



Problems faced by English lecturers in teaching students of Non-English Education Study Program during COVID-19 pandemic

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Abstract— This research aims to investigate the problems, the factors causing the problems and the solutions to solve the problems faced by the English lecturers who teach at the non-English study program at Tadulako University during the COVID-19 pandemic. The researcher used a qualitative design with an exploratory and a descriptive approach. Semi-structured interview was chosen to collect the data and it was analysed qualitatively. Three lecturers and nine students were chosen by using quota sampling techniques. As a result, two major categories of English lecturers' problems were identified: instructors' problems and learners' problems. Besides, those problems were caused by some factors that were classified: learners' factors and technological factors. Meanwhile, the solutions were grouped: pedagogical development and technological support. Therefore, the online teaching instructed by two lecturers did not run well since it lacked preparation and planning. It is suggested that the number of the students need to be reduced since it can bring an efficient and effective teaching learning process as lecturers will be able to apply appropriate teaching methods.

Keywords— English lecturers' problems, Covid-19 pandemic, higher educations' students.

I. INTRODUCTION

One of the most difficult conditions in education today is the spread of a virus known as COVID-19. This has major implications for all levels of education. This also has shut down all normal teaching and learning activities. This spread of the virus impacted education institutions as well as teachers and students. The problems including students' understanding, the limitation in the learning controlling, the lateness of collecting students' assignment, students' passiveness and low motivation, teaching method, use of online platform, assessment, health, attendance and learning objectives.

The online teaching and learning has influenced students' ability to understand the material being delivered. One of the researches done by Damayanti and Irwan (2021) said that students cannot understand the material specifically through distance class. They showed in their research that the difficulty of understanding lessons through online classes was due to content is offered in the form of electronic. Therefore, the ways to make students understand of the material is quite different. Damayanti and Irwan (2021) argue that giving assignments and quizzes is much better than giving too many explanations of material in the online learning system. Students will be more enthusiastic in learning when the teachers/lecturers give them the material included the assignment in one meeting.

Damayanti & Irwan (2021) also found similar issue in their study as the teachers were limited in conducting the control during online learning. In other study by Coman et al (2020), it shows that instructor get difficulties in controlling students when they turned the microphone off on purpose during the instructional process. The students tended to do that in discussion forum as they avoided giving their opinions or rebuttals. Controlling students' attention is a common problem during online teaching. Chang & Fang (2020) said that the problem most often faced by online instructors is the difficulty of controlling students to stay focus in learning. Kaup, Shivalli, Pandey & Kaup (2020) proposed ways for teachers to be able to control students' attention during online classes. They are teaching with a short time or different duration of time with offline classes by using several tools such as live chat, pop quizzes, virtual whiteboards, polls, reflections.

Assignment, too, became a challenge for the teaching and learning process during the pandemic. Atmojo and Nugroho (2020) stated that the students gathered their assignment after the expected time during this distance class. Thus, this situation hampered the lecturers to do their job on time and late to know their students' feedback. For the students, during this COVID-19 pandemic, Şener, Ertem & Ahmet (2020) studies resulted that the students have low motivations in participating on online class. They stated that this problem has become the most common problems faced

by teacher or lectures. This issue enlarges the experience of problem in their teaching process. Naik, Deshpande, Shivananda, Ajey & Manjunath Patel (2021) have found that the solution of it is to use images and videos as tools for task creation, especially for oral assignments. It is considered as a tool that makes it easier for teachers to get results from student work.

The teachers or lecturers also have problems in teaching method. Coman et al (2020) said that this was caused by several factors. They are students' inability to discuss and express their thoughts, as well as their lack of active learning and critical thinking skills. Yet, they claimed that the lecturers at higher education are easier to get and apply the new method during face-to-face classes than online classes. Yao, Rao, Jiang, & Xiong (2020) mentions that live broadcasting teaching is more effective than providing learning videos and recordings to students as independent study materials. Furthermore, the current study done by Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, & Tambunan (2020) found that teachers chose methods that could make them easy and fast to find out students' abilities in the online teaching system. They found two useful online teaching methods used in online teaching in this pandemic situation. The methods are the question and answer teaching method and the lecture method. The question-and-answer method of teaching can engage both teachers and students in active discussions (Mandaniyati & Sophya (2020).

The discussion about the importance of motivation in the teaching and learning process has also been done. According to Dörnyei (2020) in Meşe & Sevilen (2021), motivation is directly linked to engagement, and motivation must be maintained in order to promote student involvement. Learner motivation, whether developed throughout classroom experiences or inherent in the learner, is considered to be critical in the classroom (Hedge, 2001). As a recommendation to cope with attrition, Chen and Jang (2010) in their study, advise that students require help customized to their needs in order to reduce their fear and uncertainty.

