

ENGLISH TEACHERS' ONLINE TEACHING DIFFICULTIES AT SENIOR HIGH SCHOOL 1 PAYAKUMBUH DISTRICTS

Ifna nifriza¹, Ridianto², Septi rahma widri³
STKIP Yayasan Abdi Pendidikan Payakumbuh
[ifnanifriza@gmail.com¹](mailto:ifnanifriza@gmail.com)

ABSTRACT

This research was conducted to find out the difficulties faced by English teachers in teaching English through online class at SMA Negeri 1 Kec. Payakumbuh. The participants of this research are four English teachers. Qualitative descriptive design is used in this research. The purpose of this research was to describe difficulties faced by English teachers in teaching English through online class. Instrument data of this research was interviewed. The results of this research showed that the difficulties faced by English teachers in teaching English through online class as follows; lack of students' motivation and engagement, unstable internet connection and limited quota, time consuming to prepare materials of online class, the absence of a representative online class platform, and needs for professional development and trainings. New difficulties were found in this research, decreased interaction among teachers, shortage of time, lack of recognition students' characters and lack of a fair assessment.

Keywords: Difficulties, Online Class, Teaching English

ABSTRAK

Penelitian ini dilakukan untuk mengetahui kesulitan yang dihadapi guru bahasa Inggris dalam mengajar bahasa Inggris melalui kelas online di SMA Negeri 1 Kec. Payakumbuh. Partisipan dari penelitian ini adalah empat orang guru bahasa Inggris. Desain deskriptif kualitatif digunakan dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mendeskripsikan kesulitan yang dihadapi oleh guru bahasa Inggris dalam mengajar bahasa Inggris melalui kelas online. Instrumen data penelitian ini adalah wawancara. Hasil penelitian ini menunjukkan bahwa kesulitan yang dihadapi oleh guru bahasa Inggris dalam mengajar bahasa Inggris melalui kelas online sebagai berikut; kurangnya motivasi dan keterlibatan siswa, koneksi internet yang tidak stabil dan kuota yang terbatas, memakan waktu untuk mempersiapkan materi kelas online, tidak adanya platform kelas online yang representatif, dan kebutuhan untuk pengembangan dan pelatihan profesional. Kesulitan baru yang ditemukan dalam penelitian ini, interaksi antar guru yang menurun, keterbatasan waktu, kurangnya pengenalan karakter siswa dan kurangnya penilaian yang adil.

Kata Kunci: Kesulitan, Kelas online, pengajaran Bahasa Inggris

INTRODUCTION

English is one of many languages in this world. English is an International language and it is spoken by many people around the world. English is important to learn and to teach. that English should be taught to the students from the elementary school to the next level. In order to master English, four major language skills should be mastered, namely, speaking, listening, writing, and reading. As English is the foreign language in Indonesia, it is often difficult to teach or to learn. The teacher or students often face difficulties. In this case, the students need the teacher's role in teaching English, so that the students are fulfilled.

According to Tompkins (in Muslim, 2019:7) the teacher should be able to make the teaching-learning process in order to associate with the student's background knowledge with the material studied. Moreover the teacher should be adapted to the rapid changing of the technology since the teaching media need to improve and always update. It will give a new style for the teacher and also give them difficulties on the teacher to master the technology. The presence of the gadget, namely computer, smartphone, or tablet can be used by the teacher to deliver the material or information to the students.

Most people in Indonesia are forced to stay at home during the widespread Coronavirus 2019 (Covid-19). People are threatened by the existence of the virus. The virus can spread to one other people and can be infected from the carrier, so people are forced to stop their movement to one another places. In Indonesia's educational aspect, of course, the students and the teachers may be not adapted to these cases. The traditional education that is always conducted in the school has changed to online classes. It forces many teachers to use the teaching online media which is not usually applied in Indonesia.

Online class is teaching and learning done mainly at a distance, usually via a personal computer and the internet. Gavin and Nicky (2008:136) stated that online class refers to teaching learning that takes place using technology, such as the Internet; CD ROMs and portable devices like mobile phones or MP3 Players. According to Ratnasari (2012:1) online class is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. An online class is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media.

