

## EFL TEACHERS' PROBLEMS IN ONLINE LEARNING DURING COVID-19 PANDEMIC AND THEIR SOLUTION

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### Abstract

**Keywords:**

*Online learning  
problems,  
English teachers,  
Covid-19,  
Solutions*

The spread of COVID-19 in Indonesia has had a major on the education sector, requiring schools to close and change he learning system becomes an online learnig system. The purpose of this study was to find out the problems by English junior high school teachers and their solutions. The researcher used descriptive qualitative method. The research subject were six english teachers from two English teachers in MTs Salafiyah Syafi'iyah Tebuireng, MTsN 9 Jombang, and SMPN 2 Diwek. The researcher used data collection techniques with interview guidlines. The results from this study describe that English teachers faced several problems in the online teaching process, especially in teaching reading, and speaking. The problem was due to absence of direct interaction between the English teacher and students and students still had difficulty reading English texts, the absence of direct interaction between English teacher and students, the lack of motivation of students, the difficulty of students in accessing online learning, having an electronic device, and the lack of parental guidance of students. As an educator, the English teacher provides solutions to the problems mentiones above in order to anticipate the course of online learning. The solutions for online learning problems due to providing material and assignments using learning applications, and include providing learning materials, preparing online teaching, approaching students, and communicating with parents of students. Hopefully, this study can provide benefits from the results of the problems faced by English junior high school teachers and their solutions in online teaching. So, they can improve their ability in teaching English lesson.

**Kata Kunci:**

*Masalah  
pembelajaran  
online, guru  
Bahasa Inggris,  
Covid-19,  
Solusi*

**Abstrak:**

Penyebaran COVID-19 di Indonesia berdampak besar pada sektor pendidikan yang mengharuskan melakukan penutupan serta merubah sistem pembelajaran menjadi sistem pembelajaran online. Tujuan dari penelitian ini yaitu untuk mengetahui masalah yang dihadapi oleh guru Bahasa Inggris di sekolah menengah pertama dan solusi. Peneliti menggunakan metode kualitatif deskriptif. Subjek penelitian ini adalah 6 guru bahasa Inggris dari dua guru bahasa Inggris di MTs Salafiyah Syafi'iyah Tebuireng, MTsN 9 Jombang, dan SMPN 2 Diwek. Peneliti mengumpulkan data dengan

menggunakan pedoman wawancara. Hasil dari penelitian ini menjelaskan bahwa guru bahasa Inggris menghadapi beberapa masalah khususnya dalam kelas reading dan speaking. Masalah tersebut diantaranya; tidak adanya interaksi langsung antara guru bahasa Inggris dan siswa; terdapat siswa yang masih sulit membaca teks bahasa Inggris; kurangnya motivasi siswa saat belajar; sulitnya mengakses pembelajaran online lantaran sinyal; minimnya perangkat elektronik serta kurangnya bimbingan orang tua saat proses pembelajaran. Sebagai seorang pendidik dalam menghadapi masalah tentu akan melakukan evaluasi untuk mengatur jalannya proses pembelajaran, solusi yang diberikan diantaranya; memberikan materi bacaan dan tugas menggunakan aplikasi pembelajaran; menyediakan materi pembelajaran; melakukan persiapan sesaat sebelum melakukan pembelajaran online; melakukan komunikasi dengan siswa serta para orang tua siswa. Harapan agar semoga hasil dari penelitian ini dapat memberikan manfaat sehingga guru bahasa Inggris dapat meningkatkan kemampuan dalam mengajar mata pelajaran bahasa Inggris.

## **INTRODUCTION**

*Corona Virus Disease 2019* (COVID-19) was a virus that can be caused disease in animals or humans. In humans, it was known to cause respiratory infections such as the flu and severe diseases such as *Severe Acute Respiratory Syndrome* (SARS) and *Middle East Respiratory Syndrome* (MERS). The coronavirus was a contagious virus, this disease was not known before the outbreak in Wuhan in December 2019. This outbreak also called the COVID-19 pandemic, which attacked all countries in the world. The coronavirus can cause various symptoms, it was suffered due to the significant process of spreading the virus, such as splashed saliva when coughed or sneezed, touching hands or faces, and touching body parts of an infected person, symptoms of people infected with the coronavirus appear on average 2-14 days after the first virus enters the body.