Further, a present study also revealed that there were some limitations for students in accessing an online platform (Ariani & Tawali, 2021). The essential equipment required to enable this online teaching is a computer or android that is linked to the internet. This is in line with Allen & Seaman (2007) who suggested that online learning necessitates the use of an internet network. The use of online platform has brought some benefits and also drawbacks to the teaching and learning process. Yet there are some problems caused by some factors in running the class through online platforms. Teachers, on the other hand, agreed that the new chance to offer courses via an internet channel has boosted their confidence and allowed them to experience with and apply creative teaching approaches. There was also a lack of job satisfaction when attending online programs. Some of them even believed that their lack of computer skills prevented them from efficiently using the online education platform (Nambiar, 2020).

Similarly, online assessment has been the problems faced by teachers or lecturers caused by various factors during the online teaching. In the literature, the influence of assessment on teaching and learning has gotten a lot of attention (Furaidah, Saukah & Widiawati, 2015; Galikyan, Madyarov & Gasparyan 2019; Johnson & Shaw, 2019). Yet some washback such as instructors' views on their students'

ability to pass a test and the quality of their schools (Furaidah, Saukah & Widiawati, 2015), validity evidence for proficiency test (TOEFL) Junior Standard to reflect the correspondence found between the test construct and test users' perceptions in the EFL setting (Galikyan, Madyarov & Gasparyan 2019) and giving test and evaluate the test through technology designed (Johnson & Shaw, 2019). A current study investigated by Fitriyah & Jannah (2021) claimed that there were three negative effects of online assessment including complication of evaluation administration, reduced the interaction between teachers and students, and anxiety in English test. The other aspect, personal problems, find that the online assessment was inconvenient and irrelevant and did not give clarity (Joshi, A., Vinay, M., & Bhaskar, P.: 2020). Assessing online might put teachers/lecturers in tough situation. However, it can be done by using various ways such as using more formative assessments designed to have students work cooperatively and use online resources.

The problems during COVID-19 do not only lead to technology and the online learning system. Ganne, Najeeb, Chaitanya, Sharma, & Krishnappa (2020) claimed that government policies that stop outside activities to be done at home such as schools, colleges and other workplaces encourage people to work using online platforms. This policy causes people to use electronic devices such as cell phones and laptops intensely. It has a direct impact on the users' health. They said that the part of the human body that was affected is the user's eye health. The results of their research show that there are several changes in physical and mental health faced by students and lecturers as professions that works using online platforms. Jalal, Dewi, Basti, & Halima (2020) stated that nuisances in physical health such as eye fatigue and pain and muscle tension were caused by a lot of work in the form of soft files that were carried out intensely. Todd (2020) mentions that online assessment has resulted in problems for teachers' eye health. This is due to the large number of assignments given during online classes and the teacher being exposed by intense monitor light. Therefore, Todd's research (2020) resulted that assessment during online classes must be carried out in two directions. Teachers and students have to work together in assessing student performance in online class. The performance checklist is a way that has been successfully applied by teachers to determine students' abilities. In addition, students can assess their abilities by applying peer evaluation/assessment.

When it comes to attendance, the attendance of students has become a major concern during the pandemic. Some factors might bring them to be in such a situation are a lack of student engagement and involvement. They stated that the main issue they encountered during online classes was that students made numerous excuses for not being able to attend classes, and it was difficult for them to determine whether these excuses were genuine or just a way to avoid attending the classes (Nambiar, 2020). Brennan, Sharma & Munguia (2019) appointed that both physical and online attendance decrease throughout the semester. One negative impact of the distance learning is the low attendance of students in class. However, it has been proven that online learning has more chance for students' low attendance since it is quite difficult to control the class in that situation. This problem has existed since decades as some studies found that low attendance in class, in general, also of significant concern to instructors (Van Blerkom, 1992; Traphagan,

Kucsera, &Kishi, 2010; Cohn & Johnson, 2006). The level of student attendance in class is one of the important elements in the teaching and learning process. However, Agarwal and Dewan (2020) stated that the intense use of technology in the online teaching and learning process at the era of the COVID-19 pandemic has created an anticipatory attitude towards the impact of online learning, especially at the level of student attendance.

Moreover, Wiranto, Kristiawan, &Fitriani (2021) assume that teachers faced the difficulties in achieving learning goals. This of course adds to the long list of difficulties that faced by teachers during this online teaching. Wiranto, Kristiawan, & Fitriani (2021) found several ways to achieve learning objectives in this COVID-19 pandemic era. They are: 1) Using a very strict evaluation during this COVID-19 pandemic. 2) Grouping and teaching the students with their similarities such as the same level of knowledge, the same interests, and the same characteristics. 3) Conduct regular evaluations of the teacher's teaching methods/ways. 4) Creating a safe atmosphere in the teaching and learning process during the spread of COVID-19, such as implementing health protocols in the teaching and learning process. 5) Provide a place for health handlers for parties involved in the teaching and learning process during the COVID-19 pandemic.

