

The Challenges of EFL Teacher in Conducting Online Learning at SMA Candimas Pancasari

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Abstract

This study aims to decide the challenges of EFL teachers in conducting online learning at SMA Candimas Pancasari. This research uses qualitative research as a method. In this study, the challenges of EFL teachers in online teaching were analyzed descriptively. This study collected data through observation and interviews with two English teachers in grades 10 and 11. The instruments for this research are an observation sheet and an interview guide. The researcher uses six indicators from Dhull (2017) namely poor accessibilities to remote areas, lack of funds, poor communication, feeling isolated, lack of motivation, and lack of quality to identify the challenges of EFL teachers in conducting online learning at SMA Candimas Pancasari and how to overcome the challenge. The result of this study is that poor internet connection affects some teachers and students living in remote areas. Furthermore, the economic problems of students' parents due to this pandemic caused many parents to stop working so they could not support their children's education. This makes online learning not 100% effective and becomes a challenge for teachers at SMA Candimas Pancasari. However, teachers can overcome these challenges with various strategies during online learning, both home visits to find out the condition of students and the provision of facilities such as computers, wifi, and handbooks to help students who do online and offline learning at school as well as assisting with one internet quota from the government. It can be seen that teachers have tried to face the challenges experienced during online learning.

Keywords: Challenges of EFL Teacher, Online Learning

Introduction

Covid-19 is a new type of disease that is currently a trending topic in society. Based on Brosnahan (2020) this coronavirus can attack anyone because it interferes with the respiratory system and even takes lives. It has spread to almost all countries including Indonesia to become a global pandemic. Covid-19 has a positive impact, namely that people are more aware of their health and take good care of their bodies. According to Magomedov et al, (2020) Covid-19 not only making people aware of being healthy, but Covid-19 also has a positive influence in getting

to know technology or new learning in education, using it correctly will provide many possibilities or benefits in using technology. However, the presence of Covid-19 has made countries in the world lockdown to prevent the virus from spreading widely. Likewise in Indonesia, in reducing the spread of the virus, the government implements PSBB, and activities outside the home are limited until conditions are safe.

The impact of this pandemic on the economy and education so that disrupt in learning process Ojetunde (2020). The local government has decided to implement the online learning method from home. Online learning can be done online face to face between teachers and students so that they use the internet. According to Rosalina et al (2020), there are still many teachers who need adaptation to the online teaching process. Even though students are at home, teachers must always supervise and ensure that teaching and learning activities are carried out. This makes teachers required to be able to create learning media that utilize online media (Rosalina et al., 2020). This shows that the teacher is an educator who plays an important role in education. The teacher is the first and foremost person as an educator in shaping the nation's generation. During this coronavirus pandemic, teachers are one of the most important roles in carrying out online learning. Online learning has an impact because Covid-19 has had a major impact on the world of education. This is a new thing for teachers and students in online learning. Teachers who usually can see the situation and condition of students directly are now increasingly difficult. This is supported by Nurohmat (2010) who stated that teacher and student communication is very important, so changing their communication while online is very necessary.

Several researchers investigated the challenges of teachers in online learning during the COVID-19 pandemic. The teacher challenges in conducting online learning at SMA Candimas Pancasari are important to determine the obstacles and effectiveness of the teaching and learning process during online learning. Learning during Covid-19 Teachers can find out what are the challenges of teaching online and overcoming online learning. Therefore, Covid-19 currently makes education and schools in Indonesia implement online learning and there is a gap between the results of several studies related to observations made at SMA Candimas Pancasari which showed low participation, response, and quality of student learning in the online learning process. Thus, the situations above make it difficult or easier for teachers to teach that cannot be clearly understood and this is a study for the author to know deeply about the teacher challenges in conducting online learning at SMA Candimas Pancasari.

Online learning and teaching activities in a new experience for teachers and students. This can reduce their interaction in preventing the Covid-19 virus that endangers their health. Online Learning makes them safer from the virus. However, being in the current situation is not easy for a teacher to teach online, especially for teachers who still do not understand the application of technology and teachers certainly have many obstacles or challenges in online learning (Stanciu et al 2020). It is important to know the challenges faced by teachers in online learning so that later they can find out the challenges that exist during online learning and strategies to overcome these challenges during online learning.

This study contained several theories which were related to the study in which these theories supported the finding and discussion in chapter IV to answer the problems occurred in this study, First is Challenges. According to Cambridge Dictionary, the word "challenge" can function as both noun and verb. A challenge is a new and difficult thing that requires great effort and determination. The challenge is doing something is to question its truth or value. The challenge for someone is to question their authority, values, and ideas. A challenge is something that requires a great deal of mental or physical effort to be completed successfully, or the situation this kind of effort faces.

