

English Teacher and Students' Experiences in Learning Loss at Upper Secondary School During Online Learning in Indonesia

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Abstract-Online learning due to the Covid-19 pandemic has been broadly regulated for the past two years in Indonesia. However, there is a limited exploration of the experiences of students and teachers in the English learning loss at upper secondary level students. Thus, this study aimed to fill this gap by exploring the English teacher and students' experiences in learning loss of online English field during the pandemic outbreak. A narrative inquiry was implied to express their voices. Online questionnaire to know students' demographic background was employed. One English teacher and two third grade students shared their experiences through the narrative interview (NI). The findings showed that English teachers felt students' loss in English subjects rather than the previous cohort. Some students decreased their understanding and motivation in learning English and had to take remedial courses while missing the examination or assignments. Meanwhile, students mentioned they experienced difficulties in learning English through an online classroom. They felt they had degraded their English skills because they did not practice it at home. Moreover, they also lost interest and motivation to join the class and submit the assignments. Those factors initiated the loss in English learning for first-year secondary students.

Keywords: English Language Teaching (ELT), Learning Loss, Online Learning

I. INTRODUCTION

The spread of Covid-19 in 2020 has significantly affected the education sector in the world, especially in Indonesia, where schools shut down for about two years and substituted into online learning. Before the pandemic, students in Indonesia have left behind their global peers. Indonesia ranks lowest in Programme for International Student Assessment (PISA) in mathematics, science, and reading (OECD, 2019). Even in an actual classroom, teachers still struggle to teach by adapting to the changing curriculum from time to time (Lim et al., 2022). However, students

and teachers who run online learning for the first time must adjust to the new regulation by The Ministry of Education and Culture of the Republic of Indonesia (Kementerian Pendidikan dan Kebudayaan, 2020). LMS., or the Learning Management System, was widely used during online learning.

Popular online platforms are hugely coming from social media platforms (SMPs) such as *Instagram*, *WhatsApp*, *YouTube*, and *Telegram*. Using SMPs, students and teachers can connect quickly and anytime, and teachers can share materials through those platforms (Arsendy et al., 2020; Mulyono et al., 2021; Sobaih et al., 2020).

The substitution of the traditional learning process to the current situation in online learning gives students new colors of experiences from home (Padmo et al., 2020). Moreover, the new semester begins for the transitional students from junior high to senior high school in 2020. Students feel some ease and positivity in online learning since they can learn anywhere and anytime and ask their teacher about the lesson while they should not go outside the house (Firmansyah et al., 2021; Yudiawan et al., 2021). Still, some students felt the opposite in online learning. Some students stated that online learning is physically and psychologically burdensome and influenced by internal and external factors (Adnan, 2020; Wiguna et al., 2020). The disturbance from the outer was about electricity blackouts, unstable networks, runout internet package, and the cost of the internet package was also indicated from the studies (Adnan, 2020; Xia et al., 2022). Meanwhile, the inner sides included limited communication between teachers and students, such as in the conventional classroom (Nartiningrum and Nugroho, 2020).

The critical case of online learning is parental guidance to create a supportive and conducive learning environment for students to substitute teachers' roles at home (Agustina et al., 2020; Alifia et al., 2020; Barrot et al., 2021). Additionally, students in online learning must be responsible for their education; where online learning is regulated as self-learning where they should actively include in the learning process to hinder learning loss (Amir et al., 2020; Kawinkoonlasate, 2020; Masud et al., 2019). Students who tend to have a learning dependency on teachers will be more passive if they cannot manage their motivation and substantial exposure from their learning environment (Agustina et al., 2020; Sabates et al., 2021). The different family backgrounds of students determine their success in online learning. Arsendy et al. (2020) and Maldonado and De Witte (2022) elaborated that the level of support from parents depends on the family's economic conditions and education level. Students from higher socioeconomic and highly educated parents appear to have licenses to adapt the online learning. Highly educated students can guide their children to technological, logistical, and psychosocial needs from home. Meanwhile, parents with low

education rarely guide their children; thus, their children should learn independently (Alifia et al., 2020).