Since it is different from face-to-face class, online classes open a new difficulty where the teacher has to be a creator, a presenter, and a guide to their students (Gjelaj et al., 2020). According to Nugroho et al., (2020:281) there are the difficulties faced by especially for English teacher in teaching through online class. The difficulties that were faced by English teachers was, the teachers lack the proficiency in operating the platform that can be used to conduct an online class. In this current pandemic, online class helped our educational aspect. But, unfortunately most teachers, especially English teachers were not capable of operating the platform and unable to teach English properly. They found difficulties running platforms such as Google Classroom, Schoology, WhatsApp, YouTube etc. So, they sometimes passed the class, late in posting the material, confused in scoring and checked students' tasks.

Then, the poor internet connection. It affects the online class since it was the connection between the teacher and the students. The poor internet connection impacted the teaching-learning process during online class since it made a misunderstanding between teacher and students. The teacher either seemed late in explaining material or responded to students' questions. Also it made the class run out of time because of the poor internet connection.

The researcher chose Nughor's theory since it was more specific and represented other experts' theories. There are five difficulties, the absence of representatives of online class platforms, time consuming to prepare materials for online class, unstable internet connection and limited quota, lack of students' motivation and engagement, and needs for professional developments and training.

RESEARCH METHOD

This research was descriptive qualitative research, The setting of this research was at SMA Negeri 1 Kec. Payakumbuh where in this pandemic, the school has been applying online class. The participants were four English teachers. This research used semi structured interviews to get the data.

RESEARCH FINDINGS

This data was taken through 4 English teachers' interviews. The table below are the difficulties that were faced by English teachers at SMA Negeri 1 Kecamatan Payakumbuh, as follows:

Table 1. The results of interview difficulties faced by English teachers in teaching English through online class

No.	Difficulties in teaching English through online class	Question	T1	T2	T3	T4
1	The Absence of Representative of Online Class Platform	Aplikasi apa saja yang ibu/bapak gunakan saat mengajar kelas daring?	WA & GC	WA & GC	WA & GC	WA & GC
		Bagaimana kesulitan yang ibu/bapak temui dalam mengoperasikan saat mengajar kelas daring?	√	X	x	√
2.	Time Consuming to Prepare Materials of Online Class	Bagaimana kendala ibu/bapak dalam menyiapkan materi saat mengajar kelas daring?	√	√	x	√
3.	Unstable Internet Connection and Limited Quota	Bagaimana kesulitan yang ibu/bapak temui mengenai koneksi internet yang tidak stabil dan kuota terbatas?	√	√	√	√

4.	Lack of Student's Motivation and Engagement	Bagaimana kendala yang ibu/bapak temui mengenai keterlibatan ikatan/interaksi dan motivasi siswa saat mengajar kelas daring?	√	√	√	√
5.	Needs Professional Development and Training	Apakah pihak sekolah menyediakan pelatihan mengenai kelas daring?	√	√	√	√
		Apakah ada teknisi khusus yang membantu ibu/bapak saat kesulitan mengoperasikan aplikasi saat mengajar kelas daring?	√	√	√	√
		Apakah ibu/bapak merasa butuh mendapatkan pelatihan yang lebih terkait mengajar di kelas daring?	√	x	x	√

From the data of interview overall above, it can be seen two of the teachers have difficulty that is the absence of representative of online class platform, three of teachers have difficulty in dealing with the time consuming to prepare materials of online class, all of the teachers have a difficulty that is unstable internet connection and limited quota, all of the teachers has a difficulty that is lack of students' motivation and engagement and two of the teachers have a difficulty that is needs for professional developments and trainings even though they were already get the trainings of online class from the school.

Those difficulties are described as follows:

The Absence of A Representative Online Class Platform

Based on the results of the interview, all of the teachers used WhatsApp Group and Google Classroom as the platform in teaching English through online class but two of the English teachers have difficulties in teaching English through online class especially in operating the applications. It can be seen that Teacher 1 and 4 from the interviewed results.