Teacher challenges are challenges faced by teachers when carrying out learning activities in class. According to Jacobs (2013), the teacher's challenge can be raised to find out the problems or interactions of teachers and students in teaching activities in online learning. This can support teachers in teaching online from the problems they get during online teaching in the current pandemic situation. The abilities possessed by each teacher are different from the facilities or technology that affects themselves in online learning, especially the application of technology which has an important role in its application when learning online. This statement is supported by Ashraf et al (2021) who state majority of students have doubts about online or digital learning where lack of access to internet facilities, lack of proper interaction and contact with students and instructors, and ineffective technology are challenges. Then, online learning is considered a unique way of teaching in which unique strategy must be implemented to cultivate community in online learning (Arasaratnam-Smith & Northcote, 2017).

Other than that the second theory is about online learning, according to Anderson (2004), online learning is a process of study that is taught applied online or remotely by applying technologies such as web, email, chat, text, audio, and video are used to deploy education via computer networks. Furthermore, there are advantages and disadvantages of Online Learning. According to Dhull (2017), Online learning has advantages and disadvantages. The first advantage of online learning is the accessibility provided by students can study anywhere. Things that can be done with student learning options can be done anywhere or from home without having to come to school. The second online learning can save money by spending less money on traveling and buying school supplies (Dhull, 2017). It's just that there is a large quota purchase. In addition, students can post their work or assignments on the web or social media as a promotion of their work, and also those choosing to study online have the opportunity to acquire technical skills in applying Information Communication Technology (ICT). Stanciu et al., (2020) stated online learning can assist students in working and studying at their own pace without time constraints. They are free to complete their duties according to their wishes. With their online learning, people are connected with the rest of the world.

Another thing, Based on Dhull (2017) there are six disadvantages of online learning, namely poor accessibility to remote areas, lack of funds, poor communication, feeling isolated, lack of motivation, and lack of quality. Online learning cannot work effectively either because of the lack of poor accessibility in remote areas such as lack of access to computers, the internet, and the facilities needed for online learning (Dhull, 2017). It can lead to bad communication which causes the relationship between teachers and students misunderstood because the learning

process does not occur directly as the basis of the bond that exists between teachers and students so that this can be detrimental to the learning process. In addition, online learning can make students feel isolated because there is no interaction such as sitting with a classmate online only so that there is no feeling of freedom for students to interact so that they become stressed and bored. Then, it is easy for students to turn to other negative things such as quickly dropping out of school, being lazy, and losing their obligation to education because of a lack of motivation while studying (Dhull, 2017). This can make students who have difficulties in their abilities so that there is a need for encouragement or good motivation from the teacher. According to Dhull (2017) more than that, online learning has weaknesses in the quality of learning, most online instructors do not prepare and respond to learning seriously and teachers' commitment fades so that the effect on online learning is negative and ineffective.

Every teacher faced challenges in teaching, challenges can be obstacles in the online learning process. From previous research, several researchers discuss the challenges of teachers in teaching online. The first study from Adu-gyamfi, (2014) examined the challenges of teaching science in developing countries to 10 science teachers. His research uses interview and observation methods to collect data. Many things happen to educators at the junior high school level. Their challenges in teaching are problems related to facilities, training, and preparation of science teachers for the new generation of millennials. This is related to the need and lack of teacher training so that the teaching and learning process does not run effectively. The second is from Anderman et al (2012) critically investigates the skills needed for effective science learning in a youth population. The results of his research found that cognitive development in adolescents is extraordinary and science educators need to understand and be able to acknowledge it. Researchers reviewed this with five domains identified by the National Research Council of the Science Education Council, namely adaptability, complex communication or social skills, non-routine problem-solving skills, self-management, or self-management. - development, and systems thinking.

On the other hand, based on Kabilan et al (2020) explore the perspective of the teacher's experience in teaching English at ESL with the reality of teaching in an international context, especially in the ESL environment. They collected the data using interviews. The data obtained are about curriculum, lesson planning, language skills, and cultural differences. Then, The fourth study from Cholis, (2020) is researching writing and describing the challenges faced by teachers in online English learning at SMK Negeri 1 Nawangan. The instrument using by researchers are questionnaires and interviewing. The results of his research indicate that the obstacles found are poor internet access experienced by students of SMK Negeri 1 Nawangan. This causes students to be less responsive to the process of learning activities in online learning. He also found that to overcome this problem students and teachers were facilitated by the school regarding internet data packages. In the Fifth study, Lestiyawati & Widyanoro (2020) identified the strategies applied and the problems faced by teachers in conducting e-learning during the COVID-19 period. They used observation and interviews to collect data. The findings show that there are three teaching strategies applied by teachers, including teachers implementing online chat, using video conferencing, and combining both online in online learning.