The conditions where students do not have adequate facilities and support in an online learning environment lead students to learning loss and create an achievement gap between students and others (Arsendy et al., 2020; Lim et al., 2022; Suroyo et al., 2021). Learning loss indicates a decrease in students' academic performances, knowledge, and motivation (Dorn et al., 2020; Pier et al., 2021). Blaskó et al. (2021), students can be labeled as lost in their learning when the academic achievement of the previous years and the present cohorts was not recorded as close. The expert has discussed learning loss a lot since the school must have holidays or semester breaks such as seasonal holidays, summer, and winter holidays. Besides natural disasters, school absenteeism, and the current situation, the pandemic collapsed education sectors to learning loss, and the decrease in instructional time also affected students learning loss (Angrist et al., 2021; Kuhfeld et al., 2020; Tomasik et al., 2021; Turner et al., 2020). Through online learning, lately, in the Covid-19 pandemic, the government's final decision was to reduce learning loss.

In a recent research study from Indonesia, Setyowati and Madkur (2021) investigated primary school students regarding the difficulties they should have in English online learning. The finding indicated students lack digital literacy because they still need guidance from teachers and parents in English speaking skills. Another supporting investigation by Kabilan and Annamalai (2022) discussed the online teaching experiences of fifteen educators in some Malaysian universities. The teaching presence is in high demand for students during online learning. Also, Adnan (2020) found that almost 99% of participants agree that face-to-face interactions with teachers are necessary for learning. An opposite result from a study in Bukittinggi, students in the pandemic 2020 cohort did not have learning loss. They increase the learning outcomes rather than the 2019 cohort. The high educational awareness influenced the improvement during online learning in Bukittinggi. Besides the citizens there are generally well educated, parents' role in creating a comfortable learning environment is all-important (Lim et al., 2022). Students in the primary,

secondary, and even higher education levels still acknowledge that the guide from teachers and parents is significantly needed to guide them in the learning process.

Following the previous studies, research on higher level students of a polytechnic in Russia students were already familiar with digital platforms for online learning. Still, they have challenges, such as a lack of motivation and self-discipline related to submitting assignments in the appropriate due time. (Almazova et al., 2020). The use of digital platforms also examined by Handayani and Aminatun (2020), the use of WhatsApp as a learning media in English online learning college students found that some of them agree that WhatsApp cannot help them to comprehend the materials without direct explanation and the poor connection issue. The studies mentioned earlier show that students and teachers had to face difficulties in online learning. The challenges are one of the factors in learning loss in online education during the COVID-19 pandemic. The following study from Maldonado and De Witte (2022) discussed the effect of school closures on students' learning loss in Dutch reading-writing language. Applying the standardized test of grade 4 to 6 students, surprisingly, the cohort 2020 experienced significant disruption rather than the previous cohort with the same subjects. This result was primarily found in disadvantaged students with low family backgrounds.

They emphasized the previous studies above mainly investigated, primarily higher education which focused more on the fields of PISA (Programme for International Student Assessment) during online learning. Therefore, this research intends to know the experiences of teachers and students about learning loss in online English learning two years ago at different levels in senior high school students, specifically the transitional class from junior to senior high school. Moreover, this study was done in a small city, Sumenep, East Java, Indonesia, which is an Islamic public school with students' socioeconomic backgrounds from middle to low, and some of them cannot have the technological support for online learning. It significantly influenced the process of online learning two years ago. Overall, the objectives are describing the English teacher experiences to students' learning loss and

describing secondary school student's experience of learning loss in online English learning due to the COVID-19 pandemic. Besides, this study may contribute to the teachers, parents, academician, and government to arrange a system where online learning can be effectively run without any disturbances to decrease students' learning loss.

II. METHODS

This study employed qualitative research with a narrative inquiry approach. Narrative inquiry allows the researcher to interpret and reflect on participants' life stories in a context (Connelly & Clandinin, 1990; Miles et al., 2014, Ary, 2014). As we investigated the experiences of an English teacher and two students who got through two years of online learning, narrative inquiry can chronologically reflect the result of their life episodes (Creswell, 2012).