The researcher interviewed Teacher 1 on August 5th, and she answered as follows:

“tidak semua guru mampu menguasai teknologi yang canggih seperti sekarang”

Then, the researcher conducted an interview with Teacher 4 on August 8th, and she elaborated as follows:

*“mengajar online ini sulit memang, aaa ibu kalau mengajar online itu mendapat kesulitan. Mungkin karena apa ya **factor usia**.”*

Based on the results above, it is clear that one of the difficulties that English teachers faced comes from the absence of a representative online class platform. The sudden change to online has a significant impact on the readiness of the

teachers to conduct online class since it is different from face-to-face class and they are not used to it. Besides, age is the factor that affects teachers' ability in learning the new technology-based thing.

Time Consuming to Prepare Materials of Online Class Activities

Next, the researcher conducted an interview with Teacher 1 on August 5th. She elaborated as follows:

"kesulitan mencari materi dan mencocokkan dengan KD kita."

Then, the researcher conducted an interview with Teacher 2 on August 6th. She elaborated as follows:

"Kendala dalam mempersiapkan materi itu kan, biasanya saya mengajarnya Bahasa Inggris Lintas Minat, terkadang internet itu kan agak beda-beda penyesuaian, nanti ada KD yang dipotong-potong, cuman penyesuaian mencari itu, jadi kita sebenarnya harus mempersiapkannya dari jauh-jauh terlebih dahulu,...."

Then, the researcher conducted an interview with Teacher 4 on August 8th, and she elaborated as follows:

"kesulitan yang lain adalah hmm mengcopy link terus mencari materi di internet. aaa kadang, materi di internet itu banyak jadi bingung sendiri memilih yang mana. Terus aaa misalnya aaa kadang materinya tidak relevan sama aaa siswa terus tidak aaa seperti tatap muka kita jelas bisa cari materi dari buku gitu."

Based on the results above, it is clear that one of the difficulties that English teachers face comes from time consuming to prepare materials for online class activities. The teachers confess that they encounter difficulties in creating materials that suit the students' needs and also with The *KD (Kompetensi Dasar)*. They have to invest a lot of time designing and searching for appropriate materials for online classes.

Unstable Internet Connection and Limited Quota

Based on the interview results above, all of the teachers have difficulties with unstable internet connection and limited quota. Researcher conducted an interview with Teacher 1 on August 5th, she elaborated as follows:

"Kita tidak selalu memiliki kuota. Ee.. terkadang sudah malam kuotanya habis untuk pergi keluar beli sudah tidak ada lagi yang jual"

Then, the researcher conducted an interview with Teacher 2 on August 6th. She elaborated as follows:

"Emang terkadang kita memiliki kuota terbatas gitu.... takutnya nanti kan kuota kita saat lagi ngajar kuota kita habis atau jaringan gak bagus gitu."

Teacher 2 also said:

"pas jaringan kita jelek masalahnya nanti dia kan muter-muter terus gitu. Jadi pernah harusnya jamnya sudah habis ternyata materinya kata anak, "masih belum terkirim ms"."

Then, the researcher conducted an interview with Teacher 3 on August 5th, he elaborated as follows:

“Kalau untuk masalah kuota, kalau untuk pendidik ada itu mendapatkan kuota gratis dari pemerintah. Cuma karena letak wilayah kami yang agak sedikit susah sinyal jadinya juga tidak bisa difungsikan...”

Then, the researcher conducted an interview with Teacher 4 on August 8th, and she elaborated as follows:

“terkendala lagi masalah jaringan yang di wilayah tempat tinggal saya agak susah aaa jaringannya. Terus aaa, beli paket juga agak jauh.aaa Tapi yahh susah nya itu kadang ketika materi nya sudah dikirim aaa kita menganggap aaa materi sudah sampai kepada siswa ternyata emm belum akhirnya pada saat jam itu emm, kosong jadinya.”

Based on the teachers' explanation above, the unstable internet connection and limited quota could be serious difficulties. The teacher confessed that it bothers the teaching-learning process. Because of it, online class activities could not be conducted punctually according to the meeting schedule.

