

## PANDEMIC CREATING CHALLENGES FOR ENGLISH TEACHERS

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### Abstract

*This study purpose to understand the English Teachers' challenges in teaching during pandemic at SMP Negeri 11 Tanjungpinang. The subject of this study is English teachers and consists of 3 teachers. This study is based on Creswell (2007) and the research design in this research is a descriptive qualitative analysis technique. The site of this study is SMP Negeri 11 Tanjungpinang. The tools for collecting data are interviews and questionnaires. Based on the tool, the researchers assessed teachers' challenges through ten statements. The results show that English teachers are facing some challenges in teaching during the SMP Negeri 11 Tanjungpinang pandemic.*

**Keywords:** During Pandemic, English Teacher, Challenges

### I. Introduction

Since 2019, the universe has been contaminated with a COVID-19. This virus was first spread in Hubei, China. As a results of the COVID-19 pandemic, the complete system that conduct variety of a government, the economy, alongside education in Republic of Indonesia was stopped. In March 11<sup>th</sup> 2020, the president of the Republic of Indonesia adopted a policy of in short approach the teaching and learning ways at colleges urgent them to ascertain reception, and substitution them with online learning to interrupt the sequence of virus. Due to the changing conditions of learning, the challenges faced by English teachers in online learning differ those faced by prior teachers. Students during this pandemic are more accustomed to being connected via electronic means, and their lives are increasingly centered in the digital realm. Teachers with a high level of originality and invention are required in this digital age. Teachers are expected to keep up with technological advancements at all times.

According to Atmojo (2020), there are three problems that teachers frequently confront when engaging in online learning. The first is teachers' lack of expertise and aptitude in adopting online learning models to educate during the pandemic. This because of the lack of teacher preparation in applying the internet learning used during corona virus. The second problem is the communication and interaction between teachers and students. There are a number of factors contributing to this, include finite time and location, which results in a lack of flexibility for teachers in explaining topics, a shortage of attention and motivation to students to engage in online learning, and the fact that many students are passive and difficult to motivate in the learning process They are actively involved in internet learning. The third problem is students' engagement in internet learning. Unreliable internet networks, no internet quotas, no smartphones, and problems with software and platforms used in online courses are contributing factors. The purpose of this study is to describe the English teachers' challenges in teaching during pandemic SMP Negeri 11 Tanjungpinang.

## II. Method

This study used a qualitative analysis method because the researchers wanted to analyze the SMP Negeri 11 Tanjungpinang's challenges in teaching English teachers during the pandemic through the responses of English teachers. Creswell (2007), states that qualitative research design is an overview of research strategies and methods in data collection and data analysis with the purpose get the precise and detailed data by research objectives. This is a qualitative research project. Creswell (2007), states that qualitative research is a method of investigating and understanding what it means for an individual or group to belong to a social or human condition. This research was conducted using questionnaires and interviews. This study purpose to analyze the challenges faced by English teachers in teaching during the pandemic. This research topic focuses on English teachers at SMP Negeri 11 Tanjungpinang.

A questionnaire is a data gathering strategy in which the researcher creates multiple questions relating to the study issue and disport them to previously identified research subjects. Its goal is to gather information or data for study (Sugiyono, 2012), specifically data on the challenges of English teachers confront when conducting internet learning. There are ten questionnaire to get data on the challenges of English teachers' in teaching during pandemic. The type of questionaire is closed-ended questionnaires with the statement yes or no using google form. Researchers used Google forms to make the process of conducting questionnaire activities for all individuals easier and faster. The source of questionnaire from Rahmat (2020), with the title English teacher's challenges of online learning during the covid -19 pandemic.

An interview is a process in which the interviewer asks the interviewee a series of questions in order to acquire data and information. Interviews might take place in person, one-on-one, or over the phone (Creswell, 2007). The researcher conducted this study using interviews based on the types listed above. Interviews are performed by an interviewer to a people in order for the interviewer to get thorough information about the person's experience and knowledge by the person (Ryan et al., 2009). Researcher was interviewing the respondents in SMP Negeri 11 Tanjungpinang by asking the English teachers' challenges in their own sentences with telephone. The researcher would provide online interview.

The researcher employed a data analysis technique based on Miles by (Sugiyono, 2012) The first stage of qualitative research is data reduction, data display, and drawing conclusions.

### 1. Data Reduction

The process of selecting, focusing, simplifying, searching for themes and patterns, and ignoring unnecessary data is known as data reduction (Miles, Hubarman & Salbana, 2014). During these processes, the researcher focused on the English teachers' challenges in teaching during pandemic at SMP Negeri 11 Tanjungpinang..

### 2. Data Display

The data is display in the form of a brief description written in original prose, which can also take the form of graphs, matrices, and charts (Miles, Hubarman & Salbana, 2014). The researcher presented the data in the second phase by simplifying the data by using the original text in the form.

### 3. Drawing conclusion

A conclusion is the final step in the data analysis process. The researcher distilled the major points from all of the information gathered so that they were clear. The conclusion was intended to be a response to the initial statement of problems.

## III. Results and Discussion

The researcher gives findings that are accordance in this section with the declaration of the problem; English teachers' challenges in teaching during corona virus. The responds to the problem statement, three teachers were requested to complete a questionnaire provided via WhatsApp in the form by a Google form, as well as a telephone interview. The most applicable data from the

participants' answers was taken for each statement of difficulties. The information was gathered from responses to a questionnaire about English teachers' challenges in teaching during corona virus at SMP Negeri 11 Tanjungpinang. Following the collection of data, an analysis of the challenges is carried out.