Looking at the phenomena above, the researcher thought that those problems are also faced in Tadulako University. The researcher experienced that the English lecturers in that University do not only teach in the English education study program, but they also teach English courses in non-English education study programs. Thus, the issues that will be discussed in this research are the problems faced by the English lecturers when they teach English courses in non-English education study programs, the factors causing those problems and their needs in solving those problems during COVID-19 pandemic. The writer assumes that this issue is very important to discuss, since the majority of teachers and students in higher education institutions conducted online teaching and learning activities during the COVID-19 pandemic. The pandemic is also unpredictable which is it is not known when the pandemic of COVID-19 will end. Therefore, it is very important to conduct research on teachers or lecturers needs' to solve the problems in the COVID-19 pandemic or in the similar cases era, since the other people who want to become a lecture will be able to know the need as the solution to assert the problems during the COVID-19 era or in the same case.

II. METHODS

This research design was qualitative, using descriptive data to describe a phenomenon and an occurrence which was taking place at the recent time based on analysing and interpreting the data. Semi-structured interview was conducted to answer research questions. The writer made several questions for lecturers with open-ended questions referring to the participants' perspective about the research questions in this research. In addition, the researcher made other questions for students as a confirmation of lecturers' answers. Furthermore, the writer chose one-on-one interviews to interview the lecturers. An in-depth interview was used as a technique in asking the question interview section. Meanwhile, the writer used the telephone interview to collect the data from the students.

III. RESULTS

English Lecturer's Problems in Teaching English Subject at Non-English Study Program during COVID-19 pandemic

Teaching Method

Not every lecturer used the method in their teaching process. *"I did not apply any methods. No, I prefer to use conventional methods"* proposed by L1 which also agreed by L2. This perception had been confirmed by her students. Her students mentioned that she rarely used online platforms to teach but used them to give assignments or mid-test. Students were only asked to submit attendance list there. In fact, she never really teach them for the whole meeting. She asked the students to watch some YouTube she chose and gave the students assignments instead. On the contrary, L3 had other experience with teaching in pandemic. She said that *"I did not teach specific explanations since I want students to be able to speak at the end of the lessons. So, I told them that I teach directly to the question and answer method. I chose a method that was suitable for conversation"*.

Based on the two opposite description above, it implies that the problem faced by L1 and L2 was the difficulty of using methods in the teaching process at online classes. They did not find a suitable method for online teaching to deliver the material. This depiction was from L1 who taught her students with conventional methods. Meanwhile, L2 just changed the online application used during teaching which she was looking for an appropriate application to deliver the lessons to the students. In contrast, L3 could use a teaching method which is a question and answer method to encourage students to be active in doing conversation. By doing so, students would be able to speak English fluently at the end of the class. When it comes to students' confirmations, L1 just delivered her material through media such as PowerPoint as she just gave learning videos and asked the students to analyse English articles. Similarly, L2 used media in giving the material such as learning videos through YouTube and assignment such as games and quizzes Through Google Classroom while students of L3 gave similar perceptions to L3's which the asking and answer method can make the students enthusiasts to study about the material being taught in this case English subject.

Assessment

Assessment is a way of assisting students in their learning. It aids instructors, students, and others in comprehending the depth and breadth of learning that has been accomplished. Thus, the progress and next steps can be discussed and planned. There were problems encountered by the lecturer in this research, though. The researcher frankly could understand it by seeing the perception of L1. She said that *"The assessment of the students becomes late. There should have been one or two meetings but it was much later than usual"* (L1). L1's perception shows that it was very difficult to know the progress of students based on their grades during this online teaching.

Learning Objectives

One of the instructors' purposes is to make students' knowledge increase. Yet, as confirmed by L1, there was a problem as follows:

"By looking at that situation, my goal as lecturer shifted a little bit. In the first meeting I was going to make students understand the entire lesson so at least they heard my explanation. At least, they did not only attend online class but they could understand a little" (L1).

Meanwhile, L2 stated that *"based on their process for one semester and their achievements, I can say that the learning objectives cannot be achieved"*. The above perceptions imply that L1 could not follow her lesson plan which was already created since she had to change her plan. The online class situation made L1 not worried with the learning objective anymore which affected the students' understanding. She focuses on her ability to the acceptance of materials by students even just a little, while L2 understand that her goals are far from success as the students did not show improvement.

Students' Understanding

L1 said that *"their understanding was less during this pandemic situation"* (L1). This perception also had been confirmed by most of L1's students. Meanwhile, other English lecturers, in fact, also faced the same problem. *"That was why...I was honest. I was a little lazy to see their score which was very low"* argued by L2. On the other hand, her students also has confirmed the statement. However, L3 experienced dissimilar case. She said that *"as long as I applied the question and answer method, I did not know the name actually... interview method...yes, I think their understanding was quite the improvement"*. The three students from L3 completely agree to L3's statement. S7 explained, *"I didn't really understand it at the beginning, but I think I understand much more with English lessons when we are asked and answered by L3"*. S8 also added *"yes, I quite understand, especially for the lecturer who teaches at that time, I was more active"*. Similarly to others' assumptions, S9 stated that *"I can say, I personally talk a lot in class. I also feel more active in English at the moment"*.