In addition, based on Singh (2016) study aims to the role of a teacher and the importance of e-learning in the context of the current emphasis on the challenges faced. He used library research to collecting data The findings show that teachers in India in implementing e-learning are related to the awareness, implementation, and ease of e-learning solutions by teachers in their environment in the teaching and learning process. Bularca et al (2020) identified through student perspectives the top two Romanian Universities that were successful in imparting knowledge in their way during the Coronavirus pandemic. They using a questionnaire to collecting data. The results of his research in higher education institutions in Romania are not ready to carry out exclusive online learning. Likewise, with the hierarchy in online learning, the problem arises in the context of the crisis due to the pandemic. They stated the lack of technical skills of teachers and teaching styles that were incompatible with the existing online environment as well as lack of interaction with teachers and poor communication (Bularca et al., 2020). Ashraf et al., (2021) have conducted a study to find out the challenges faced by Pakistani students during an online learning environment with a sample of 550 students using a questionnaire to collecting data. The result of his research is all students face the same problem both at the school and university level. They also found that boys and girls faced the same challenges in online classes. Muslimin and Harintama (2020) have conducted identified student challenges, motivations, and alternatives by collecting student responses using questionnaires and interviews with 10 students who took the English Syntax KSP (short course) using WhatsApp group at the English Education Study Program of UIN Mataram in July 2020. They collected the data using data questionnaires and interview The results of his research that online mode learning requires adequate preparation mentally, physically, and financially to support their learning deficiencies.

Based on the explanation of the previous studies, it can be seen mostly the article was focused on the challenge of online learning in general with various challenges and strategies. However, this study was different from previous studies because this study focused on the challenge of online learning in SMA Candimas Pancasari who is in a transition period from face-to-face learning to online learning as a result of the Covid-19 pandemic where not all teachers at SMA Candimas Pancasari can master online learning.

Method

This research uses qualitative research as a method. According to Nassaji (2016), a Qualitative study is a methodology in which the data is described descriptively which is focused on the understanding, perspective, and attitudes of the guardian on data collection taken from various sources. This research was conducted, descriptively and in-depth and found cases that were extracted from information into a design choice that was useful for knowing the data in depth.

The participant of this study

The subject of this study are two English teachers of SMA Candimas Pancasari. The teacher selected were two English teachers who taught grades 10 and 11. The researcher did not choose grade 12 teachers because when the researcher took data from grade 12 students, they

were already in the exam period. Researchers used the purposive sampling technique in sampling.

Instrument

Researchers qualitatively collected data, data collection using two methods, namely interviews and observation. Researchers used two instruments, namely the interview guide and observation sheet. Kawulich, (2015). This researcher conducted direct observations on English teachers who taught online. The researcher prepared an observation sheet to research as material to compare the data from the interviews conducted by the researcher with the teacher so that the data obtained became valid. The researcher will act as an observer as a participant which is carried out twice in a virtual classroom conducted by the teacher in the WhatsApp group. Researchers collected information about how the challenges of English teachers teaching online at pre-activities, during activities, and after activities. Observations were made three times according to the teacher's class schedule. Observations were also made on the collection of documents such as lesson plans.

Data analysis

Data Analysis used by researchers is from Miles & Huberman, (1994) which states that there are 4 ways in data analysis, first is data collection, The researcher used two instruments, namely interview guide and observation sheets. This instrument is to find out The Challenges of EFL Teacher in conducting online learning and how teachers overcome them. In collecting this data, it can be found that the sharing of information comes from the observations made by researchers during online learning and in-depth interviews conducted with two English teachers who were research subjects with open-ended questions. Second is data reduction, from the results of observations or interviews the data obtained would be selected, filtered, and focused on the research topic, and data obtained from the field from the results of interviews and unnecessary observations will be removed. The data obtained will make it easier for readers to understand and remain the answers to research questions that have been compiled by researchers. After that, in data display the researcher organizes and arranges the data reduction so that it is well structured so that it is easier for readers to understand and easily conclude. However, the conclusions at this stage are still tentative and may turn out to be relevant or to obtain strong evidence in further analysis. Lastly, in verify and draw a conclusion the researcher verified the data from the evidence and made conclusions from the results obtained. Conclusions are made at the stage of displaying data that are still obscure so that are made further and adapted to the existing research questions. Of the three methods, it can be added with more interactive data collection so that researchers can still move in four streams of data collection, data reduction, data presentation, and verification of conclusions.