In addition, the method of transmission of the coronavirus was also not known for certain because the virus was thought to have

originated from diseases suffered by animals such as bats. The coronavirus rarely evolves and infects humans and spreads to other humans. However, the case in China proved that the coronavirus can spread from animals to humans; currently, the transmission was from human to human. The BBC's health and science correspondents, Michelle Roberts and James Gallagher said at the Wuhan animal market that some wild animals such as snakes and bats were sold, they suspected that the coronavirus came from snakes and spread from animals to humans, then humans to humans. China was the first country to report a case of the coronavirus in the world, the coronavirus was known to have first appeared in an animal and seafood market in the city of Wuhan, China at the end of December 2019. The first person who fell ill was known to be a Wuhan market trader who was linked to the coronavirus. At the end of 2019, the World Health Organization (WHO) office in China received notification of pneumonia whose cause was unknown, an acute respiratory infection that attacked the lungs experienced by several residents in the city of Wuhan, Hubei Province, China. According to authorities, some of the patients who suffered from the disease were traders operating at the Huanan fish market. In Indonesia, the government officially announced the case on March 2, 2020, it was known that 2 Indonesian citizens were positive for COVID-19 after making direct contact with Japanese citizens who visited Indonesia, while on March 11, 2020, there were cases of death caused by the coronavirus. The victim was a 59 years old man from Solo, it was known that the man was infected after attending a seminar held in Bogor. The spread of coronavirus in Indonesia was spread across 34 provinces, East Java province was the province that recorded the most cases in Indonesia at the beginning of the period of spread of COVID-19 cases, totaling 223 cases.

In the education sector with the COVID-19 pandemic, the government had implemented a learning system from home as per the rules issued by the Ministry of Education and Culture. This was based on

a joint decision by Ministers including the Minister of Religion, the Minister of Health, the Minister of Education and Culture, and the Minister of Home Affairs regarding the guidelines for the implementation of learning for 2020/2021 in the academic year during the COVID-19 pandemic. However, areas in the green zone were allowed to carry out face-to-face learning processes by applying the health protocols that had been imposed by the Central Government. The learning system was implemented using a distance learning system. It was explained in UU No 20 of 2003 by article (1) section (15), that the distance learning system was a learning system in which there was a separation between teachers and students in the learning process and the use of various learning resources through communication technology, information, and other media. The distance learning system in implementation was divided into two approaches: offline learning and online learning. Educational units can apply this approach according to the criteria, availability, and readiness of school facilities and infrastructure in the learning process. From the information, it can be said that the online learning system was a learning process without face-to-face directly between teachers and students then carry out the learning process together and used learning resources from the internet and used various applications, such as Quipper, Whatsapp, Kelas Cerdas, Zenius and other applications (Abidah *et al.*, 2020).

The Practice of Rasulullah SAW, accumulated in the hadith as evidence of guidance, the second Muslim after the Qur'an, has the content comprehensive in overcoming various problems in all ages (Kholis, 2013). Knew this, it was mentioned in a hadith. The Prophet said :

عَنْ عَبْدِ اللَّهِ بْنِ عَامِرٍ بْنِ رَبِيعَةَ أَنَّ عُمَرَ خَرَجَ إِلَى الشَّامِ فَلَمَّا جَاءَ سَرَعَ بَلَّغَهُ أَنَّ الْوَبَاءَ قَدْ وَقَعَ بِالشَّامِ فَأَخْبَرَهُ عَبْدُ الرَّحْمَنِ بْنُ عَوْفٍ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ إِذَا سَمِعْتُمْ بِهِ بِأَرْضٍ فَلَا تَقْدَمُوا عَلَيْهِ وَإِذَا وَقَعَ بِأَرْضٍ وَأَنْتُمْ بِهَا فَلَا تَخْرُجُوا فِرَارًا مِنْهُ فَرَجَعَ عُمَرُ بْنُ الْخَطَّابِ مِنَ السَّرْعِ

*"From Abdullah bin Amir bin Rabi'ah, Umar bin Khattab ra. Traveled to Sham. When he arrived at Sargh, Umar received news that a plague was hit the region of Sham. Abdurrahman bin Auf told Umar that the Messenger of Allah had said, 'If you hear of a plague in an area, then do not enter it. But if a plague occurs in your area, do not leave that place.' Then Umar bin Khattab turned around to leave Sargh." HR Al-Bukhari 3473, Muslim No 2218.*