The L1's and L2's perceptions above implies that the students' understanding were less during the distance class which her students agreed on. On the other hand, L3's assumption argued that she was successfully making her students improve their understanding by applying the asking/question and answer method. All L3's students commented that question and answer method could make them more active and improve during teaching online.

Controlling Students

As a matter of fact, controlling students was quite complicated to be done in COVID-19 pandemic situation. L1 and L2 shared the same view on that. L2 assumed that *"I think it was a hard thing since I have sent the learning video to them but the result of their homework is far from perfect. I mean I taught them through the video but I did not know if*

they watched it or not". L3 also added that *"one more...I think male students are more shy than females which was why they always gave many reasons when I asked them some questions and I could not control them during teaching in online class"*. These clarifications attest that online teaching inflicted the problems for L1, L2 and L3 which were the difficulty in controlling the students through distance class.

Assignment

Assignment of the student becomes an important part for lecturers' job. The lecturer can know the students ability through students' assignments. However, L2 explained, *"And about their assignment, even if I gave them the due time in collecting their assignment, there were some students who sent a text to me and said that I was sorry ma'am...I was late in collecting my homework"*. Furthermore, the whole of L2's students had given their responses about this case. *"Hehehe... yes most of us including me are quite late to collect the assignment"*. S5 regarded that *"sometimes I completed the assignment late but sometimes I did it on time"*.

Health

One of the English lecturers in this research truthfully had health problem caused by online teaching and learning process. *"To check their homework was crazy...I could check all their assignments when I used the laptop for the first time but I was really over exhausted to check it right now...I mean, my eyes were strained"*. This explanation depicted that teachers could have a serious eye health issue due to the intensity of using electronic tools.

Students' low motivation

There were changes in attitude shown by students during this pandemic situation. One of them was that the motivations of the students were very low. L1 affirmed that *"the students were more passive in online meetings than face-to-face. They turned off their speakers and did not say anything"*. Students explained that the lack of enthusiasm was because of the way the teaching and learning process ran. Since the class was done virtually, they felt like just like learning on their own when they have paid a lot of money. They actually can just tune in some YouTube videos. Meanwhile, the other English lecturers who taught in different majors also gave a similar statement to L1's.

Online platform

The online platform itself could actually raise problem for the teachers and students. L1 complained that in using Zoom, one of the most used app to video conference, she has to pay for subscription in order to use the app without time limitation because not all study programs offered unlimited room for every subject taught. There was also some camera problems there. Thus, she shifted into using Google Classroom. L3's students also confirmed that they had technical problems using Zoom. However, L2's students had different perspectives about this issue. Some students said that they feel that Google Classroom was less effective than zoom for online teaching. Yet, on the other

hand, S4 said that *"I think there was no problem from the platform. Indeed, I just did not understand the English subject"*.

Students' Attendance

Students' attendance adds to the problem for lecturers in this online class during the COVID-19 pandemic. *"I taught a non-regular class. The students' attendance rate also becomes a big problem. There was one management's student whose rate of attendance was very low...I did not know why?"* explained by L3. Additionally, L3's students mostly said that they always attend the class. S9, though, confirmed, *"I have a classmate who felt it was difficult to adjust his work time and class schedule"*. However, even if the interview results imply that only one student was absent, this was still a problem for L3 during the online teaching and learning process.

Factors Causing the Problems of English Lecturers in Teaching English Subject at Non-English Study Program during COVID-19 Pandemic

Number of Students and the Level of Students' Understanding

As mentioned in the first problem above, there are two English lecturers (L1 and L2) who find the difficulties in applying the teaching method. L1 pointed out the factor was because there were different abilities in each of the class. Many of the classes were categorized to have low abilities in English. Likewise L2 defined, *"there were so many students in the class. There were about 50 students in a class which hampered me in using a teaching method"*. In general, the comments made specified that the large number of the students in online classes and the less understanding of the students hinder the possibility of the teachers in using any teaching method they wish.

Unstable Network and Number of Students

According to L1, what caused the lateness of assessing students' work was because of the unstable network and the large number of students. *"Network was hampered to assess the students during COVID-19 pandemic. Taking student grades were always postponed and the amount of the students also became one of the basic factors causing the lateness of assessment"*. This statement specifies that the instability of the network and the big number of the students in a class make the L1 face the obstacle in giving grades to the students during online teaching and learning process.

Less Improvement of Students

The result shows the students did not make any progress. L1 commented, *"Their English knowledge was far from the average score. It was just like students in senior high school level. It happened since I found that the learning objectives in several meetings could not be reached"*. Similarly, L2 stated, *"the students' knowledge about English subjects did not develop. This can be seen from their assignments they collected and the results of their exams"*. The statements signify that the factor causing L1 and L2 cannot achieve the learning objectives was the less improvement of the students.