Table 01. Participants' Profile

Participants	Gender	Teaching Experiences	Educational Background
T1	Female	18 years	Bachelor Degree
S1	Female	-	Junior High School
S2	Female	-	Junior High School

These subjects chosen refer to purposive sampling (Judgment). The specific variable or homogeneous participants (all female) ease the researcher to present the result homogeneously (Tharenou et al., 2012). In this school, the participants (students) come from various conditions, such as rural and urban areas far from the city, low to high socioeconomic status, and parents' high and low educational backgrounds, which is needed to support this research's rich and diverse results. The participants were also selected based on their willingness to be involved in this study.

To identify the student's demographical background, I conduct an online questionnaire contained questions like parents' jobs, educational experience, house and smartphone ownership, number of sisters or brothers, and language capabilities. It can help the researcher to know their pattern in learning, learning distraction, or motivation during online learning as one of the factors in determining learning

loss. The questionnaire is translated into Bahasa Indonesia to make them understand and hinder confusion.

The instruments to collect data using narrative interviews (NI) and the guide are adopted and adapted from Jones (2018) and Jovchelovitch et al. (2007). This interview guide comprises five primary phases: preparation, initiation, main narration, questioning, and concluding talk. In the interview, the discussion will be about the teacher and students' experience related to online learning for the first time, the challenges of it, and the learning loss they experienced in English subject during that online learning. All of the questions by the researcher are questioned in Bahasa Indonesia. The narrative interview sessions were recorded in audio form.

Table 02. Basic Phases of the Narrative Interview

Phases	Rules
Preparation	Exploring the field Formulating the questions
Initiation	Formulating the initial topic for narration Using visual aids
Main Narration	No interruptions Only non-verbal encouragement to continue story-telling Wait for the coda
Questioning phase	Only 'What happened then?' No opinion and attitude questions No arguing on contradictions No why-questions

I did the transcription process from Creswell (2012) and Jovchelovitch et al. (2007), which is categorized into three processes: audio recording transcription, where the data are transcribed verbatim. Then, the re-storying process is based on the sequence timeline. Next, analyze the data by the themes based on the theoretical framework. Last, the researcher collaborated with the participants to ensure and lessen the potential data transcription gap (Connelly and Clandinin, 1990; Creswell, 2012).

III. RESULT AND DISCUSSION

3.1 Result

Teacher T1: "Online learning decreased student-teacher bonding"

T1 has been an English teacher in that school for over a decade. Online learning is a new experience for her in her teaching history. She adapted the learning media and tried to apply it to students maximally. However, teaching online and directly teaching in the classroom was different. She admitted that the bonding between teachers and students was reduced a lot. About two years ago, she tried to reminisce about her memories during online learning; even though she said she clearly remembered that moment, the story still needed to be rearranged into the chronological period. This interview was done during her free time in the teacher' room. It took around 30 minutes, with a smooth and clear interview session.

Online learning because of the virus outbreak made teachers think seriously about delivering the materials using the LMS and SMPs. Besides, they should adapt to the new media and consider how students perceive the materials efficiently. Moreover, the subject is English, which is challenging to teach and understand even in a face-to-face classroom. Another of T1's considerations was about students' backgrounds. Most students in this school came from middle to low socioeconomic backgrounds, and most were far from the city.

She was worried that students from rural areas with limited internet signal could not provide online learning then. Additionally, students from low-economic families cannot support the most significant needs in online education, gadgets, and the internet package.

The essential and required tools for online learning are the learning tools, owning at least a handphone and a supportive internet signal. Those are the obstacles we had when online learning ran at that time. Fortunately, some students can share their handphones with other family members. [T1/4]

The government provided students and teachers with free internet packages for online learning. Still, the rural and marginal areas cannot reach the internet signal better than the city. This challenge made students and teachers cannot use conference videos such as Zoom and Google Meet in online learning. Hence, T1 used WhatsApp and YouTube more than the video conference tools to

keep pace with the teaching, as WhatsApp was easily accessible even with weak connections.

In early online learning, we were asked to conduct the teaching through video conferences like Zoom. Still, the student's condition could not approve from the signal or limited internet package. So, I used WhatsApp ad communicate with them through it. [T1/4]

Aside from using WhatsApp to communicate with students and assign work, she also used YouTube to learn English. Provide the video that students are required to study and understand, and then start a discussion on WhatsApp. Students became acquainted with using both learning media, except for Google Forms. Some assignments, she said, were also provided with Google Forms. Some students were not used to this type of media then. Therefore, it did not help kids study at first. After nearly a year of operation, the Kementerian Agama (Ministry of Religious Affairs) provided a website. They made it mandatory for all school administrators, teachers, and students.

