

Teaching and Learning Challenges in EFL Classrooms During the Pandemic Era

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ABSTRACT

The pandemic era has raised new challenges to the world, and it brings enormous impacts on lots of components of our lives, including in education. The aim of this study is to find out what the teachers do in terms of teaching and learning English as a foreign language subject and how they deal with the challenges. This study was a descriptive qualitative. The subject of the study is the teachers at senior schools in Agam. The samples of this study are chosen randomly. This study belongs to descriptive research to look at the natural things that happen in human beings and the phenomena directly from the field. The data come from the interview and all documents use by the teacher in their teaching and learning process. The interview used to investigate while the interview done to dig more information on how the participants face and overcome the challenges in the teaching and learning process during the pandemic. The subjects of this study were 6 English teachers in Agam. The results show how the teachers and the students face the challenges during the pandemic. This study found that internet problem is a major problem second is manage classes and the last is Media. Students are often slow to reply to the method of getting to know things to do carried out online. In addition, teachers also can not without delay measure students' ability. To decrease internet, get admission to problems experienced by student. In the end, this lookup is expected to be beneficial for English language teachers, readers, and colleges to achieve information and be capable to increase the best of education.

Keywords: EFL classrooms, Students' and teachers' challenge, Pandemic Era

1. INTRODUCTION

In 2020 the international turned into amazed with the aid of using the presence of a lethal virus referred to as Coronavirus (Covid19). This virus turned into observed in Wuhan China for the primary time and has inflamed nearly everywhere in the international certainly considered on among them is Indonesia. 1 April 2020, the variety of showed COVID-19 instances in Indonesia has reached extra than 1.500 instances WHO [1].

The National Disaster management Authority of republic of Indonesia has determined to increase the duration of catastrophe emergency resulting from COVID-19 pandemic untill 29 May 2020. The Minister of Education and Culture of Republic sate has taught faculties to hold out on-line learning since 17 March 2020 for COVID-19 affected areas Mendikbud [2]. presently once that, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from twenty-four March 2020 because of the increasing spreadof COVID-19 and maintaining the health of students, academics, and every one instructional staffs Mendikbud [3]. These policies lead students to find out from home and teachers to figure from home, too. It absolutely replaces face-to-face learning in schoolroom setting into online learning that possibly

lasts until the tip of semester because of the COVID-19 pandemic.

It becomes a replacement challenge or each students and academics to run on-line learning. in line with Cao [4], these actions actually offer impact on education, notably students' growth. The challenge to effectively transfer what's tutored within the face-to-face schoolroom to online still be a problem. Anderson, Imdieke, and Standerford [5] declared that they saw one in every of the most challenges because the "disconnect between the method lecturers were educated to teach", and the way the course content should be delivered in a good on-line classroom.

This disconnect, wheres not new, will gift a tangle as several of the teacher education schemes might not have nonetheless trapped to the evolving online teaching environments. Another challenge printed by Anderson et al [5] is that the nearly non-existence of institutional expectations for his or her online courses. These embody the expectations of teachers, students, courses, and staff. while not clear tips and expectations for college members to follow, there's no thanks to assess the effectiveness of those on-line courses. Further Anderson et al [5] explained that the feedback they received from students rarely helped them during adjusting their teaching as they'd in a face-to-face class. several instructors struggle

with the delivery of the content and engagement of their students thanks to lack of visual and face to face contact with their students Crawley, Fewell, & Sugar [6] therefore feeling less management over the way to alter their classes.