Unfocused Students and Students Understanding Level

The other problem faced by the English lecturers was the students' understanding which was very low. On the other hand, L1's students gave dissimilar statements. S1 said that students were confused during the instructional process because of the teachers that speak English all the time. Most of the students agreed on this. L1's statements and her students imply dissimilar arguments. L1 comments defined that the students' understanding caused by her students did other work during the online class, while her students assumed that they did not understand the English subject since L1 did not use language appropriate to their level of their understanding. Besides, the L2 comment pointed out that the students' understanding was caused by the less students' understanding of English subjects.

Students' Excuse

L1 admitted that students reasoned out all the time. *"They always made some reasons such as giving their mothers a lift somewhere during the teaching process"*. L1's students confirmed that network issue has always become one of their reasons. Dissimilar to L1's, L2 argued that *"I actually did not know why. As I know from their effort through their assignment, they did not understand about English even just the Basic"*. Meanwhile, L3 agreed and also mentioned that the students were very shy in giving out responses which was confirmed by the students too.

Economic Problem

Another factor causing the students to be late in collecting their assignment was economy. L2 pointed out that some students privately message her to inform that they did not have enough money to buy internet data. They just relied on tethering from their family to collect assignments. This, in other side, signs that Indonesia economy has fluctuated during this outbreak of the COVID-19. The students, though, clarified that not everyone actually has economy issue. It was just personal issue, such as laziness or boredom.

Electronic Screen

This part consists of the explanation about the factor causing L2's health which causes eye strain. L2 said that *"And about my health, my eyes were stained when I watched the laptop or hand phone intensively since there were 52 of the students in one class which was automatically there were 52 papers of assignment that I had to check. This online class might be done in one semester. We did not know about this condition"*. L2's comment defined that the exposure of electronic screens can have a negative impact on eye health during online classes.

Students' Personality

L1 stated that it was because of the students' personality that made them have low motivation. They got shy during the teaching and learning process. In fact, other than their personality issues, some students admitted that they were not shy, they just did not understand. L2's assumed that her students get low motivation in studying English since the English subject does not have a big influence on the students' major. However, L2's students' pointed out that they get less motivation since they do not like the teaching system that only uses video learning.

Unstable of the Network

Network is a thing that can facilitate or hinder the teaching and learning process in the current pandemic situation. L1 stated that every person had a different network at their place. Thus, some of them might face network instability, some might do not. Both the teachers and students assumed that the instability of the network becomes a major factor for the use of online platforms such as during the Zoom application, either because of the location they lived in or the condition such as rains or blackout.

Students' Priority

The amount of work done by humans can make them not focus on one activity only. This part explained the factor causing the lack of student attendance in class. As mentioned by L3 that *"I actually did not know their reason. They just said that they were in a meeting at their office"*. This assumption implies that the online teaching and learning process makes students rarely attend the class.

Solutions to solve the Problems of English lecturers in Teaching English Subjects at Non- English Study Program during COVID-19 Pandemic

Subtracting the number of the students, Lower the Material Standard and Giving Learning Video

The researchers have mentioned in the factors of problems part that the big number of students in one class was a factor causing the English lecturers in applied teaching methods especially in online class. L1's perceived that a small number of the students in an online class and providing basic material to students can help lecturers apply teaching methods. All L1's students' also define that they were taught basic material by L1. Contrarily, L2 proposed another solution than using a teaching method which is to send the learning video to her student. This also has been proved by her students' statements in the previous paragraph above.

Students Reduction

As mentioned in the factors that caused the assessment problem above that network hampered L1 in assessing her students. Furthermore the problem solving of it is *"like what I said that the number of the students is too large so it is better if their number subtracted"* suggested by L1. Thus, L1 perception signifies that the number of students can affect the assessment process during online classes.

Lower the Material Standard

L1 perception showed that lowering the standard of teaching materials for non-English students will make the students able to keep up with the lessons being taught. It is also implied by her students' opinion in the solution of the teaching method above which L1 students given the basic lessons during online class. On the other hand, L2's assumption defines that a given assignment through game can make L2 achieve the learning objectives. L2's students stated that she enjoys the way given by L2. However, the other students' comments imply the different perception which they argue that assignment through game cannot

improve their ability to understand the English subject.

Lecturers' Alternatives

All participants claimed that the solutions of improving students' understanding are to give more assignments and learning videos during the online class are not effective. L1 claimed that the amount of assignment given is not successful to do in this situation, while L2 assumption also defines that the interesting videos with basic material also could not help students to understand. Besides, their students (S1, S2, S3, S4, S5 and S6) give similar arguments, which is that they want their lecturer to guide them to understand the material directly rather than give more assignments and videos.

Reviewing the Material, Giving learning Videos, Games, quizzes and Using Mix Language

There are two lecturers who fail to propose their solution in controlling their students, while others find success. L1's opinion defines that reviewing the material to students is not run well. It was also commented on by her students. And giving learning videos, some quizzes and games also are not successful to be done by L2 as mentioned in the previous explanations above. Nevertheless, L3's perception implies that using mixed language in the non-English class online can bring positive changes to the students' participation. And her students' arguments also depict the similar assumptions to L3's.