On the other hand, there were demands for the fulfillment of educational services for students. As in the UUD 1945 article (31) section (1), every citizen had the right to education. In reality, the problem was not only caused by the unavailability of learning facilities, but the lack of an internet network to support learning which required a fairly high cost, to facilitate the needs of online learning, especially for some parents of middle to lower economic class. Another problem was the unpreparedness of teachers and students to accept changes in the new learning system with the transition from the conventional learning system to the online learning system due to the sudden COVID-19 pandemic. Finally, several teachers can not keep up with changes and technology and information-based learning. Furthermore, the COVID-19 pandemic also had an impact on the process of learning English. In several schools in Indonesia, the English language was an international language that needs to be mastered by students to be able to understand foreign languages properly and correctly. In learning English, students were expected to be able to compete in the global world and be able to use English. However, the COVID-19 pandemic caused the learning system in schools to change and the English language learning process must be carried out with an online learning system.

The research by Prabawati (2021). The study aims to: a) identified the online learning media; b) find out the problems faced by English teachers in the online learning process during the COVID-19 pandemic; c) find out how teachers deal with problems teaching English online during the COVID-19 pandemic. The descriptive-qualitative analysis

approach was used in this study. This study aims to look into the issues that English teachers had with online English learning as well as the solutions that teachers had come up with for online English learning. The researcher used interviews, observation, and documentation to gather data. Triangulation was a data validity technique that was used. The researcher used interactive analysis to analyze the data in this report. Data reduction, data presentation, and conclusion/verification were the techniques used. The results of this study showed that the media used by the teachers were WhatsApp and Google Classroom. The reason was that the medium was considered more practical and efficient. The problems faced by English teachers in learning English online during the COVID-19 pandemic were difficulties in students' internet access, and many students did not respond.

Based on the research results, it was also known that the solution to the problem students faced was to provide an extension of the time for sending assignments, and if students had difficulty accessing the internet, they were allowed to collect them at school. If the teacher takes the initiative to contact a student personally, and if this method was deemed insufficient, then the teacher tries to contact his friend, and the teacher reminds them through the group. To solve the problem of boredom, the teacher gave group assignments. The similarity of this research was used that descriptive analysis to look into the issues that English teachers had with online English learning as well as the solutions that teachers have come up with for online English learning. The difference between the research with this study was that researcher wants to explore the problems faced by English teachers when online English learning teaches reading skills, writing skills, and speaking skills and their solutions.

## **METHOD**

The study used a descriptive qualitative design to determine how English teachers respond to online teaching in Junior High Schools during the COVID-19 pandemic. Descriptive research was done to describe a variable, either one or more variables (independent) without making comparisons, or variables that were linked to one another (Sugiyono, 2011). The respondent of this research was two English teachers from three Junior High Schools in Diwek District. In this study, data were collected from two English teachers from three junior high schools who experienced the impact of the COVID-19 pandemic. In addition, this research was conducted to find out the problems faced by English teachers when carrying out online learning during the COVID-19 pandemic at junior high schools in the Diwek District. In collecting the data, the researcher used interview guidelines (structured). The researcher used interviews with two English Junior High School teachers. The interview was a conversation that has a defined aim and was conducted by two parties: the interviewer (who ask the questions) and the interviewee (who answer the questions posed). The interviews aim to learn more about what happened or what happened recently. The interview consists of questions related to the problems faced by English Junior High School teachers in online teaching and their solutions during the COVID-19 pandemic. The data will be analyzed as the problem faced by English Junior High School teachers when online learning and their solutions. The researcher concluded the result of an interview with two English teachers at a junior high school to get solutions related to the problems during the COVID-19 pandemic in the online learning process.



## **FINDINGS AND DISCUSSION**

### *Findings*

#### **1. The problems of English Junior High School teachers in the Diwek District in online teaching during the COVID-19 pandemic**

In this section, to make it easier to know the respondent's answer, the researcher gave the code T1 to Respondent 1 and T2 to Respondent 2 as a substitute for mentioning the two teachers at MTs Salafiyah Syafi'iyah Tebuireng. T3 for respondent 3 and T4 for respondent 4 as a substitute for mentioning two teachers at MTsN 9 Jombang. T5 as a substitute for respondent 5 and T6 for respondent 6 as a substitute for the mention of two teachers at SMPN 2 Diwek.