Lack of Students' Motivation and Engagement

Based on the results, lack of students' motivation and engagement give the more significant impact in difficulties in teaching English through online class, since it can be seen that all teachers found these difficulties. Researcher conducted an interview with Teacher 1 on August 5th, she elaborated as follows:

“sejauh ini memang tidak sesuai dengan yang kita inginkan yang meresponnya tidak seberapa. Namun, ya kita tetap harus berjuang walaupun sebenarnya online ini agak membuat jarak antara guru dan siswa..... ikatan batinnya kurang”

Then, the researcher conducted an interview with Teacher 2 on August 6th. She elaborated as follows:

“jadi kita tidak saling mengenal jadi kedekatan antara anak dengan guru itu sebenarnya agak kurang.”

“yang mana namanya anak sma, anak yang baru mulai-mulai besar, jadi kita kan butuh perhatian mungkin sama dia, supaya anak itu tidak pasif supaya mereka mengerti jadi benar-benar ekstralah gitu.”

Then, the researcher conducted an interview with Teacher 3 on August 5th, he elaborated as follows:

“Sedikit mengurang..... Cuma interaksinya susah kadang untuk menjawab salam pun cuma beberapa siswa yang bisa menjawab salam kemudian yang lainnya diam saja itu kebanyakan.”

Then, the researcher conducted an interview with Teacher 4 on August 8th, and she elaborated as follows:

“gara-gara belajar online ini banyak kasus terjadi yang pertama itu siswa itu tidak peduli.”

Based on the teachers' explanation above, most students lost their interest and motivation because of online class. Different from face-to-face class, the teacher couldn't watch and control the students directly. It showed clearly based on

the students' reaction through online class. The students' rarely respond to teachers' questions, late in collecting assignments. It was also found that some students are not punctual to attend the online class based on the schedule. It was not only because of the unstable internet connection, but also because they did not have high motivation and engagement to join the online class.

Needs for Professional Developments and Trainings

Next, the researcher conducted an interview with Teacher 1 on August 5th. She elaborated as follows:

*“Namun, rasanya masih **butuh pelatihan** mengenai metode mengajar yang efektif tentang online class, bukan hanya tentang bagaimana cara memakai aplikasi.”*

Then, the researcher conducted an interview with Teacher 4 on August 8th, and she elaborated as follows:

*“.....**kebutuhan untuk aaa pelatihan itu ada.....**”*

Two of the teachers stated that they needed professional development programs and training, especially with regards to the knowledge of technology integration in teaching English through online classes. The teachers informed me that they had obtained some professional training about how to conduct an online class. However, they argued that the training was not enough, especially when they encountered a sudden implementation of online class.

Besides, two of the teachers said that they didn't need more training because they had no difficulties running online class. It can be seen from the teachers' answer, Teacher 2 said,

*“Rasanya menurut saya pribadi, saya **tidak perlu pelatihan tambahan terkait kelas daring**. Karena, sebelum adanya sekolah daring itu kan sudah ada pelatihan dari sekolah jadi rasanya sudah cukup.”*

Then, the researcher conducted an interview with Teacher 3, he elaborated as follows:

*“Kalau masalah mengajar daring, rasanya **tidak perlu mendapatkan tambahan pelatihan tentang mengajar daring**.”*

Then, based on the results of interviews above aside from the indicators on instrument, there are also new difficulties faced by English teachers in teaching English through online class. Teacher 1 said, *“**Interaksi sesama pengajar pun berdampak karena kelas online ini**. Karena kegiatan-kegiatan sosial yang biasa dilakukan dengan sesama pengajar pun **terhalang karena kelas online ini**.”* Due to online class, it also impacted the interaction among the teachers. The teacher stated that a lot of social activity in school bound because of this online class.

Beside, new difficulties which negatively affect teaching English through online class was the shortage time, teacher 1 said, *“**Kesulitan satu lagi seperti yang Septi tanyakan tadi, itu mengenai masalah waktu**. Iya, waktunya terbatas, dikurangi. Kalau dulu 1x pertemuan itu 45 menit sekarang hanya 30 menit. Jadi masih tiap jam itu kurang 15 menit jadi itu sangat berpengaruh kepada kita, kediaan waktu dengan KD yang tetap seperti itu jadi agak sulit untuk mencapai untuk menyelesaikan KD-KD. ...kita merasa apa namanya.. **tidak maksimal dalam memberikan 1 KD itu banyak yang dipotong-potong**. Terkadang yang harusnya*

memberikan beberapa latihan sekarang 1 latihan saja. Harusnya menyampaikan ada tayangan video lagi, di cut saja jadi tidak maksimal...". Because of the shortage time, the teacher didn't feel maximal in teaching. A lot of material were cut of since adjusting to time.