Findings

These sessions contained the data obtained from the instruments used in this study and its explanation to answer the two problems in this study, namely the challenge faced by the teacher during online learning and how to overcome it. Online learning as applied online is a new thing

for teachers and students. According to Dhull, (2017) There are several disadvantages of online learning namely Poor Accessibilities to Remote areas, Lack of Fund, Poor Communication, Feeling Isolated, Lack of Motivation, Lack of Quality.

Table 1. Example Problem and Solution

Dimension	Problem	Solution
Poor Accessibilities to Remote Area	Remote village with limited internet connection	Home visit and Students come to school with APD includes mask and hand sanitizer for offline class or use the school facilities provided namely wifi, computer, and handbooks.
Lack of Fund	Unavailability to get internet quota	Getting internet quota from the government
Poor Communication	Not all students can join the online meeting	Provide a suitable platform for all students (Whatsapp group and Google Classroom)
Feeling Isolated	Rely on assignment to check students' condition	Home visit to the student who is not actively attending a lesson and find out student problem. It is the same as the first solution where a student is asked to come to school with APD for offline class and then can use the school facilities to provide namely wifi, computer, and handbooks.
Lack of Motivation	Students feel lazy to study	Give interesting learning media such as video and youtube.
Lack of Quality	Students' learning achievements were decreased during online learning	The teacher prepares a better lesson plan and the development of more interesting media.

Researcher found several challenges faced by teachers during online learning at SMA Candimas Pancasari have problems with internet connections. It can be said that every online learning activity requires an internet connection and the average of the findings of the research above shows the difficulties of teachers and students communicating when learning online. In particular, the challenges encountered during online learning, 1. Some teachers and students live in different geographical locations and have low internet connections and difficult signals, 2. Parents of students have economic constraints that support students' online learning or parents cannot buy internet quota for their children those who are used for online learning because most of the parents lost their jobs due to the covid-19 pandemic situation, 3. The teacher holds an

online meeting to compare the effectiveness of online learning and on-site learning, but it is not effective and is constrained by signals and internet connections, 4. The teacher's challenge is to see student motivation students who become lazy and reduce their willingness to take online classes, 5. The teacher still cannot be sure whether the students can understand the material or not and only rely on assessment such as assignments with deadlines, 6. Student achievement has an effect when online learning is declining globally, so the challenges that occur during online learning are constrained by the weak internet connection owned by teachers and students.

To overcome the challenges faced by teachers in online learning, there are several efforts that teachers can do to solve the challenges in online learning, namely, 1. Home visit programs to check the condition of students and their readiness to take part in online learning 2. The Support facilities from schools namely computers, wifi, textbook and 1 internet quota from the government, 3. The teacher designs learning and use appropriate media for students such as Whatsapp and Google Classroom which are familiar to both students and teachers, 4. The teacher situates students' conditions not to be too strict in terms of materials and assessments that conform to the assessment standards. 5. The teacher decreases the score to cheat so that students are expected to follow the instructions well. 6. The teacher prepares an interesting learning video to increase students' motivation and enthusiasm for learning, 7. The teacher provides empathy for students who have not completed to follow and remedial and the teacher prepares a better lesson plan and the development of more interesting media.

Discussions

The above findings are in line with Cholis (2020) in which he found that the challenges of teachers at SMK Negeri 1 Nawangan in teaching English subjects online. He mentioned that there are three components, namely internet access, media, online class management. The explanation above is also related to this research which also shows The Challenges of EFL Teacher in conducting online learning. In addition, the results of this study are also almost the same as Ashraf et al., (2021) Challenges of online learning during the COVID-19 pandemic encountered by students in Pakistan. There are several challenges regarding online classes, namely first, connected with online classes, second, internet facilities in rural areas that are almost non-existent, third, low use of media and online applications, fourth time management. Ashraf explained that online learning does not give good results in Pakistan as most of the teachers and students cannot access good internet facilities due to economic or technical problems. The lack of internet facilities and the exact interaction is a challenge in education in Pakistan. Students living in disadvantaged areas of the former Fata, Balochistan, Chitral, and Gilgit-Baltistan do not have internet access and facilities (Adnan & Anwar, 2020).