##### **a. The problem in reading classes**

In online teaching during the COVID-19 pandemic, teachers naturally faced many changes in the learning process. This was the cause of a sudden change in the learning system, which makes the teachers seem unprepared for these changes. Besides that, in the process of online teaching, the teachers also faced problems, one of the problems was in teaching reading classes. The researcher begins the interview with the first question, which was related to the problem of English teachers in online teaching reading classes during the COVID-19 pandemic. Below was the respondent's statements:

“for reading skills, it seems no encounter problems because they can use Google which helps them when reading skills. So, if there was a problem with their reading skills, they used Google because it helped them.” (Q1.T1)

“in terms of reading skills, I think there were not any problems because we can look for them in various sources, like books, the internet, or anything else, we send them easily, and students just had to read them. Maybe there are written questions that students can work on.” (Q1.T2)



“don’t encounter any problems because I practice it by providing pictures. So, at the time, we also used Google Forms pictures. So, I gave some readings, and then I told students to read the materials.” (Q1.T3)

“for reading skills, there were no encounter problems because students can learn from the video we send.” (Q1.T4)

“I think there were not many differences between reading and speaking skills. If learning was done online there was no face-to-face interaction or direct interaction, and it was difficult for us to check student pronunciation, intonation, and so on. As a result, we provide more reading texts than questions.” (Q1.T5)

“at the time, I asked students to make a video about Greeting. But some of them were afraid to send it because they still had difficulty to reading, even though I had given an example.” (Q1.T6)

From the statements above, two teachers appeared to have problems teaching reading classes online during the COVID-19 pandemic. The statement from T5 showed that teaching online reading classes does not have many differences from speaking classes. No face-to-face interaction made it difficult for teachers to check the pronunciation or intonation of students. Then, the statement from T6 presented that students still had difficulty sending the assignments when teachers asked for the assignments because students still had difficulty reading even though the teacher had given an example.

**b. The problem in writing classes**

The problem in writing classes was also a concern for the researcher to conduct research. The researcher continued the interview with the second question related to the problem of English teachers in online teaching writing classes during the COVID-19 pandemic. The respondents answer, as follows:

“writing skills also can be overcome. Even if we divide them into two groups, students can still work in groups to do the work, still.

Everything was still under control except for speaking skills.”  
(Q2.T1)

“writing skills were also not any problems because it was easy to evaluate them. So, we send material to read, then students complete questions related to the material, after which it was sent to the teacher.” (Q2.T2)

“there were assignments for writing skills, followed by taking photos. So, I gave questions depending on the material. For example, when it comes to reading, I prepared questions for writing, and after that, students take pictures of the assignments.” (Q2.T3)

“In writing skills were combined with speaking skills because the students had to compose the text and then record it with voice notes.”  
(Q2.T4)

“for writing skills, it’s easy because we had to do correct assignments submitted via photos, which was easier than reading and speaking skills.” (Q2.T5)

“writing skills do not encounter problems but if there was an assignment, we don’t know if worked itself or someone else. So, in the process, we don’t know whom to help students.” (Q2.T6)

The answer from respondents was that teachers did not encounter any obstacles in teaching online writing skills during the COVID-19 pandemic. From these explanations above, it can be seen that in the process of teaching writing classes, the teachers used several applications to make it easier to convey material, one of the applications was used of Google Forms, WhatsApp, and videos taken from YouTube. In addition, providing material usually often sends personal videos or YouTube videos related to writing classes, so students also can more easily work on and submit assignments. As a result, in this case, all respondents encountered no difficulties in teaching writing classes.