Moreover, teacher 3 said, *"kurang mampu untuk mengenali karakter siswanya, kalau kita tatap muka kan ini orang ini seperti ini kan tau, kalau kita melalui online cuman tahu "saya hadir pak" "iya pak saya sudah kerjakan pak", hanya segitu yang bisa tahu, sebatas itu kita ketahui."* The teacher stated that it hard to recognize students' character through online class. Because, in online class only share the material and give instruction to do the task but not in build students' character.

Next, teacher 2 said, *"Kesulitannya emang disana sih kadangkannya gak semua anak yang benar-benar keinginannya di sekolah jadi kesusahannya disana jadi kita punya limitnya contoh sampai tanggal sekian sampai jam sekian waktunya hari ini umpama gitukan jadi terkadang ada anak itu yang cuek yang gak peduli, jadi susahnyanya emang di sana, jadi memang saya harus menghubungi satu per satu kadang saya hubungi nama yang ini emang ada sebagian yang peduli sebagian tidak peduli..."*. Assessments one of the new difficulties that teachers faced through online class. A lot of students came from different backgrounds, especially in the economy. Not all of the students came from a sufficient family, some of them came from poor families. They didn't have facilities or media to learn through online classes. Then, of course it affected the teaching-learning process. It is hard for the teacher to make a fair assessment since they should consider so many aspects.

DISCUSSION

Lack of Students' Motivation and Engagement

Lack of students' motivation and engagement affect the online class. There seemed to be serious difficulties because all of the teachers faced these difficulties. In online class, the teaching-learning process comes from both sides, the teachers and the students. Malathy (2019) stated that lack of student-teacher engagement and responsive feedback from the teacher can decrease the students' motivation. Unfortunately, based on the findings most students seem to lose their interest and it affects their motivation and engagement become less. It can be seen from their response through online class. The students didn't respond to teachers' questions and were late in collecting assignments. It was also found that some students are not punctual to attend the online class based on the schedule. It was not only because of the unstable internet connection, but also because they did not have high motivation and engagement to join the online class.

According to Nugraha (2018:149) the lack of student motivation in participating in learning through online classes because there was no one to watch and control them. Different from face-to-face class, the teacher couldn't guide the students directly. In online class, the teachers could not monitor one hundred percent of these students in online class because during online class the teacher only relied on WA or Google classroom.

Unstable Internet Connection and Limited Quota

Internet access itself is very important as a means of online class. because the smoothness of the internet network is very important for the smoothness of the teaching and learning process in online class. Since, the internet is the connection between the teachers and the students. But in fact all of the teachers above faced these difficulties. According to Arizona et al., (2020: 66) some problems faced when doing online class: internet access (data package) and it is not uncommon for teachers and students to use online class applications and limitations of internet access by teachers and students, as well as lack of understanding of online class.

Based on the findings above, unstable internet connection and limited quota ruined the online class so the class couldn't run well. Taradisa (2020) and Rachmawati et al., (2020) stated obstacles faced in the online class process during the pandemic is the problem of network connection which affects the teaching-learning process. Teacher late in posting materials, late in checking and scoring students' assignments and could pass the class. Then, also could not conduct punctually according to the meeting schedule.

Time Consuming to Prepare Materials for Online Class

Based on the findings, three of the teachers found these difficulties. The teacher prepared the materials by searching it on the internet and posted it on Google Classroom or WhatsApp. But, unfortunately they found difficulties in searching materials that are appropriate for the students. Some materials on the internet are not relevant for their students, for example some of the conversation or pictures were improper for students in Senior High School. Also, it was difficult for the teacher to search materials that suit the KD (*Kompetensi Dasar*). Different from face-to-face class, they can use books as the source of materials but not for online class. It caused them to invest a lot of time preparing materials for online classes.