The existence of education is closely involving economic growth, typically education is indivisible from economic problems, each directly and indirectly. numerous educational studies and inquiry have evidenced its validity. Alhumami [7] states that education not solely provides quality human resources, and mastering technology however may foster a healthy business climate and contributory to economic growth English still becomes the foremost famed foreign language in country faculties. It remains because the initial foreign language. It's been formally instructed in Indonesian secondary schools since an extended time ago Jayanti & Norahmi, [8]; Kam, 2002; Lie [9] Yusny [10]. As a distant language, English has gained a special standing among alternative foreign languages existing in Indonesia owing to several true causes Lauder [11]. lycee students are needed to require this subject since it's required throughout secondary schools in Indonesia. This subject is decided as essential among other subjects. Students also are required to take this subject in national examination Jayanti & Norahmi [8] Lie [9] Yusny [10] Zein [12] nearly 11,000,000 students learn English in formal education each year and that they are terribly various Lie [9] Undoubtedly, country has become one in all the foremost prospective markets to show English Zein, [11]. In world context, English becomes a faculty subject and is needed to have a discount in job position. It happens as high state exists and English mastery is far appreciated in workplace, business, and tourism. It shows the economic advantages of mastering English to folks Jayanti & Norahmi, [8] Smith [13]. Not surprisingly, this problems and trends of West Germanic language Teaching (ELT) are chiefly involved by education experts, education practitioners, language policy makers, and linguists Jayanti & Norahmi [8]. Teachers ought to offer simple, obvious, and correct directions regarding what to do, a way to do it, and wherever students should submit their works. Activities ought to be determined by considering Objectives and organized consecutive in tasks reflective real-life things to achieve students' interest and build them impelled Gonzalez and Louis [14]. Teachers should be in a position to recognize disengagement, gift purposeful activity, offer question and answer session, and supply ice-breaking activity to take care of students' engagement. Comfortable challenge, resource, and feedback must even be provided for college students Green [15]. Challenges embrace relating pedagogies with technologies, coming up with interactive activities, enhancing formal learning, gaining students' support, and coping with issues within the use of technology Son [16]. different difficulties in absolutely on-line learning are meeting regular participation and regular learning, maintaining persistent engagement, changing into a self-reliant learner with high motivation, and meeting Sun [17].

Issues also return from the shortcoming to afford smartphone and web quota for school kids in addition because the unstable internet connection. sensible pedagogy are nonsense if there are problems in technology access Burston [18] Cakrawati [19].

The research worker terminated from the two previous studies on top of facilitate most to the analyser to conduct and wrote this study likewise as possible. The similarity of the research particularly aimed to search out the challenges or the matter two-faced by the teacher. This research in the main focuses on distinguishing the technology problems faced by the teacher and students throughout the pandemic, meanwhile, there's no previous study that is targeted on the issues faced of teaching on-line during the pandemic. There are some previous studies about the challenges of the teacher. Cholis Setyawan [20] has conducted a study entitled "challenges on teaching online english subject in SMK negeri 1 nawangan". This study aimed at identifying and describing the challenges faced by teachers in teaching online English subject in SMK Negeri 1 Nawangan. This result of this study showed that poor internet access experienced by students of SMK Negeri 1 Nawangan is a major problem. Students are often slow to respond to the process of learning activities carried out online. In addition, teachers also cannot directly measure students' ability. To reduce internet access problems experienced by students, the school facilitates internet data packages for teachers and students. L. Rochayani and Wisyantoro Arif [21] has conducted a study entitled Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak.

The objective of this research was to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak. The findings showed that there were three teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process. Some of the problems also arose during e-learning, a total of 6 problems. The arisen teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system.

Different to the previous study, this study present the analysis of EFL teachers' challenges in the process of online teaching and investigate the online classes in Agam during Coronavirus pandemic era. It will also help the teachers in solving the problem face in the era. It can give valued information or knowledge as a reference for the institution to review and recognize the material of teachers.

2. METHOD

The design used in this research is qualitative. The qualitative researcher is more interested in the fact that meanings come in packages, wholes, ways of life, belief system. According to Sherman & Webb [22] qualitative research is a discovery into a new concept, not only verification of ideas. Then Ary, et al [23] point out that the focus of qualitative research is interpreting the experience of people. It is meant that the researcher describes the findings of the research in the form of text, not in a number. The researcher focused on the challenges on teaching online English subject in Agam. The data are collected, then make a description of it, and conclude. The objective of this study is to identify the challenges on teaching online and describe the teacher's solution for teaching online English subject in Agam. The research conducted by online interview. The participant of this research were 6 different teachers from different schools in Agam namely P1, P2, P3, P4, P5 P6. The online interview was done by giving planned and unplanned questions to them. The researcher used the note from the online interview and recorded. The technique of data analysis are reduction, data display, and drawing conclusions.

3. RESULT AND DISCUSSION

After collecting the data and analyzing them, some result were obtained. First Internet Access, internet access is one of the supporting tools of communication between teachers and students during the pandemic in order the process of online teaching- learning is going well. Meanwhile, some areas of the agam have a bad signal, data packages and most severely some students do not have a smartphone. Below is the conversation between the researcher and participant in the interview section:

R: What are the curcial challenges that you face for the teaching online English subject.