**c. The problem in speaking classes**

Then, the researcher continued with the question related to the problems of English teachers in online teaching speaking classes during the COVID-19 pandemic. Below of the statements of respondents :

“the problem with speaking skills was that students need direct examples from the teacher on how to read them.” (Q3.T1)

“speaking was difficult because more students were talking when we were guided online, and sometimes it was not conducive and we could not be heard even though we were wearing a good headset. So, when we evaluated it, it was also difficult because online learning time was not like face-to-face learning; 1-hour lesson only lasts 30 minutes. Turning on the computer takes a long time and preparing the media takes even longer. As a result, it was impossible to check each student individually for difficulty in speaking.” (Q3.T2)

“the obstacle regarding speaking skills was sometimes students were absent and then disappear, and the schedule also adjusts. So, one lesson was 30 minutes, and noon was the last of the activity. That’s why there was only one meeting in a week. For example, the English lesson was 2 hours a week, which means only 1 hour of lessons. So, if Monday we meet then we can meet again next Monday.” (Q3.T3)

“I have a lot of difficulties online, especially for class VII, we demand students’ readiness; it was students’ readiness for class VII automatic parental assistance. Perhaps that was I demand, we need parental assistance during online learning.” (Q3.T4)

“if online learning, there was no face-to-face interaction, and this makes it difficult for us to check student pronunciation, intonation, and so on. As a result, we provide more reading texts than questions.” (Q3.T5)

“Some of them were afraid to send the assignment when I ask to create a video conversation, students said they can’t because there

still had difficulty reading. Then, the smartphone doesn't support to opened YouTube videos or other videos and sometimes students waited for their parent's smartphones, but their parents still worked." (Q3.T6)

The reasons indicated that teachers experienced more problems teaching online speaking classes than reading or writing classes. These statements can be seen from the respondents' answers regarding the problems in teaching online speaking classes. The absence of direct interaction and limited time for online teaching make the online learning process less effective. In addition, the lack of electronic devices of students and the absence of parental guidance make the learning process can not optimal, some students who live in areas with poor internet signals were sometimes late for lessons and do not even take part in the learning process. So, the teachers had difficulty knowing student progress related to their understanding of learning speaking skills.

## **2. The solutions from English Junior High School teachers for online teaching during the COVID-19 pandemic**

### **a. The solutions in reading classes**

The impact of the changes in the learning system made teachers face several problems when online teaching during the COVID-19 pandemic. The problem in teaching reading classes, teachers must find solutions to overcome problems encountered in online learning. This was an interview with a question about the solutions from English teachers to overcome problems of English teachers when online teaching reading classes during the COVID-19 pandemic. Below was the statements of the respondents:

"as mentioned earlier, the school provides facilities for students to be provided with internet data. Then, once some of the students had been summoned to school to do work there, the solution to any WiFi or internet data problems was to go to school." (Q4.T5)

“before I gave the task, I gave an example. Then, for students who still don’t understand the material, they can contact via WhatsApp or phone to explain later.” (Q4.T6)

Based on the statement above, the English teacher provides solutions to problems encountered when teaching reading classes by giving students reading texts and assignments. Furthermore, the English teacher allows students to contact the English teacher via WhatsApp or cell phone for students who do not understand the learning material to ask questions directly to the English teacher.

**b. The solutions in writing classes**

In teaching online writing classes, all the respondents said that they did not face any problems. This can be seen from the previous statement previously, in teaching online writing classes, the teacher can find material from various sources and assignments for students. In addition, teachers also use several applications, such as Google Forms, WhatsApp groups, and YouTube videos, to make it easier to provide material. From some of these statements, it can be concluded that teachers do not face problems when teaching online writing classes.

**c. The solutions in speaking classes**

The researcher also conducts the answer of respondents related to the solutions to the problem of English teachers teaching online speaking classes during the COVID-19 pandemic. Below was the answer of the respondents:

“the solution; usually I check several times. So, within a few minutes, I would ask, “how? Can you hear my voice? Or I ask the question, “How come no one answered?” That will make them talk. So, that’s my way of checking the signal so they can speak up.” (Q5.T1)

“as for the solution, if there was something like that, usually we only send the material to students or put it on the drive, so that they can download it, and then there were also assignments that might have to

be done. So, for students whose network may be disconnected or whose gadgets were changing, there was a summary of the material that we provide to students, which can be downloaded and read for themselves, so maybe they can understand the material that we teach.” (Q5.T2)

“the solution; once a week we collect assignments, we check them, and then we gave the results to our parents. So, parents also had a responsibility for their sons and daughters to study at home, and having a student’s guardian guide their son at home was one of the solutions. Then, when we enter once a week, we approach students. The government also provides data internet for going online, but still, there many cannot be maximized because they study at home for a long time.” (Q5.T3)

