Teachers' Attitudes in Pandemics Reflected on Their Writing Tones

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Abstract. A sudden change in the classroom practice due to the emergence of COVID-19 a year ago has made teachers experience changes. The changes, when moving from offline to online classrooms, have forced them to adapt their teaching methods and strategies, as well as the nature of their courses. After a year of pandemic, teachers are expected to adjust themselves with the condition. How teachers deal with the changes in the classroom and their attitudes on the changes can be seen from the tones of their writings. The tones are reflected through the word choice. The positive tones show that teachers have embraced the changes while the negative ones show that they are still struggling to cope with the changes. This paper would analyse the writing tones of lecturers from different departments, sharing their classroom experiences, in order to see their attitudes on the classroom practices after one year of a pandemic.

Keywords: changes, classroom practices, writing tones

1 Introduction

Covid-19 pandemic has affected education in the world. All teachers suddenly have to change the way they teach. Because of the immediate changes from offline to online teaching, it becomes interesting to see the teachers' attitudes toward online learning. A research in Bangladesh found positive and negative aspects of online learning [1]. Cost and time effectiveness and convenience were the positive aspects mentioned while problems with technology and the internet, lack of ICT knowledge and poor network infrastructure were the negative aspects. Another research in Thailand also showed that "teachers need more time to reskill in education technology and learn how to engage students in the lesson through multimedia" [2]. However, amidst the rapid spread of Covid-19, teachers in Bangladesh and Thailand are slowly becoming accustomed to online teaching.

The effects of Covid-19 in education also happen in Indonesia. In Indonesia, teachers have had to deal with the changes since March 2020. There have been a lot of changes in the teaching and learning process. Teachers and students now have to depend highly on the use of technology even though not all teachers and students are familiar with technology, facilities are not sufficient to support the online teaching and learning, and the internet connection is not sufficient [3-4]. The latter one is seen as a factor that makes online teaching problematic [5]. This condition also happens in the university level where teachers

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have to adapt with the online teaching. Teachers have to use online platforms and create new activities for their classes. Not all teachers are accustomed to online teaching and this makes teachers think that preparing online teaching is complicated [5-6] and more tiring [7]. After one year of pandemic, teachers are expected to adjust themselves with the condition. There are challenges faced that affect the way teachers feel about this online teaching during pandemic.

This article tries to discuss the university teachers' attitudes on the changes through their writing tones. Tones are "the type of language a writer uses to address their audience" [8]. Tones are also defined as "the attitude of a writer toward a subject or an audience conveyed through word choice and the style of the writing" [9]. It means tones are reflected through the vocabulary used. The positive tones show that teachers have dealt with the changes and adjusted themselves during the pandemic. Meanwhile, the negative tones show that teachers are still adapting themselves with the changes. This paper aims to find out the positive and negative tones used in teachers' writings in order to identify their attitudes.

2 Method

There were 6 articles analysed. The articles were in Indonesian. They were written by university teachers from different departments and faculties, namely English Department, Mechanical Engineering Department, Industrial Engineering Department, Informatics Engineering Department, Hotel Management Program and Teacher Education Department. In the articles, those teachers shared their classroom experiences after conducting online classes for two semesters. Those practices were collected and published as a book [10]. The articles analysed were randomly chosen.

The data for this study were adjectives, adverbs and nouns used in the articles that expressed the teachers' attitudes toward the changes. The data were classified into positive and negative tones using Table 1.

Table 1. Data Analysis

Article	Positive tones	Negative tones
1		
2		
etc.		

3 Discussion

After analysing the data, the writer found the positive tones more than the negative ones. Almost 60% of the adjectives, adverbs and nouns in the articles used to express positive feelings. The positive tones described in all articles were used to explain the teaching process throughout the year. The most common words to describe the classroom experiences are 'dengan baik' (well) for adverbs, 'baru' (new) for adjectives and 'strategi' (strategy) for nouns.

