended responses. The steps include: (1) preparing open-ended interview questions and explaining that the interview has a specific goal, conducted face-to-face to gather objective information that explains the research problem; (2) contacting English tutors and scheduling interviews to ensure smooth implementation and respect ethical considerations; and (3) conducting, recording, and transcribing the interviews, either face-to-face or online, with all recordings transcribed into written form for analysis.

RESULTS

Some of the problems experienced by tutors When teaching and learning activities take place online. The problems include the limited internet network, the use of masks when learning with students, limited time, and student understanding When explained by the tutor. Teaching and learning activities during this pandemic are shifted to online system and one of the problems faced by tutors is the limited internet network or bad connection that hinders teaching and learning activities, online teaching and learning activities are constrained due to the fact that the internet network in Indonesia is not smooth. Indonesia is considered not smooth; it is necessary to improve the system so that the internet network in Indonesia is good and online teaching and learning activities are not disturbed by a bad internet connection.

In addition to the internet network, a problem faced by tutors is also a limited quota, a quota limitation is one of the factors that are considered to hinder online learning by tutors and students. When teaching and learning activities take place and you do not have a quota, the activities learning and teaching between tutors and students online is hampered. One of the biggest challenges for tutors is when the internet system is slow, when the slow internet network causes the tutors to not deliver material to students optimally, the demand for tutors to make students understand the material

they have convey is a problem in itself When the internet network is slow which causes intermittent voice, because sometimes the internet system is slow sometimes it makes students miss listening to what the tutor is saying, for example: the tutor says the word corrupted but the students hear ribs. This is considered very dangerous because it cause misunderstandings when delivering material.

During the Covid-19 pandemic conditions learning activities are also problematic by time constraints, before covid-19 appeared teaching and learning activities had an ideal time for activities to take place and when covid-19 appeared, teaching and learning activities were shortened. considered less effective when delivering material by tutors, this is considered very different When before Covid-19 appeared and time was limited When learning activities made students not really understand what material was presented Shortened hours of teaching and learning activities This makes it difficult for tutors to deliver the material optimally, tutors are also looking for various ways to limit their teaching time but they still maximize their learning, tutors should look for lots of references about what ways to do for the effectiveness of learning in a limited time, tutors must also consider present some interesting learning methods for students so that they better understand the material presented and tutors are also required to create a comfortable atmosphere when teaching and learning activities are carried out online. Another obstacle for tutors When delivering the material is by the use of masks. Many students do not hear clearly When the tutor delivers the material caused by the use of masks During teaching and learning activities, because the hearing is impaired due to the tutors using masks it makes teaching and learning activities when the material delivery is not optimal, many students complain about not understand what is conveyed by the tutor who uses a mask when teaching and learning takes place. In these conditions the tutor is required to be able to increase patience when the students ask to repeat the delivery of the material because it is not clear to hear it.

DISCUSSION

All teaching and learning activities in the country changed from being offline to online, this is because when the covid-19 virus entered Indonesia, tutors and teachers made the decision that teaching and learning activities were carried out at home online, and learning was how educators to creating experiences that are considered meaningful for students to gain knowledge. Tutors' roles during this pandemic are very much needed by students, this is because the short learning time at school causes parents to provide additional tutoring for their children. Private tutors can help students to focus more on learning, students can also improve their competence with a private tutor, the approach with the tutor is considered more intense, students are also easily monitored by the tutor When teaching and learning is being carried out, students can also feel that they have a learning partner outside study hours because of the role of private tutors te here is always ready to help students to understand material that they have not previously understood or understood.

From the results of the interviews the researchers found that some tutors had problems during learning, for example slow internet networks; use of masks when teaching; limited quotas; limited time during learning; and student understanding. When teaching and learning was carried out online, many tutors complained about

the obstruction. internet system, because the slow internet network makes teaching and learning activities considered less conducive for tutors to deliver material to students, this obstacle is considered to be a big influence on students when taking lessons. Internet networks in Indonesia are not very smooth and the internet network is not smooth is considered because the government does not necessarily improve the internet network system in Indonesia. Based on the research produced by (Cennimo et al., 2020), internet speed in Indonesia is included in the fourth lowest internet nomination compared to more than 40 other countries. The internet system in Indonesia is also due to the fact that Indonesia has a geographical form of mountains and rivers, because that is what makes the internet network in Indonesia very low compared to other countries. Due to changes in the system that originally learning was carried out offline then switching to online made tutors and students must prepare a lot of quotas for learning, a stable network is also needed to help the smooth running of teaching and learning activities. With a quota limitation, learning using the online system is hampered because they cannot continue to study with a limited quota.