From the data that has been collected, three teachers find are challenges in teaching during pandemic. Teachers face a variety of challenges when teaching online learning, including a lack of communication between students and teachers, internet access, limited student participation, a lack of enthusiasm to learn, and a lack of understanding of the material sent by the teacher. From ten interview statements, the goal of this study is to identify what are English teachers' challenges in teaching during the pandemic at SMP Negeri 11 Tanjungpinang. From the answer from three teachers, all of them answer that there were several challenges in teaching pandemic at SMP Negeri 11 Tanjungpinang.

#### **IV Discussion**

The research attempted to explore the English teachers' challenges in teaching during pandemic. On the basis of the findings, it can be inferred that English teachers face challenges in teaching during a pandemic. The findings suggest that teachers have problems while implementing online learning, which is the primary research concern. The first challenges is whether or not online learning is effective for both teachers and students. This problem is similar to the one provided by Husain (2020) in his research, in which he said that a study on the efficiency of an online learning system was conducted at COVID-19. The issues is that during a pandemic, both teachers and students are unaware of the most effective and efficient techniques of online learning.

The next challenge in teaching online learning is media. Many challenges prevent students from participats in teacher online learning, including a lack of a telephone, internet problems, quota exhaustion, and parental oversight of student learning activities. This was also a challenge for Lestyanawati (2020) in her research. She noted that one of the reasons for online learning's failure was a lack of suitable infrastructure. Many students, she claims, are unable to participate in internet learning because they lack a telephone, do not have an internet quota, and the internet network was unstable.

The next problem for teachers in internet learning is the students assignment. The students often collect assignment given by the teacher. In his research, Prommin (2019) indicated that the impact of assignments on students' learning. Over half of them stated that without assignments, they would be unable to do well on tests, resulting in bad grades, despite the fact that some of them disagreed.

The next challenge is the internet in teaching online learning. Many factors prevent students from participants in teacher online learning, including a lack of a telephone, internet problems, quota exhaustion, and parental oversight of student learning activities. This was also a challenge for Lestyanawati (2020) in her research. She noted that one of the reasons for online learning's failure was a lack of suitable infrastructure. Many students, she claims, are unable to participate in online learning because they lack a telephone, do not have an internet quota, and the internet problem.

The next challenge is the material in teaching during a pandemic. Because the study time is limited, there are a number of circumstances that cause learning materials to vary. Teachers may do everything they can to help their students learn more successfully; producing instructional materials is critical in helping students go from lower to higher levels of proficiency. According to Burkill (2011), the teacher's job is to create materials that help students progress from a low to a high level of skill.

The next challenge is motivating students to learn during a pandemic. Many challenges prevent students from participating in online learning, including a lack of motivation due to boredom with online learning. Haryadi's (2020) research reveals that online learning reduces student motivation to learn. This demonstrates that the longer students use online learning, the

lesser their motivation to learn. Only by overcoming one's own lethargy can one's desire to learn improve. If an individual does not understand the benefits of learning, laziness might result from a lack of drive to study. Observations on the ground indicate that practically every teacher distributes homework on a daily basis.

The teacher have challenges interacting with the students since they are less involved and do not pay attention to the teacher's explanations. This challenge is comparable to that highlighted by Khatoony (2020), who found that students' lack of care and motivation for online learning is a challenge in his study. This was the most prominent concern among teachers in online learning during the Covid-19.

The problem of student attendance is the next challenge that teachers experience when conducting online learning. A lack of a device, internet network problems, quota exhaustion, and parental control of student learning activities are all challenges that prohibit students from participating in online learning. This was also a challenge for Lestiyanawati (2020) in her research. She stated that one of the reasons for online learning's failure was a lack of suitable facilities. Many students, she says, have been unable to participate in online learning because they lack a telephone, do not have an internet quota, and the internet problem.

The last challenge is to assess online learning. The inability of teachers to accurately assess students' abilities due to the lack of direct connection, the fact that many students turn in submitting assignments late, and the reality that many students have the same result as each other all contribute to this difficulty. On the other side, the teacher has challenge choose an exercise model that is appropriate for the students' abilities. Teachers use a variety of activities and assignment to assess students' development and growth on a daily basis, which is referred to as assessment. The process of determining students' needs, documenting their progress, and evaluating instructors' performance as educators and planners is known as assessment (Jerrold, 2012).

Finally, the results of this study have provided an answers for the research questions. In response to the research question, it was discovered that, despite the numerous challenges that teachers experience while applying online learning, they are capable of carrying out these teaching and learning activities.

## **V Conclusion**

This study looks at the problem of integrating internet learning during the corona virus, as well as some of the difficulties teachers confront. Online learning has been utilized by teachers to replace face-to-face instruction. All of this is being done, according to the findings, to keep students' learning going while in the pandemic is in full force. When teachers are teaching during a pandemic, they face numerous challenges.

The research finding of the study, teachers face a variety of problems when it comes to integrating online learning. The medium or application in teaching during a pandemic is the most prevalent challenges. The next challenge is assignment for students. The next challenge is the connection problem because students geographically live where hard signal to get. The next challenge is material for teaching students. the next challenges is motivation because the motivation to learn can only grow if the laziness in oneself is eliminated. The lack of communication and engagement between teachers and students is the next challenge. The next challenges is a lack of student participation and attendance. The last online learning assignment for students. Teachers' online learning teaching skills need to be developed, and the government should help.

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