The adverb 'dengan baik' (well) described the process of changing from offline to online teaching. The teachers felt that even though the changes from offline to online happened suddenly, they could adapt well. This is the example showing the use of 'dengan baik':

*"Meskipun perubahan pembelajaran kelas praktik dari luring menjadi daring berjalan **dengan baik**...."* (Even though the teaching and learning changes in the practical classes from offline to online went well …) (Article 3)

The adjective 'baru' (new) used in the articles to show that the teachers had to adapt with the new situation, platform or software to deliver their materials and create their classroom activities. These are the examples of 'baru':

*"Semua pihak, baik mahasiswa maupun dosen, 'dipaksa' untuk beradaptasi dengan cepat dengan situasi yang serba **baru**, ..."* (All parties, both students and teachers, 'were forced' to adapt fast with the new situation …) (Article 6)

*"... saya merasa seri YouTube ini cukup memberikan gagasan **baru** dalam masalah seputar tesis ..."* (…I felt that the YouTube series could give new insights in problems related to thesis …) (Article 2)

In addition to the word 'baru', there are other adjectives that show positive tones, namely 'efektif' (effective), 'adaptif' (adaptive), and 'inovatif' (innovative). These are the examples of those words:

*"Hal ini menurut saya jauh lebih **efektif** jika dibandingkan dengan menggunakan slide yang berisi kode program"* (In my opinion, this is much more effective than using slides consisting of programming codes) (Article 4)

*"Perubahan yang **adaptif** dan **inovatif** harus dilakukan demi keberlangsungan pembelajaran yang maksimal"* (Adaptive and innovative changes have to be made for maximum continuity of learning) (Article 3)

The noun 'strategi' (strategy) was used to describe new teaching methods or classroom activities implemented in the classroom. This are the examples:

*"**Strategi** saya yang pertama adalah saya menyampaikan materi secara singkat, tidak lebih dari 45 menit"* (My first strategy is that I deliver the material briefly, not more than 45 minutes) (Article 4)

*"Semua pihak ... mempersiapkan diri, dan mengatur **strategi** pembelajaran berdasarkan pengalaman dan pelajaran yang didapatkan di semester sebelumnya"* (All parties … prepare, and manage learning strategies based on the experiences and lessons learned in the previous semester) (Article 6)

Besides the positive tones, the teachers also expressed the negative tones in their writing (40.7%). The negative tones described the teaching process in the beginning of pandemic and the infrastructure. The most common negative tones are 'melelahkan' (tiring) and 'lebih panjang' (longer) for adjectives and 'kesulitan' (difficulty) for nouns.

The word 'melelahkan' (tiring) was used to describe the process of preparing the changes from offline to online teaching. The teachers also used the word 'melelahkan' to describe the teaching itself since online teaching forces teachers to sit in front of their laptops. The following are the examples in the articles:

*"Sesuatu yang baru tentu memerlukan pemikiran panjang dan usaha yang **melelahkan**"* (Something new certainly requires long thought and tiring efforts) (Article 1)

*"Sungguh perkuliahan daring yang **melelahkan**"* (It's really a tiring online lecture) (Article 3)

The adjective 'lebih panjang' (longer) was used to show the duration of teaching and learning process. The online teaching could spend longer time to explain the materials, especially in the content classes with practical activities. This is the example:

"*Diskusi dosen pengampu dengan mahasiswa lebih banyak terjadi di kelas daring ini, meskipun akhirnya durasi kelas yang menjadi **lebih panjang**"* (Most of the discussion between the teacher and students takes place in this online class, although in the end the class duration becomes longer) (Article 3)

Besides 'melelahkan' (tiring) and 'lebih panjang' (longer), the word 'buruk' (bad) also appeared. The teachers used this word to describe the Internet connection. This is the example:

"*Masalah koneksi Internet yang **buruk** dan ...*" (The problems of bad Internet connection and …) (Article 5)

The noun 'kesulitan' (difficulty) was used to describe the problems faced when developing materials for online classes. This is the example:

"*Bahkan kami **kesulitan** mencari benchmark untuk menyusun materi*" (We even had difficulties to find benchmarks for developing materials) (Article 1)

The words chosen by the teachers when sharing their classroom experiences show that they could adapt with the online teaching implemented during the pandemic. Even though they still faced problems or challenges, they could manage to find the way out.

4 Conclusion

After one year of a pandemic, teachers from different departments shared the same attitudes. They have positive attitudes reflected in their writings when they shared their classroom practices. This can be seen from the words used to describe positive tones are higher than those describing negative tones. It means that teachers can adapt themselves with the sudden changes from offline to online teaching and they try their best to prepare and deliver the materials even though they still face challenges dealing with the Internet connection and tiredness due to longer lectures and discussions.

Further research needs to be done to give better perspectives on the teachers' attitudes toward online teaching. Having more articles to analyze and covering more teachers in different areas in Indonesia should be conducted in order to see teachers' attitudes in a more general perspective.

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