Online teaching and learning systems like this really need devices that support online systems so that teaching and learning activities become smooth and effective, the obstacles to internet network obstruction make tutors have to provide several learning methods, one of the learning methods is the fun learning method, using this fun learning method. tutors are required to be able to create an atmosphere of fun online teaching and learning. Automatically students will feel comfortable following the learning delivered by the tutor, using the fun learning method to make students happier and enjoy learning.

Other problems faced by tutors and students are the limited internet quota, government policies that require teaching and learning activities to be carried out online resulting in tutors and students having to provide a large internet quota to support the smooth running of teaching and learning activities, the expensive internet quota also makes tutors and some people Parents of students feel overwhelmed. The limitation of the quota is one of the effects of hindering private tutor online learning with students, because when you don't have enough internet quota, teaching and learning activities will also be hampered and likely will also stop. must have a learning method to overcome the problem of lack of quotas, tutors can anticipate it by using the cooperative learning method, understand the meaning of the cooperative learning method. In optimizing and maximizing learning that has the goal of achieving the target material delivered by the tutor, using the cooperative learning method is also considered capable of measuring the level of student creativity, so that students can work together in groups to complete their assignments, and students are required to do all their assignments. By working in groups or working with friends (Bray, 1999). So, when the limited quota becomes an obstacle to teaching and learning activities, students can arrange strategies to organize the distribution of material by way of discussion, so that students who are constrained by their quota can adjust to other students.

The government provides assistance quotas for educators and students even though there are some areas that are constrained on the internet network, but the government's policy of distributing free internet quotas is considered very helpful, especially for the world of education, related problems regarding network constraints will be reported immediately to Kominform, so that the implementation of learning

online can run smoothly (Berrett, 2012). There are several obstacles that are felt by the recipient, for example, the internet signal is unstable and slow, the access provided is very limited, the amount of quota given is considered insufficient for all running systems online, the distribution quota is considered uneven, the lack of facilities from schools or campuses, to the problem of programming socialization (Yung & Chiu, 2023). Another problem felt by tutors is about time, because the Covid-19 pandemic conditions like this make teaching and learning time trimmed and because the cut or reduced learning time is considered to be considered ineffective for private tutors to deliver material optimally. The lack of time also results in a lack of understanding by students when doing online learning. Time limitations during teaching and learning activities are considered less effective for tutors to deliver material to students is also considered very different compared to before the Covid-19 pandemic, students who learn with a shortened time system result in students not really understanding the material that has been delivered by the tutor.

The role of private tutors during this pandemic is also not only 8 hours of teaching but this time it is 24 hours of teaching, because the tutor must always be ready When students want to ask some material they don't understand. During previous lessons, they might ask questions via private chat and here. The role of the tutor must always provide time to re-explain to the students. Learning during this pandemic is no longer given a deadline for submitting assignments from the tutor, as a result of the absence of assignment submission deadlines, students underestimate the tutor's assignment and this also affects the tutor because they had to wait 24 hours for the students to submit their assignments. The role of students When learning using an online system is to increase a sense of responsibility because with students having a sense of responsibility, the tutor does not have to bother explaining the material presented, with the problems faced by the tutors they can use the discovery learning method. organize teaching to students with a research system, so students will gain knowledge from their research not because of the tutor's explanation

CONCLUSION

This research is simply about the challenge and the strategies that English private tutors have during COVID-19 pandemic. It is something interesting because during the pandemic, all learning activities should be held via online and it disturbs the stability of English private tutors because before pandemic, they give learning via offline privately. The challenges are Internet, Time, and Masker. The internet becomes a challenge because not all students have good internet facilities. Moreover, the stability of the connection also becomes the problems. The time becomes the challenge because the duration of very tightly limited by the quota of internet. Therefore, the students have no more time to study. The masker becomes the problem because using masker makes the voice cannot be heard clearly. It makes the communication becomes unclear; and The strategies that are used by the English private tutors are Cooperative Learning, Discovery Learning, Fun Learning, and Flipped classroom method. These methods are relaxing method because the English private tutors have no more facilities to make the e-classroom works well. The point is, they try to make how the learning process keeps going on without insisting the students doing things they should not do like buying more quota, buying things to support and so on.

REFERENCES

- Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The Chronicle of Higher Education*, 12(19), 1–3.
- Bray, M. (1999). The Shadow education system: private tutoring and its implications for planners. In [http://lst-iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=026377/\(100\)](http://lst-iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=026377/(100)).
- Cennimo, D. J., Bergman, S. J., & Olsen, K. M. (2020). Coronavirus disease 2019 (COVID-19). *Medscape Updated*.
- Creswell, J. W. (2013). *Steps in conducting a scholarly mixed methods study*.
- Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. Guilford Press.
- Yung, K. W. H., & Chiu, M. M. (2023). Secondary school students' enjoyment of English private tutoring: An L2 motivational self perspective. *Language Teaching Research*, 27(4), 907–929.