Discretion

This part explains about the solution of the lateness in collecting assignments which were done by the students. It was found that discretion was given by L2 to her students. Thus, it can make the students collect their assignment on the day of the scheduled lesson. This way made the students burden lifted up a little because, as a matter of fact, they had lots of assignment other than English subject.

Reconstructed Assignments

As mentioned above, the students got a lot of assignments from the lecturers during this online learning and teaching process. It also made L2 face eye strain during their assignment through online tools. L2 claimed that reconstructed assignments can make it easier to get the students' marks. All her students' assumption also implies that L2 officially gives them some quizzes as one of their assignments.

Teaching Technique

The L1's assumed that her students will be able to get motivation in learning English by giving more assignments during online class, while L2's stated that giving lessons in different ways will make students interested in learning English. Nonetheless, their students' perceptions in the previous explanation above depicted that they do not enjoy the solutions proposed by L1 and L2. On the other hand, L3's suggestion implies that her teaching method, which is an asking and answering method, can raise her students' motivation during the teaching and learning process. Besides, L3's students give the conformable statements to L3's.

Using Other Online Platform

This part explains the different ways taken by English lecturers in solving the problem, which is the difficulties in using online platforms such as Zoom as mentioned in the problem part above. *"I changed the application that I used. Yes...I used Google class room since the teaching and learning process is more flexible with the large number of the students"* as claimed by L1. L2 also commented that *"as I said that I just used google classroom as the platform in teaching"*. And then, L3 defined that *"I still used a zoom application. I just make the students more active by using a teaching method which is an interview method"*.

Giving Rule

Student attendance has become a problem for L3 as described above. L3 mentioned that *"for their attendance, I gave them rules and I told them that there was no score for them if they did not attend the online class. Of course, I just gave them the lowest score"*. And as confirmed by her students *"L3 told us at the beginning of the online class that she would give a score based on the attendance since she gave us questions and answers for every meeting. That was how she gave us marks"* (S7). It is implied that L3's solution of the less attendance of students is taking the students' mark during the teaching and learning process and it makes most of the students diligent to attend online classes. Her students' assumptions also depict similar statements to L3's.

IV. DISCUSSION

There were some various problems found during the online teaching and learning process which existed and felt by some lecturers. There were two lecturers who faced the problem of the difficulty of applying a teaching method which was confirmed by their students' perspectives. Coman et al (2020) stated that the instructors in university felt it was easier to use teaching methods or a variety of teaching during face-to-face class than online. Those two lecturers said that this problem was caused by the big number of students and the level of students' understanding during online class. In addition, Coman et al (2020) pointed out that this problem was caused by a variety of factors which were students' incapacity to discuss and communicate their ideas, as well as a lack of active learning and critical thinking of students' skills. Meanwhile, those two lecturers did the activities as the solutions to overcome this problem which are subtracting the number of the students, lowering the material standard and giving learning videos to the students. However, the solution done by those two lecturers had found the failure. Yao, Rao, Jiang, & Xiong (2020) mentioned that live broadcasting is more helpful than sending the learning videos to students. Furthermore, Rasmitadila et al (2020) added the other solutions which were two useful methods (question and answer teaching method and the lecture method) during online class. In contrast, another lecturer has successfully applied a teaching method; question and answer method. Mandaniyati & Sophya (2020) stated that the question and answer teaching method can make both teachers and students able to contribute actively and creatively in building classes. Moreover, this method is confirmed to increase the achievement of students' marks in class. Besides, the

students showed that the method applied was great as they enthusiastically joined the teaching and learning process.

The lateness of assessing the students' works was the other problem experienced by one English lecturer during this online teaching. Wherein, the assessment has a considerable impact on the teaching and learning process. Meanwhile, instructors often get errors in the assessment process such as when finding out about students' abilities through their exams' results. This also occurs in the EFL class which is in the assessment of test results of TOEFL. As a result, the instructor gets difficult to determine between the test construct and test users' perceptions (Furaidah, Saukah & Widiawati, 2015; Galikyan, Madyarov & Gasparyan 2019; Johnson & Shaw, 2019; Johnson & Shaw, 2019). Furthermore, as assumed by Fitriyah & Jannah (2021) that there were several problems according to the assessment in this online teaching during COVID-19 pandemic, where administration of evaluations was complicated, there was less connection between teachers and students, and there was anxiety in the English test. As mentioned by the English lecturer who faced this problem, the instability of the network and the number of the students became the factor causing this problem. However, the current study which was conducted by Joshi Vinay & Bhaskar (2020) revealed that there were four aspects that caused the delays in online assessments; home environment, institutional support, technical difficulties and personal problems. As the solution to solve the assessment problem in this study, English lecturers hope to reduce the number of the students.