According to Fauziah (2020:38), limitations of teachers in preparing learning materials. In online class the teachers are also required to be creative in using technology and making media that is as attractive as possible which is hard for the teachers.

The Absence of A Representative Online Class Platform

Based on the findings, it can be seen that these difficulties are faced by two English teachers. The teachers found difficulties in operating the application to conduct an online class and finding the effective method. Since, the sudden change from face-to-face class to online class, it affects the readiness of the teacher for the implementation of online class. Even less, based on findings, most of the teachers above were using lecture methods in teaching English and didn't use technology. According to Zainudin (2020:134), there are still many teachers who are not ready to face technological changes. Teachers do not immediately adjust and have not been able to motivate themselves to continue online class with the pace of development and knowledge that is growing rapidly along with the development of technology and information.

Besides, it can be seen from two of the teachers who had these difficulties, they had experience in teaching English for more than 25 years. According to Fauziah (2020:39), it is quite difficult for senior teachers who are not used to using

technology. It showed the older teachers found difficulties in learning new things especially technology. It is proved based on findings from two other teachers who had experience for 7 years and didn't find difficulties in the absence of an online class.

Needs for Professional Development and Training

Based on the findings, two of the teachers stated that they need more professional training. Because they lack in operating the application to conduct an online class, and also finding the effective method to teach. The sudden change as the result of this pandemic also affects their ability to teach English through online classes. This condition needs professional development and training.

Previous studies in this field show that digital devices offer teachers with various possibilities for improving students' language skills and can be integrated into a language classroom. The tools such as WhatsApp (Ahmed, 2019); Instagram (Aloraini, 2018; Listiani, 2016); Facebook (Naghdi-pour, 2017; Slim and Hafedh, 2019); and Youtube (Alwehaibi, 2015) are successfully proven as a media to enhance language learners' proficiency. Most importantly, teacher professional development programs such as training and workshops are still needed to enhance the efficiency of online class implementation.

Based on these findings, the researcher found new difficulties faced by English teachers in teaching English through online classes aside from indicators on instruments above.

The other indicator which are:

Decrease Interaction among Teachers

Yadzi (2012:147) stated the characteristics of online class among other things: using electronic technology services where teachers and students, students and fellow students or teachers and fellow teachers can communicate easily. But, in fact the implementation of online classes decrease the interaction not only between teachers and students but also among the teachers.

Because of this online class, a lot of social activity among the teachers was confined. It finally made proximity to fellow teachers less. Bullen (2001) defined that, the lack of interaction between teachers and students, students and fellow students or even between teachers itself. This lack of interaction could slow the growth of values in teaching-learning process

Shortage of Time

In teaching the learning process through online classes, time should be managed by the teacher for herself and the students in the process. It can be seen that there is a shortage of time as the teacher said. The teacher stated that time should be considered in teaching English through online classes. The time was cut off from 1x45 minutes to 1x30 minutes for each subject. So, the teacher didn't feel maximal in teaching.

Lack of Recognizing Students' Character

In online class, the teachers only can share the materials or give a task to the students. They can not clearly "teach" and build the character of students. Stated by Bullen (2001) teaching-learning process tends toward training rather than education. In online class, the students only respond to teachers' greetings or fill the absence. The teachers can not be 100% sure that the students still stayed in the

class or left. Fauziah (2021) stated that in online classes, there were students who only took attendance after they did not participate in learning. The less interaction between teachers and students, the harder it is for teachers to recognize their character.

Lack of a Fair Assessment

Lestyanawati and Widyantoro (2020:78) stated that at every turn, economics always becomes a problem in every single aspect. Related to the online system, the students' economically disadvantaged family background caused problems dealing with facilities in holding online classes. The students who were not well-off families found difficulty in having appropriate facilities: the smartphone and the internet quota. They were not able to join the online class appropriately according to the schedule since they don't have smartphones.

Then, also Dhull and Sakhsi (2017:33) stated that technology's downsides include cost, hardware issues, internet problems, production of course materials and the availability of funds. It refers to a thing that can support the online class, that is funds or money to facilitate the students in learning. But the students have a lack of funds to complete things which are needed in online classes.