Students from junior high school were also in their first year of senior high school. On that occasion, T1 stated that she had difficulty bonding with new students she had never met. She said that without knowing students as individuals or engaging physically with them in the classroom, it is impossible to connect psychologically with them, and it is critical to understand their character. She understood that being physically separated from students was an issue in online learning.

I instructed students to photograph their worksheet and attach it to the WA group, and they should include their names on the worksheet. I was anxious because they used their friends' homework, so I tried to plan. [T1/4]

Considering the pandemic in 2020 and the subsequent two years, learning from home has influenced students' motivation to participate in their studies. Some of them are less motivated than others. First and foremost, motivation must come from family because students spend most of their time at home. Second, the school must be involved in motivating students at that time. The students perceived that online learning included more assignments than usual. Furthermore, this school used UKBM (*Unit Kegiatan Belajar Mandiri*), which requires

students to fulfill the module tasks. It must be difficult for some students who have just graduated from junior high or first grade.

Motivating students is tough since they perceive more assignments during distance learning rather than face-to-face learning. [T1/5]

Aside from the complexity of English texts, which affected students' performance, learning distraction from the surrounding or learning environment can be indicated. According to T1's experience, students can be more active or distracted based on their parents' involvement and support while participating in online learning. In her example, some students did not attend her class because they cared for their younger siblings or brothers or did other things their parents requested; some even worked outside.

Another issue identified as a cause of students' learning loss is a drop in credit hours. Not just for English but also for other subjects, the time limit was cut from 45 minutes to 30 minutes. She argues that the reduction of credit hours, combined with online learning, was a complete cause for students to lose their English object. The learning outcomes of the online learning cohort will differ from the previous cohort in which all of the *Kompetensi Dasar* or the target students must attain in a semester were required. T1 only taught the fundamental things in online learning; she chose some materials she felt compelled to train due to time constraints. This case could be a gap between cohorts before a pandemic breakout.

Learning loss occurred when various KDs that must be completed in a semester were reduced to the most important due to a decreased credit hour. For example, five KDs must be completed, but the time has been shortened, resulting in only three KDs being provided. [T1/6]

Online learning affects students with a lot of homework and deadlines, and teachers. T1 shared her struggles with online learning with students. Following the conclusion of the class on the WhatsApp group, a question-and-answer session was organized to further their comprehension. She added that the session might last all day to keep students awake and focused on overcoming their issues. T1, on the other hand, found it extremely exhausting to correct students' assignments through a laptop or smartphone.

Student S1: "I should adjust to the new learning media"

S1 is a student from a remote island located

distant from the metropolis. She stated that online learning from home forced her to adjust to a new learning medium she had never used before. She must adapt to new learning mediums, manage her schedule, and deal with the challenges of online learning. In 2020, she was in the first grade of senior high school, and the use of media such as E-Learning by Kementerian Agama, Google Classroom, YouTube, and Google Forms was novel to her. As a result, she required time to adjust.

It takes time to adapt to new learning media because when I was in junior high school, I didn't have that, and I didn't use my phone much during my pre-senior high school. Still, when I started senior high school, it turned into online learning by using media and applications that I had never used before. As a result, I enquired about my pal. [S1/2]

Living on a remote island where the internet service is not always consistently made it tough for her to obtain learning media. For the first time, she realized that the first task in English was to create a greeting video and send it to the WhatsApp group. Unfortunately, the shaky signal caused her to miss out on sending the assignment. Another situation she shared with me was that she could not publish the work by the required date owing to a signal issue, which she had to report to her English teacher. Furthermore, due to the signal issue, she cannot see the learning materials in video format on YouTube.

Furthermore, her situation is not ideal for online learning because of the insufficient learning tools. For example, she told me she didn't have a laptop to operate online learning efficiently, and her memory handphone was full when creating the required assignments. She had to manage various things, including the signal, learning media modification, and online learning tools.