“for online learning, we only rely on parental concern because we cannot directly monitor it. As a result, students must be more active in sending assignments via voice note or video.” (Q5.T4)

“as I mentioned earlier, the school provides facilities for some students to have access to the Internet. Then, some students were told to go to school to do their homework. If students had problems with WiFi or internet data, the solution was to go to the school.” (Q5.T5)

“if it’s the form of video, it turns out that the cellphone doesn’t support it, so it’s in the form of text or a Google form. But it was made as interesting as possible when the child was working on it. So, we do our best, sometimes notes were collected and then assessed, and sometimes the students don’t understand but don’t say it can be WhatsApp or a phone call so that it can be explained later.” (Q5.T6)

Based on the statement above, the English teacher provides solutions related to problems encountered when teaching online speaking classes, including checking student’s attendance, providing material for students who can not take part in online learning because they not had personal electronic devices and had to take turns with their

siblings, approach parents also felt important. As a result, the English teacher also communicated with parents on another occasion, so that parents felt they had a responsibility to their children in online learning during the COVID-19 pandemic.

### *Discussion*

#### **1. The problems when online English teaching during the COVID-19 pandemic**

##### **a. The problem in reading classes**

The COVID-19 pandemic that spread quickly in Indonesia forced the government to immediately close schools. This has an impact on changing the learning system from face-to-face learning to online learning. However, the process of online learning was not easy due to the conditions of the COVID-19 pandemic, which requires educators to innovate by changing face-to-face learning patterns into online learning patterns. Online learning was one form of model learning that was facilitated and supported by the use of information and communication technology (Kim, 2020). The results of this study were two of six English teachers face problems in teaching reading classes. The problems in teaching reading classes were due to the absence of direct interaction between the English teacher and students, making it difficult for the English teacher to check students' pronunciation and intonation.

This finding was supported by Muflihah (2021) explain that there was no intense and direct interaction between students (or students' interactions with teachers) during learning that they find in offline learning at school, making it difficult for teachers to guide students during online learning. Then, other the English teacher explain the problems in teaching reading classes some students still had difficulty reading English texts, which made them feel afraid to submit assignments. According to Saraswati (2021), since English was taught as a foreign language in Indonesia, students may face difficulties understanding texts. In addition, students were also not regularly exposed to the language, which makes it



more difficult for them to master it in a short time and leaves them with a limited vocabulary.

**b. The problem in speaking classes**

Based on the results of the interviews that have been described in the findings, the English teacher faced more problems when teaching speaking classes, which were divided into several indicators, including a) the absence of direct interaction, which makes it difficult for the English teacher to control students; b) the lack of motivation of students; c) difficulty in accessing online learning due to unstable internet connections and a limited number of internet quotas; d) having an electronic device; and e) the lack of parental guidance of students during online learning.

In teaching online, the lack of interaction became a huge challenge for the English teacher. The absence of direct interaction makes it difficult for the English teacher to control students in speaking classes. According to Siemens (2004), online learning brings different social attitudes because the students have limited interaction. Speaking needs intensive interaction between the English teacher and students, interaction in this sense means face-to-face interaction at the same time in the same room. The English teacher felt that interaction with platforms could not be effective because they cannot watch and check the pronunciation and intonation of students. This has an effect during online teaching because the English teacher was not free to monitor students' progress online. Overall, controlling students was a limitation for teachers, students were rarely guided by parents and there was a lack of understanding of the impact of parents on students' development, causing the learning process to not be carried out maximally (Satrianingrum & Prasetyo, 2020).

Furthermore, the lack of motivation of students also becomes a problem in speaking classes. According to Nugraha (2018), the lack of student motivation in participating in learning was also the cause of the low ability to understand problems in online teaching. The successful language learning process is closely related to a certain level of

motivation employed by language learners. From the results, all English teachers agreed that the lack of students' motivation, especially during online learning was a problem, and sometimes makes students less enthusiastic about participating in the learning process, even when the teacher gives assignments, some of the students seem to underestimate the assignment, so many students were late in submitting assignments. Giving assignments also does not guarantee students study at home, due to a lack of students' motivation during online learning (Guswanti & Satria, 2021). Furthermore, many students were bored and tired of online learning, so they sometimes answer questions at random. The concentration and motivation of children studying at home and school will certainly be different (Anugrahana, 2020).