In this case, it's hard for the teachers to make fair assessments since the students came from different backgrounds. Some of the students didn't have facilities to conduct online classes. But not only that, the students who had facilities also showed slow response or skipped the class because they didn't have high motivation. It affected how the teacher gave fair assessments. So, teachers should surely find out students' family background, or students' reason behind their actions to give appropriate assessments.

CONCLUSION

This research was conducted to answer the research problem, what are the difficulties faced by English teachers in teaching English through online classes at SMA Negeri 1 Kecamatan Payakumbuh.

After conducting the research, researchers found that there are some difficulties which are faced by English teachers at STKIP Abdi Pendidikan. Most of the teachers have difficulties, such as: lack of students' motivation and engagement, unstable internet connection and limited quota, time consuming to prepare materials of online class, the absence of a representative online class platform, and needs for professional development and trainings. New difficulties were found in this research, decreased interaction among teachers, shortage of time, lack of recognition students' characters and lack of a fair assessment.

REFERENCES

- Ahmed, Sabri. T. 2019. "Chat and Learn: Effectiveness of Using Whatsapp as a Pedagogical Tool to Enhance EFL Learners Reading and Writing Skills" in *International Journal of English Language and Literature Studies*, 8(2).
- Aloraini, N. (2018). "Investigating Instagram As An Efl Learning Tool" in *Arab World English Journal*, 4(4), 174–184.

- Alrawashdeh, A. Isam and Al-zayed, N., N. (2017). "Difficulties that English Teachers Encounter while Teaching Listening Comprehension and Their Attitude towards Them" in *ResearchGate Journal*, 10(5).
- Alwehaibi, H. O. (2015). "The Impact of Using Youtube in EFL Classroom on Enhancing EFL Students' Content Learning" in *Journal Of College Teaching and Learning (TLC)*, 12(2), 121–126.
- Arizona, K., Abidin, Z., and Rumansyah, R. (2020). "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19" in *Jurnal Ilmiah Profesi Pendidikan*, 5(1), 64-70.
- Brown, H. Douglas. (2000). *Teaching By Principles An Interactive Approach To Language Pedagogy*. San Fransisco, California: Pearson ESL.
- Cremin, Teresa. (2009). *Teaching English Creatively*. New York: Teresa Cremin for Text, Editing And Selection.
- Daerakshan, Ali and Shirmohamadi, Marjan. (2015). "The Difficulties Of Teaching English Language" in *Journal Digilibadmin Unismuh: The Relationship Between Research And Teaching*, 7(1), 107.
- Dhull, Indra and Sakshi, Arora (2019) *Online Learning*. Haryana: M.D. University Rohtak, 3(8), 33-34.
- Fauziah, Septia Hardiman (2020). "Teachers' Problems In Conducting Online Teaching (A Case Study Of English Teachers At Smpn 1 Batipuh, Tanah Datar Regency)" *Thesis. Batusangkar: IAIN Batusangkar*
- Gavin and Nicky (2008) *How to Teach English with Technology*. United Kingdom
- Gay, et al., (2012). *Educational Research Competencies for Analysis and Application*. United States of America.
- Gjelaj, et al., (2020). "Digital Technologies in early childhood: Attitude and Practices of Parents and Teachers in Kosovo" in *International Journal of Instruction*, 13(1), 165.
- Hornby, et al., (1963). *The Advance Learners' Dictionary of Current English*, London: Oxford University Press.
- Irimiea, Silvia. (2016). "English as a Foreign Language. What do Challenges Teachers of English Face?" in *Journal Studia UBB Geographia*, 1(12), 145-158.
- J. Roulston, Kathryn. 2008. *The Sage Encyclopedia Of Qualitative Research Methods*.
- Johnston, Bill. 2003. *Values In English Language Teaching*. Mahwah: Lawrence Erlbaum Associates, Inc.
- Kebritchi, Meansureh et al., (2017). "Issues and Challenges for Teaching Successful Online Course in Higher Education" in *Journal of Educational Technology Systems*, 46(1).
- Lerman, K. (2007). "Social Information Processing In News Aggregation" in *Ieee Internet Computing*, 11(6), 16-28.
- Lestyanawati, Rochyani and Widyanoro, Arif. (2020) "Strategies and Problems Faced by Indonesian Teachers in Conducting E-learning System during Covid-19 Outbreak" in *CLLiENT Journal*, 2(1), 74-75.