S1's efforts were one of many examples among students struggling with online learning. According to her story, online education's impact was briefly stated in this interview. She said she did not understand the English lesson while online learning due to various issues. She disliked English, and online learning made it worse. She then claimed that online learning had diminished her ardor for understanding.

So, I could not grasp it properly during online learning because the lesson was delivered

without face-to-face interaction, and English is not my first language. [S1/5]

The installation of UKBM (*Unit Kegiatan Belajar Mandiri*), a collection of assignments requiring students to complete specific tasks, baffled them because there was no direct explanation.

In tenth grade, we had online learning, which allowed us to sleep at home during class, reducing my energy and enthusiasm compared to a traditional school. We cannot lie down in regular school to enhance our ability to follow the learning process. [S1/11]

Students should finish their assignments by using UKBM. She stated that tasks in UKBM can be as long as ten pages. Every day, there must be some tasks, not only from English but also from other courses with a lot of information. As a result, the amount of time spent sleeping was drastically reduced.

If the assignment is in E-Learning and has a time limit, I should finish it before the deadline. [S1/12]

She stated that the two years of the epidemic made her grade rise insignificantly compared to today in her final phase since the outbreak ended. Finally, aside from parental encouragement, the environment is critical in allowing pupils who use online learning to learn without interruption. S1's surroundings were admittedly serene and full of motivation from her parents, allowing her to learn in a comfortable environment.

During online learning, my grade increased insignificantly. However, face-to-face feedback has improved my skills more than online study. [S1/13]

Student S2: "Self-courage is important during my online learning"

S2 is the next research participant. After studying at home for two years, she understood that self-motivation is crucial in keeping herself engaged in the learning process, even at home. Everyone, even S2, was taken aback by the unexpected epidemic. Her move from junior to senior high school amid a pandemic took her off guard. The transition from face-to-face to online schooling caused her to get disoriented for a brief while. She needed to digest it right now. In-person, the teacher will explain the materials immediately, and students can ask questions or discuss them in class. In contrast, in online

learning, the teacher merely gives the materials and rarely explains them.

It was astonishing because we generally have face-to-face learning-teaching processes and proceed to virtual or daring. I was taken aback and nearly lost when I heard, "What kind of learning style it is." [S1/2]

The learning medium employed were the same as those used by others: WhatsApp, YouTube, *Kemendiknas* E-Learning, and Google Form. At first, she couldn't use some media, but she fixed it by watching a YouTube video. During the online lesson, she used her laptop and smartphone. The majority of the learning and discussion took place in a WhatsApp group. She mentioned that her English teacher frequently offered assignments over WhatsApp rather than other forms of media. She actively maintains her studies by engaging with the content on her own. She noted that she accessed more English content through the U-Dictionary or Duo Lingo program to grasp English better. Self-regulation of English material via dictionary and application can help her understand the English her teacher explained during class.

If I need to search for and comprehend English resources, I will utilize U-Dictionary or sometimes use the Duo Lingo app for self-assignment. [S2/8]

Aside from the difficulties mentioned above, the internet package is another issue with online learning. She discovered that the government's internet plan was insufficient for her needs. She recalls the government providing it for free for about a month and the remainder being self-pay. She had no problems with the internet signal because she lived near the city, where the signal was stable. Her English task did not burden her throughout her online study. Because the project was quite simple, her English grade was also quite high.

S2's experience studying from home is convenient because she does not need to leave the house; she only needs to use her phone to connect with the class. During class, she can complete her homework or take notes. Furthermore, online learning motivated her, and self-motivation is crucial. Her parents encouraged her by providing a convenient learning place and environment at home. Surprisingly, she did not experience any learning loss, particularly in English.