In delivering material, the English teacher certainly must have a stable internet connection and an adequate internet quota. However, the results of the study show that all English teachers agree that unstable internet connections and limited internet quotas were also problems in speaking classes. In several meetings, the English teacher sometimes experienced signal difficulties or an unstable internet connection, as did the students, so that both the English teacher and students could not carry out the learning process optimally. The lack of internet connection was because some students who live in rural areas find it difficult to access online learning. This was in line with the findings of Laoli (2019) who state that the internet was something that was not easy to obtain because of differences in areas that were in remote areas, on borders, in rural areas, and remote parts of the country. The poor Internet access experienced by students was a problem and was often slow to respond to the process of learning activities carried out online learning. The same thing was also stated by Agus et al. (2020) not all educational institutions, both elementary and middle schools can access adequate internet facilities as a means of learning. If there, the conditions were still not functioning properly to support online learning that uses online media.

During online learning, the use of electronic devices was a major requirement for both English teachers and students. The existence of electronic devices makes it easier for teachers to provide material and instructions related to the learning process (Purwanto et al., 2020). In reality, this was a problem in speaking classes, students' unpreparedness regarding changes in the learning system makes it difficult for them to adapt because they require to learn through electronic devices. The findings of researchers in the field show that not all students were ready for online learning. Their unpreparedness can be seen in some students who do not have personal electronic devices to access online learning so they have to borrow or wait for their parents to come home from work. Not all students have electronic devices such as cell phones, so sometimes they have to borrow them or even join other friends.

Besides, there was also a possibility that students do not understand how to operate the electronic device (Dewi, 2020). The results of Asmuni (2020) some students do not have electronic devices or laptops used for online learning, if there was one, it must belong to their parents. So, when studying online, they have to take turns with their parents. After their parents finish their work or come home from work, they could have followed lessons or completed assignments during the day, afternoon, or evening, while the general schedule was online learning at school from the morning until noon. Of the six English teachers, three of them experienced the same problem related to students who could not participate in the learning process regularly due to limited electronic devices.

The role of parents in online teaching was also critical. Controlling students remotely was a limitation for teachers, plus students were rarely guided by parents, and there was also a lack of understanding of parent influence on student development, so the learning process was not carried out maximally (Satrianingrum & Prasetyo, 2020). This was related to the absence of face-to-face meetings and the lack of student motivation,

which cause the English teacher to find it difficult to control students. The English teacher expects the role of parents to guide their children at home so that students stay focused on learning. The background condition of students' parents also influences the implementation of online teaching. Parents on average work outside the home, both working in the government and private sectors or being self-employed, so they can barely accompany their children to study or even directly guide and solve the difficulties they face during online learning (Asmuni, 2020).

## **2. The solutions for each problem while online English teaching during the COVID-19 pandemic**

### **a. The solution in reading classes**

Based on the interview results, it appears that two English teachers face problems when teaching reading classes. The absence of direct interaction between English teachers and students during online learning makes it difficult for English teachers to check students' pronunciation and intonation when understanding reading material. Therefore, the English teacher provides a solution by providing material in the form of reading texts as well as questions or assignments for students using applications like WhatsApp. In addition, another problem was related to the self-confidence of students; some students still had difficulty reading English texts, which made them not confident in submitting assignments. In this case, the English teacher has provided examples regarding the assignments to be given. Then, the English teacher gives a solution that provides opportunities for students who still have difficulty understanding reading material to ask questions via WhatsApp messages or private telephones so they can ask questions freely. Even if the students were still having trouble, the teacher will provide support by sending videos or WhatsApp video calls with the students (Anugrahana, 2020).