- Lorna C. Cuenca, Victoriano G. Angoya Jr. (2020). "Exploring The Challenges of English Online Teaching in The Philippines" in *Journal Academia Education*,
- Malathy. (2019). "Teaching Language Through Technology" in *Kongunadu Research Journal*, 1, 4–5. <https://doi.org/10.26524/Krj28>
- Muslim, D. (2019). "Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students" in Thesis. Medan: University Of Muhammadiyah Sumatera Utara.
- Naghdipour, B. (2017). "Close Your Book and Open Your Facebook: A Case For Extending Classroom Collaborative Activities Online" in *Journal of Asia TEFL*, 14(1), 130–143.
- Nations, D. (2019). "What Is Social Media? Take A Closer Look At What Social Media Is Really All About" Retrieved From <https://www.lifewire.com/what-is-social-media-explaining-the-bigtrend-3486616>
- Noom-Ura, S. (2013). "English Teaching Problems In Thailand And Thai Teachers' Professional Development Needs" in *Research Gate Journal*, 6(11), 144.
- Nugroho et al. (2020). "EFL Teachers' Challenges and Insights Of Online Teaching Amidst Global Pandemic" in *Jurnal Untidar* 4(3), 281.
- Poe Mya, Stanssen Martha. (2002). "Teaching and Learning Online :Communication, Community, and Assessment" Thesis. UMass Faculty-University of Massachusetts President's Office.
- Ratnasari, A. (2012). "Studi Pengaruh Penerapan E-Learning Terhadap Keaktifan Mahasiswa Dalam Kegiatan Belajar Mengajar Studi Kasus Universitas Mercu Buana Jakarta", in Seminar Nasional Aplikasi Teknologi Informasi.
- Salma, D., Ariani, D., and Handoko, H. (2013). *Mozaik Teknologi Pendidikan: E Learning*. Jakarta: PT Fajar Interpratama Mandiri.
- Sani, Dra. Hj. Riny Dwitya. (2016). "Instructional Technology Use In English Language Teaching" in *Tell-Us Journal*, Vol. 2. P-Issn: 2442-7608; E-Issn: 2502-7468.
- Slim, H., and Hafedh, M. (2019). "Social Media Impact On Language Learning For Specific Purposes: A Study In English For Business Administration" in *Teaching English with Technology Journal*, 19(1), 56–71.
- Songbatumis, A. M. (2017). "Challenges in Teaching English Faced by English Teachers at MTSN Taliwang, Indonesia" in *Journal of Foreign Language Teaching and Learning*, 2(2), 54-67.
- Stern, Joshua (2005). *Introduction To Online Teaching And Learning*. San Jose, CaPoe Mya,
- Stanssen, Martha (2002). "Teaching And Learning Online :Communication, Community, And Assessment" Thesis. UMass Faculty-University Of Massachusetts President's Office.
- Sugiyono. (2011). *Metode Penelitian Pendidikan. "Pendekatan Kualitatif, Kuantitatif, dan RandD*, 80-81. Bandung: Alfabeta.
- Taradisa, N. (2020). "Kendala Yang Dihadapi Guru Mengajar Daring Pada Masa Pandemi Covid-19 Di Min 5 Banda Aceh. Kendala Yang Dihadapi Guru

- Mengajar Daring Pada Masa Pandemi Covid-19 Di Min 5 Banda Aceh” in *Journal UIN Banten*, 12(2), 1-11.
- Woodford, Kate and Jackson, Guy. (2003). *Cambridge Advance Learners Dictionary*. Cambridge: Cambridge University Press.
- Yazdi, M. (2012). “E-Learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi” in *Jurnal Ilmiah Foristek*, 2(1).
- Zainuddin, Mohammad Riza. (2020). “Online Learning Challenges In Central Pandemic Virus Corona” Thesis. Tulungagung: STAI Muhammadiyah Tulungagung