Another problem existed during this online teaching and learning process was the learning objectives problem. There were two English lecturers who dealt with the difficulty of achieving learning objectives during the distance class at a non-English study program. Wiranto, Kristiawan, & Fitriani (2021) assumed that the difficulties in finding out the students' real understanding level through their work during online class affected the instructors' learning objectives. Those two lecturers explained that this problem was caused by the less improvement of the students. Furthermore, Wiranto, Kristiawan, & Fitriani (2021) stated that learning objectives through distance class were very difficult to achieve since this online teaching and learning system makes the teachers/lecturers difficult to get the cognitive, effective and psychomotor values of the students. Two lecturers had done activities as the solutions to overcome the difficulty in achieving learning objectives. They lower the material standard and give assignments through games which were confirmed by their students. Besides, Wiranto, Kristiawan, & Fitriani (2021) proposed different solutions to accomplish the learning objectives burdensome for lecturers during this online teaching and learning process in the COVID-19 pandemic situation. The solutions were that the instructors better use a very strict evaluation, grouping and teaching students with similarities, such as knowledge levels, interests, and characteristics, evaluate the instructors' teaching methods/ways on a regular basis, in the teaching and learning process during the spread of COVID-19, creating a safe atmosphere and provide a space for health care providers for parties involved in the COVID-19 pandemic during the teaching - learning activities.

Additional problem that came up to the English lecturers

was students' understanding problem which was faced by two English lecturers while another did not. As mentioned by Damayanti & Irwan (2021) that distance class made the students hampered to understand the material well. Hereafter, those two English lecturers mentioned that the factors causing the students' understanding problem were unfocused students and students' understanding level. However, the students of the first lecturers proposed dissimilar arguments and others gave similar assumptions to their lecturers. Damayanti & Irwan (2021) mentioned several things as factors of the students' understanding problem; the provision of a lot of material through e-books and the material distributed was in the form of powerpoints and videos. They emphasized that students were not prepared to learn in this way. Meanwhile, those two lecturers did some alternatives; gave more individual assignments and made learning videos to solve the problem. However, those alternatives were not successful enough to increase students' understanding. It was also confirmed by their students.

Controlling students was the other problem faced by all English lecturers during this online class. Damayanti & Irwan (2021) said that online learning limits teachers/lecturers' movement in controlling their students. Wherein, teachers could not control the students when they purposefully turned off the microphone during online classes (Coman et al: 2020). The other research also assumed that the intense problems experienced by teachers during online class were controlling students to stay focused in learning, ensuring students remain active, controlling the discussion process in distance class, creating conducive online communication and ensuring feedback from students (Chang & Fang: 2020). All English lecturers said that this problem was caused by students' excuses. Damayanti and Irwan (2021) emphasized the similar arguments which were; the internet program used does not include a menu for exchanging ideas, there were several students enrol in online programs early just to ensure that their names are on the attendance list and then left the class directly and some of the students focused on the other activities during the class. Kaup, Shivalli, Pandey & Kaup (2020) offered several solutions that accord with this problem; teaching with a short time or different duration of time with offline classes by using several tools such as live chat, pop quizzes, virtual whiteboards, polls, reflections with the support applications such as Kahoot, Google Forms, Poll Everywhere. Hybrid learning with a blend of synchronous and asynchronous tools also suggested as the other solutions. However, the three lecturers proposed dissimilar solutions to overcome this problem which were reviewing the material, giving learning video, games, and quizzes and using mix language. Nevertheless, these solutions were not successful.

Afterwards, another problem arose in this research was the assignment as there was one English lecturer who faced this problem. Atmojo & Nugroho (2020) argued that the students were always late in collecting their assignment which made the instructors late to know the students' ability and did not give feedback directly. Atmojo & Nugroho (2020) mentioned several factors that cause this problem; some students were too lazy to finish the assignment or project that the teacher had given to them, their internet data usage had reached its limit, they might be experience

an unstable internet connection, students did not possess a smartphone and student did not realize that their work is graded by the teacher during the online class. One of the factors mentioned also stated by the English lecturer who faced this problem. She mentioned that the economic problem was the factor causing the lateness of collecting assignments on time by the students. Furthermore, her students also mentioned the similar arguments to her and explained the other factors causing the problem which was in line with arguments mentioned by Atmojo & Nugroho (2020) in the previous explanations. Naik, Deshpande, Shivananda, Ajeey & Manjunath Patel (2021) offered some solutions to make lecturers getting the students work fast; used images and videos as tools for task creation, especially for oral assignments. However, the English lecturer gave discretion to her students as the solutions of the assignment problem which was clarified by her students.

Health becomes the next problem which was experienced by one of the English lecturers during the implementation of online class. Moreover, Ganne, Najeeb, Chaitanya, Sharma, & Krishnappa (2020) stated that the government's decision was that citizens had to work from home according to the pandemic situation that has required people to use online platforms intensively. Wherein, this situation attacked human health which both physical and mental health (Jalal, Dewi, Basti, & Halima: 2020). A lot of work in the form of soft files and less preparation to face online teaching carried out intensely become the factors of the health problem (Jalal, Dewi, Basti, & Halima: 2020). In line to that explanation, the English lecturer who experienced this problem mentioned that the factor causing her health was the electronic screen. A reconstructed assignment was the solution done by the English lecturers to solve her health problem which was defined by her students. The current research done by Todd's (2020) found other solutions to solve health problems which need the team work for both instructors and students. Whereas, the instructors could use a performance checklist to make it easy to check the students work and students could also participate in checking their own/their classmates' abilities by using peer evaluation.