**b. The solution in speaking classes**

Based on the problems faced by English teachers, to minimize problems during online teaching, several solutions have been implemented, including a) providing learning materials, and assignments, and conducting video conferences using learning applications; b) preparing online teaching to the fullest; c) approach students who tend have no motivation in online learning; and d) communicate with parents of students. The results of the interview, to minimize the absence of face-to-face meetings during online teaching, the English teacher provides learning materials and assignments through learning applications and also conducts video conferences with students using Zoom Meetings. The research result (Anugrahana, 2020) use of other online media to support online teaching activities, such as WhatsApp, Zoom, Google Meet, Google Forms, Google Drive, YouTube, and Google Classroom, make it easy for teachers to provide materials and assignments to students. Likewise, by utilizing learning applications, students can easily download materials and do assignments. In this case, Centikaya (2017) explains that WhatsApp was effective in increasing success in learning, and developing students' positive opinions toward the use of WhatsApp in courses. It was a free application and needs less internet quota. Zoom meetings were also utilized as a video conference to give a more clear understanding of the materials given during online learning and to enable the students to double-check and follow up on the English teacher's instruction. Creativity is the key to success for a teacher who wants to motivate students to remain enthusiastic about online learning and not become a psychological burden (Harnani, 2020). In this case, the lack of student motivation was one of the problems faced by English teachers when teaching online. Response this, English teachers continue to approach students so that they feel was paying attention and have a sense of enthusiasm and motivation for learning. Even though students have been given facilities by their parents, sometimes they were too lazy to do

assignments. However, if students receive support and motivation from parents or teachers, it will have a significant impact on the student's learning process (Putria et al., 2020).

The uneven internet network in Indonesia was an obstacle in the teaching and learning process for teachers and students. About online teaching. The interview results showed that some students were given facilities by their parents in the form of an internet quota and WiFi available in their homes. It aims to make it easier for children to do online learning. In addition, government efforts have been made to help online learning by providing free internet quotas for teachers and students. This was expected to slightly reduce obstacles to online learning activities. Likewise, the teacher continues to provide instruction to students with existing conditions and limitations (Yunitasari & Hanifah, 2020). Providing material summaries and assignments was also one of how English teachers get around these obstacles. Material and assignment summaries will be shared via Google Drive and Google Form, so students who experience problems with a stable internet connection or their internet quota can download and work on assignments through the application. In addition, during a video conference, the English teacher will call or ask questions for students to ensure a stable internet connection and that each student remains in the learning forum. Internet connection problems can also be overcome by connecting to other family members or by connecting only when needed. In addition, students can also take part in educational programs via television broadcasts organized by the Ministry of Education and Culture in collaboration with TVRI to facilitate education during the COVID-19 pandemic in Indonesia (Susani, 2020).

The lack of electronic devices owned by students was an obstacle when teaching online. Some of them have to take turns with relatives or wait for their parents to come home from work. This makes English teachers look for ways to allow students to still take part in online

learning by sending materials and assignments through learning applications. In this case, the solutions provided are not much different from problems related to internet connection and internet quotas. Students can do assignments manually to keep studying and being at home. Due to unstable internet connection and other technical issues during the real-time learning conducted during screen time (video conference), teachers might instruct their students to do a handwritten task which later could be captured and submitted electronically (Anderson, 2020).

The solution to the lack of parental guidance when online teaching was to communicate with parents via telephone or WhatsApp. This was in line with Leli (2021) contacting the student's parents. If it was known that students were lazy, the guidance and counseling teachers asked the student's parents to accompany him in online learning. Schools that instructed online learning were expected to maintain clear communication with administrators, teaching staff, and parents when planning online learning, parents should need to make sure that their children know how to access the learning platform and sometimes monitor them (Morgan, 2020).

## **CONCLUSION**

The research questions of this study were two questions first what are the problems faced by English teachers in online teaching during the COVID-19 pandemic and second what are the solutions of English teachers for the problems in online teaching? Therefore, this study aimed to find out the English teacher's problems with online teaching and the solution provided during the COVID-19 pandemic. Based on the results already conducted by the researcher indicate that it has answered the research questions above. The problems faced by the English teacher can be grouped, including a) the absence of direct interaction, which makes it difficult for the English teacher to control students; b) the lack of motivation of students; c) students having difficulty accessing online



learning due to unstable internet connections and a limited number of internet quotas; d) some of the students do not have an electronic device; and e) the lack of parental guidance for students during online learning. The solutions provided by English teachers for problems in online teaching during the COVID-19 pandemic include a) providing learning materials, and assignments, and conducting video conferences using learning applications; b) preparing online teaching to the fullest; c) approaching students who tend to have no motivation for online learning; and d) communicate with parents of students. This research was a qualitative type of research, it was recommended that future researchers follow up the research by researching the problems faced by English teachers when online teaching and the solution provided. So, more comprehensive data can enrich knowledge in online teaching and it was advisable to examine online learning as a whole and which was not included in this research.

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