P6 : Mostly students have difficult to access the signal, data packages so the student are difficult to get material, understanding materials and difficult to send the assignment to the teacher.

P4 :The curcial challenge I face is signal, because many students live in placeses that do not have a strong signal and they use package cards that are less supportive that makes process of teaching- learning not going well.

Second manage classes, managing online classes has its own challenges for teachers, teachers can't maximise teaching like in the classroom. initially some teachers experience mild stress because some teachers feel what they teach is not up to thei`szr students.

Below is the conversation between the researcher and participant in the interview section:

R : What are the curcial challenges that you face for the teaching online English subject.

P3 : The online teaching I faced was ineffective and out of my control because I had trouble delivering materials and scoring students because I didn't know the students were cheating or not doing assignment.

P1 : I can't assess students by objective, the tasks answered are almost the same. I also hesitate to give grades to students

Third Media, Media is one of the tools that is very needed to do online learning. It can be a smartphone, tablet, or computer. and in reality there are some students who do not have smart phones, it makes them miss information. and slowness in various assignment.

Below is the conversation between the researcher and participant in the interview section:

R : What kind of challenges in teaching online English subject in your scholl?

P2 : Some students don't have a smartphone, while the students that have it are difficult to access the signal and the internet data packages.

P8 : Several students don't have a smartphone, while the students that have it are difficult to access the signal and the internet data packages so so create an obstacle in this online teaching learning process.

Based on the data taken from the participants, it can be seen that each teacher had similarities and differences to the challenges on teaching online English subject in SMK Negeri 1 Nawangan. Compared with the previous study written by Ustadzah [24] that found eight challenges faced by the teacher which are (1) tired of raising voice, (2) unequal voice, (3) unequal attention, (4) disparate interaction, (5) annoying noise, (6) inactive students, (7) stubborn students, and (8) thin school wall. It can be seen that there is no similarity with the study before since different class conducted.

Based on the data taken from intervie, the challenges faced by six teachers are similar, namely, several students faced limited internet access since the signal area not well covered. The difference data is in the P2 said that several students do not have a smartphone, while the P4 didn't. Besides, the P1 gave more detailed information such as the teacher preferred to teaching an offline class. The teacher cannot deliver the materials directly and do not clarify the student's understanding of learning the materials or do the assignment. In addition, the students are not active to respond to the material given by the teacher especially the male students and tend to be lazy when learning online.

The main difference of this study within the previous is an online class between offline class like as the previous study written by Ustadzah [24] that have stated before. Sole, F.B and Anggraeni, D.M [25] stated that the teachers need to master knowledge and skills for the development of electronic learning materials. Teachers should be able to manage their learning activities. The teacher must also commit to monitoring the development of their students. In the other words, the challenges faced by the teacher should be fixed by themselves at the first.

Finally, based on the data taken from interviews, all teacher's expectations are the same namely the teachers expect that can be master technology for the of learning purposes to teach the internet adequately as well as supporting media. Meanwhile, all participants also expect to be able to return to normal classes in school because teachers need to know the extent of competencies achieved by students. and can be used objectively.

4. CONCLUSION

The COVID-19 global pandemic lessons of how countries and world leaders should be able to effectively use existing data to achieve expected goals included in education. Based on the the research, result, and discussion of the study on teaching and learning challenges in EFL classrooms during the pandemic era in several schools in agam it is concluded that the challenges by the six teachers in different schools. The researcher concluded that the challenges on teaching online are real. The students or teachers dealing the challenges, difficult to get good internet access, and even several students do not have a smartphone. Besides, the researcher concluded that since this pandemic situation the normal class at school cannot be used, so conduct online classes is better ways. However, the normal activity in the classroom is giving another atmosphere to the teaching-learning processes. The researcher concluded that the problems caused by internet access and the teaching ways between online and normal classes are the main problem. The teacher and students surely want to back to the normal class, although the internet easier the teaching-learning process, however teaching online may not effective applied if the teacher and students do not ready yet. The solution are providing internet data packages for the students and the teacher, training for teachers, additional time for the students to send their assignment and also time to assess their duties.

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