The other problem faced by the English lecturers was the students' low motivation problem. This problem is experienced by all English lecturers who participate in this research which has also been clarified by their students. Şener, Ertem & Ahmet (2020) argued that the students' low motivation was the biggest problem faced by teachers/lecturers during the distance class. Moreover, those English lecturers assumed that the factor causing it was students' personality. Students from two lecturers mentioned similar factors as their lecturers' while the others explained different arguments to their lecturers'. Atmojo and Nugroho (2020) imply the similar factors to those English lecturers explanations which the students' personality consist of some students who are unable to concentrate, fall asleep during a teleconference, the Idleness of students, unreliable of internet connections, and a lack of command of the English language which discourage them from participating in English- language debates and question and answer sessions. In addition, Meşe & Sevilen (2021) assumed that students' low motivation happened since a severance of ties with the learning group, the out of sync of

expectations and learning material, the negative impact of students' environment during the teaching and learning process. Hedge (2001) assumed that the solution of the students' low motivation problem was that the several face-to-face activities could not be removed directly from online class. Meanwhile, Chen and Jang (2010) argued that teachers/lecturers had to get ready with the suitable material to students' needs during online class. However, those English lecturers used teaching techniques as the solutions of the students' low motivation problem.

Using online platforms during distance class becomes the other problem faced by all English lecturers which was confirmed by their students. Students are very limited to use online platforms because they have problems with smartphones and internet networks which have a direct impact on teachers' activities (Ariani & Tawali, 2021; Allen & Seaman, 2007). Nambiar (2020) assumed that both the teachers/lecturers and students were unable to use the online education platform effectively due to a lack of computer abilities as the factors of using online platform problems. In line with those perceptions the English language assumed that the instability of the network has become the factor causing the problem which was clarified by their respective students. However, two lecturers used other online platforms, while other lecturers used a teaching method which was a question and answer method defined by all students. Furthermore, by using the question and answer method, students are very interested in talking more about their daily activities. In addition, the question and answer method makes the students more confident to ask the teacher and their classmates about the material being taught. Besides, it led the teacher to become more active in discussing with their students.

Last problem faced by one English lecturer in distance class was students' attendance which was confirmed by her students. Van Blerkom (1992); Traphagan, Kucsera, & Kishi (2010); Cohn & Johnson (2006); Brennan, Sharma & Munguia (2019) admitted that the decreasing of students' attendance was always a problem in class. Additionally, this issue happened more frequently during the implementation of the online teaching and learning process. Furthermore, the English lecturers who experienced the attendance problem assumed that students' priority was being a factor causing it. Besides, Nambiar (2020) stated that the biggest difficulty they ran into during online classes was that students provided a variety of excuses for not being able to attend which happened because of network issues, disconnection disturbance, and poor audio and video quality. Moreover, to solve this problem the English lecturers gave the rule to all of her students and this rule successfully brought positive impact to the students' attendance which were clarified by her students.

Based on the explanation above, there were some problems that appeared when online teaching and learning was applied. These problems not only make the lecturers unable to reach their learning objectives but also make the students unable to level up their knowledge of English subjects automatically which give negative impact for their achievement. Therefore, this online teaching and learning cannot be implemented in a long period of time. Except, the teaching method applied by L3 which was a question and answer method is considered by other English lecturers to

use since the method with the minimum number of students which were not more than 30 students in a class depicted the successfulness.

V. IMPLICATION

This research concludes that there were some problems faced by English lecturers. It was classified into two groups; lecturers' problems and instructors' problems. The problems were influenced by some factors which were categorised into two factors. They were learners' factors and technological factors. Besides, there were some solutions to the problem solving of those problems including the pedagogical development and technological support. With regard to the conclusion above, the researcher would like to incorporate some suggestions for the important parties: first, for the future research, the researcher would like to suggest other researchers to conduct the similar research. Future research might investigate the same topic with the different number of the participants such as the future research can be investigated by more than three English lecturers, so that the result will find various ways in solving problems that appear during online class. Second, for the English lecturers, the researcher would like to suggest the English lecturers who teach in non-English study programs to give special attention to the non-English students who still have low Basic English as English subjects have become important as well as prepare students in the work field. Thus, the English lecturers have to conduct important meetings as an evaluation of their teaching every week so that they can find appropriate ways to make students understand about the material being taught. It is more beneficial if the English lecturers discuss this issue with the decision maker, so that their suggestions can be considered as well. Third, for the decision maker, it is essential to subtract the number of the students in one class during online class considering the teaching process will not work well if there are large numbers of students in a class. And the last, for program study staff, the researcher would like to suggest the program study staff from each study program that might be able to facilitate the English lecturers by providing free access to unlimited time on Zoom to avoid disconnection during teaching process which also distracts the process of delivering teaching material.

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