Moreover, to overcome this from the results of this study can be related to the argument from Kebritchi, Lipschuetz, & Santiago,(2017) that some of the problems affecting the quality of online education. According to Kebritchi, Lipschuetz, and Santiago, (2017) several issues can affect the quality of online education namely, communication, technology, time management, pedagogy, and assessment. He also said about issues related to students, instructors, and emerging content. First, issues relating to students and teachers are advised to

communicate their course rules and policies in advance. This is because some students have expectations to get feedback from their online assignments and also they will question their grades and possibly some other students do not take the deadlines seriously and also to avoid students being rude in commenting. Second, Online instructors must be prepared to help students who cannot learn, so that readiness to be clear as internet use, application, time management, and communication. This refers to students who need to have a learning style and the skills and motivation to direct themselves to learn. Third, students feel isolated. This is because the instructor identifies the readiness level of online students. After all, it is to know their condition and help them develop their sense of belonging, goals, and obligations as students. Fourth, online instructors can support and know the nature of student online participation. Listening or observing online is a form of active learning, as it consists of engaging with content, thinking, and reflecting (Hrastinski, 2019).

The other issues that occur for students are several things that are important to become instructors related to content development, Kebritchi et al., (2017) including content development and instructors, namely instructors can create, shape, and integrate their experiences into online learning. In this case, the Instructor has the responsibility to preparing and planning materials for online courses. Something new, for new assignments and materials or adapting material from face-to-face in online classes. Then, Instructors can incorporate multimedia such as learning games, videos, and simulations into the online course design. Instructors need to adjust the multimedia used according to their needs because the wrong multimedia can be detrimental to the online learning process (Kebritchi et al., 2017) as cited by Yue et al, (2013). Next, it is important instructors adjust content and strategy. It can help him to improve learning by redesigning it so that it can make it easier for him to teach according to his strategy and make students easy to master the material (Look & Twigg, 2005).

Furthermore, based on the research from Stanciu et al.,(2020) entitled Online Teaching and Learning in Higher Education during the Coronavirus Pandemic. There are several challenges faced when online teaching and learning, one of which is the lack of interaction between students, teachers, and peers. This is because the E-learning Platform cannot support their learning well and also lack a stable internet connection. The efforts made to overcome this, namely, teachers use and choose other platforms to collaborate in making it easier for their students to do assignments, not only e-learning which is used they choose to apply the Technology Acceptance Model (TAM) by improving students' technical conditions, teaching styles teacher, student, and teacher skills and interactions through this platform.

Conclusions and Suggestions

This study is focused on knowing The Challenges of EFL Teacher in conducting online learning and how to overcome the challenges at SMA Candimas Pancasari. This research was designed using a descriptive qualitative method (Nassaji, 2016). Data collected through 2 instruments and data obtained on both variables were analyzed descriptively with theory from (Matthew B. Miles, n.d.). Therefore, the challenges faced by teachers in conducting online learning were analyzed descriptively.

After analyzing the data, it can be concluded this the challenges of EFL teachers in conducting online learning at SMA Candimas Pancasari are First, some teachers and students live in different geographical locations and have low internet connections and difficult signals. Both parents have economic constraints that support students' online learning or parents cannot buy internet quota for their children to use for online learning. The third teacher held an online meeting to compare the effectiveness of online learning and on-site learning, but it was not effective and was hampered by signals and internet connections. Furthermore, students become lazy and reduce their desire to take online classes. Then, the teacher is still not sure whether students can understand the material or not and only relies on assessments such as assignments with deadlines. Finally, student achievement when online learning is declining globally.

The teachers at SMA Candimas Pancasari find challenges in the online learning process, namely First, home visit programs to check the condition of students and their readiness to take part in online learning. Second, The support facilities from schools computer, wifi, textbooks and 1 internet quota from the government. Third, the teacher designs learning in lesson plans use appropriate media for students such as WhatsApp and Google classroom which are familiar to both students and teachers. Then, the teacher situates students' conditions not to be too strict in terms of materials and assessments that conform to the assessment standards. Next, The teacher decreases the score to cheat so that students are expected to follow the instructions well. However, the teacher prepares an interesting learning video to increase students' motivation and enthusiasm for learning. Finally, the teacher provides empathy for students who have not completed to follow and remedial.

The suggestion in this research are students and teachers are suggested to be accustomed to moving from traditional classroom and face-to-face instructor training to computer-based learning in virtual classrooms. Then, Students and teachers are suggested to have an access to high bandwidth or strong internet connection to succeed to catch up with virtual leanings or to limit the technical issues. Later on, Students and teachers are suggested to improve their computer literacy to be able to manage computers well or to operate a basic online platform. The last, students and teachers are suggested to improve time management in online learning which requires a lot of time, intensive, and work self-motivation on e-learning is an essential requirement.

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