3.2 Discussion

According to the findings, teachers and students faced some struggles in online learning. The struggle teachers met with the low socioeconomic background was that students could not afford the smartphone and the internet package (T1/4). It can lead students to be left behind and have a learning loss. It is supported by Arsendy et al. (2020), Lim et al. (2022), and Suroyo et al. (2021). A condition when students do not have adequate facilities and support during online learning can create a learning loss and achievement gap between one and others (Agustina et al., 2020). Since it is distance learning, owning a smartphone, internet package, and stable internet for students is necessary. Adapting to new learning media used in this school was also considered seriously by T1. She used WhatsApp instead of Zoom in the first year of the pandemic because the students in her class could not connect to Zoom due to the poor signal (Lie et al., 2020). Internet poor signal was the main problem for students living in marginal areas who could not use the video conference well (Xia et al., 2022). Delivering lessons through WhatsApp, without direct meetings such as from Zoom or Google Meet, affects T1's engagement with students. Limited communication between teachers and students cannot enhance engagement (Nartiningrum and Nugroho, 2020). In the same vein, Lie et al. (2020) in their study, the teacher as a participant felt hopeless because some students did not respond to the assignment given.

Students' motivation must significantly come from home, the teacher, and the students themselves. Motivating students was hard since the numerous assignments were addressed to them (T1/5). Low learning motivation in online learning, as mentioned by Xia et al. (2022), caused students' dissatisfaction with online learning. The large and heavy tasks lead to a lack of motivation to submit them in the targeted time (Almazova et al., 2020). Home environment and parental guidance were identified as factors defining students' learning loss. An unsupportive environment during online learning can decrease students' focus. The crowded, the parents' requests to help them do something tend to disturb them in completing online learning (Agustina et al., 2020; Lie et al., 2020). The low learning outcomes in English in online learning were influenced by reduced instructional time to 30 minutes from 45 minutes (T1/6). The

shortened instructional time affected students' learning loss (Tomasik et al., 2021).

The first student (S1) experienced that online learning was a moment for her to adjust to the new learning media that she never used before. According to Xia et al. (2022), students had insufficient time to explore learning media due to a sudden outbreak. S1 admitted that she could not engage with English learning during the pandemic because of the indirect explanation, or through WhatsApp or shared material through YouTube. She argued that comprehending English through online learning was not easy. It is similarly stated by some researchers, including (Handayani & Aminatun, 2020; Kabilan & Annamalai, 2022; Setyowati & Madkur, 2021; Xia et al., 2022), that comprehending learning materials without face-to-face explanation.

Moreover, the poor signal issue significantly disturbs students' learning process. In this study, S1 comes from a marginal area and has a low-income family background, while the second participant (S2) is from the city and has a good family background. S2 has a supporting facility such as her room, smartphone, and laptop. Meanwhile, S1 admitted her phone was running out of space due to some assignment files stored in it. The poor internet signal felt by S1 during the online learning happened when she should download material from YouTube (S1/8). Adnan (2020) and Xia et al. (2022) mentioned this external disturbance. Meanwhile, the S2 had no problems due to the poor connection as she lived around the city.

Related to students' motivation, S1 had difficulties managing her motivation. She argued that online learning turned the learning situation into an uncontrollable moment to sleep over and make less enthusiastic. Students' low motivation and less engagement are not new during online learning (Xia et al., 2022). They should get up, face the screen, and do the assignment alone at home. Most of them feel bored (Agustina et al., 2020). A previous study by Almazova et al. (2020) found that even higher students lacked the motivation to complete assignments during online learning. Surprisingly, the contradictive result found in this study, S2 admitted her learning was increased during the online learning. She felt motivated during online learning. It could be

possible because she lived around the city, so the signal was stable for following online learning. Alifia et al. (2020) discussed students from higher economic and educational backgrounds tend to have high motivation and less learning loss during online learning. Besides the adequate facilities and stable network that support the learning process, the parental guide and conducive home environment helped students focus only on the learning process (Arsendy et al., 2020; Maldonado and De Witte, 2022).

IV. CONCLUSION

Learning loss was defined as when students in one cohort and the previous cohort could not have the same learning outcomes. In this study, teachers felt students possessed from learning loss, and the factors were due to socioeconomic background, home environment, and reduced instructional time. Meanwhile, online learning can lead students to learning loss due to internal and external factors like inadequate facilities, unstable networks, unsupportive learning environments, and lack of motivation. The challenges teacher and students suffered during online learning in this study lead students to have learning loss, moreover to the student that was far from the city with low socioeconomic background. From the findings above, it can be concluded that students feel a learning loss, such as their comprehension and English learning skills. Mostly affects students from low socioeconomic backgrounds rather than those from higher and good education backgrounds.

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