ENGLISH TEACHERS' CHALLENGES IN ONLINE TEACHING ENGLISH AT STATE AND PRIVATE SENIOR HIGH SCHOOL IN BENGKULU CITY

Anisah Fikriyah
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu
anisah.fikriyah@gmail.com
Dian Susyla
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu
dian.susyla@gmail.com

Abstract

The aims of this research were to find out and describe the English teachers` challenges in online teaching English at state and private senior high school in Bengkulu City. The design of this research was descriptive qualitative method. The subjects of this research were English teachers while The data collected from interviewing the English teachers and recorded the interview. The result of this research showed that most of the teachers had the similar challenges in online teaching English including in planning process, implementing process and evaluating process. In planning process, six from seven teachers were difficult to choose the appropriate online teaching media for students. In implementing, the difficulty are in the term of handling the students` focus or attention, unstable internet connection, students` low motivation and students low mastery in operating the online learning`s platforms. For evaluating process, the teachers are unsure if the students do the assignment by themselves or not, the students also did not collect the assignments on time and one of the teachers in State Senior high School also said that he had problem in doing affective assessment. The results of this research are expected to be useful for English teachers to anticipate challenges that might be faced by teachers in online teaching English both in state and private Senior High Schools.
Keywords: Teachers Challenges, Online Teaching English, Pandemic Covid-19

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan tantangan guru bahasa Inggris dalam mengajar bahasa Inggris secara daring di SMA Negeri dan Swasta di Kota Bengkulu. Desain penelitian ini adalah metode kualitatif deskriptif. Subyek penelitian ini adalah guru bahasa Inggris sedangkan data dikumpulkan dari wawancara guru bahasa Inggris dan merekam wawancara. Hasil penelitian ini menunjukkan bahwa sebagian besar guru memiliki tantangan yang sama dalam pengajaran bahasa Inggris online termasuk dalam proses perencanaan, proses pelaksanaan dan proses evaluasi. Dalam proses perencanaan, enam dari tujuh guru kesulitan untuk memilih media pembelajaran online yang tepat untuk siswa. Dalam pelaksanaannya, kesulitan yang dialami adalah dalam hal menangani fokus atau perhatian siswa, koneksi internet yang tidak stabil, motivasi siswa yang rendah dan penguasaan siswa yang rendah dalam mengoperasikan platform pembelajaran daring. Untuk proses penilaian, guru tidak yakin apakah siswa mengerjakan tugas sendiri atau tidak, siswa juga tidak mengumpulkan tugas tepat waktu dan salah satu guru di SMA Negeri juga mengatakan bahwa dia memiliki masalah dalam melakukan penilaian afektif. Hasil penelitian ini diharapkan dapat berguna bagi guru bahasa Inggris untuk mengantisipasi tantangan yang mungkin dihadapi oleh guru dalam pengajaran bahasa Inggris online baik di SMA Negeri maupun Swasta.
Kata Kunci: Tantangan Guru, Pengajaran Bahasa Inggris Online, Pandemi Covid-19

INTRODUCTION

The activities done by teachers in classroom is known as teaching. Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Teaching is all about teachers and our role; in fact, the most important aspects of the educational process are the students and what they learn.' Other opinion states that teaching is the way to deliver information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher's creativity is a key in choosing the materials and strategies of teaching to make the students easy to understand the lesson. Besides that, the role of the teacher is also very important to make learning process run well.[1]

For further statement, Teaching is regarded as both an art or science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals.[2]

The situation of teaching and learning activities today is totally changed because of pandemic Covid – 19. "The impact of the Corona virus disease 2019 (Covid-19) pandemic is now beginning to spread to the world of education".[3] Since April 17, 2020, it is estimated that 91.3% or around 1.5 billion students worldwide are unable to attend school due to the emergence of the Covid-19 pandemic. This amount includes 45 million students in Indonesia or around 3% of the global affected student population. The widespread spread of Covid-19 has forced the government to close schools and encourage distance learning at home. Various initiatives were carried out to ensure that learning activities continued even in the absence of face-to-face sessions.[4]

Moreover, teaching English in covid-19 pandemic era should be a challenge for the teachers. The change of teaching and learning system from face to face to online system becomes the problems both for teachers and students. Global pandemic caused by the outbreak of Coronaviruses disease (Covid-19) around the world in 2020 has changed how human behaves in daily life. Most of countries that are affected by this contagious diseases have their society performed social distancing, a control action to avoid infectious diseases transmission by

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[1] Ustadzah, "EFL Teachers' Challenges And Strategies In Teaching In The Distracted Classrooms: A Case Study In Sma Bahrul Ulum Sekapuk" (UIN Sunan Ampel Surabaya, 2019); H Muge Satar and Sumru Akcan, "Pre-Service EFL Teachers' Online Participation, Interaction, and Social Presence," *Language Learning & Technology* 22, no. 1 (2018): 157–83.

[2] Fajar Wirawan, "Teacher's Challenges In Teaching English At Panjura Private Senior High School In Malang" (University of Muhammadiyah Malang, 2019).

[3] Azmil Abidah et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar,'" *Studies in Philosophy of Science and Education* 1, no. 1 (2020): 38–49.

[4] Hari Utomo et al., "Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency," *Journal of Education, Teaching and Learning* 5, no. 1 (2020): 34–40.

minimizing contacts between susceptible person and infected person that may pass on the diseases. As a result, people are encouraged to do their activities from their own houses (e.g. working and studying) by using the advanced of technology. In Indonesia, the global pandemic significantly affects education system, in which the government establishing public policy to shift face-to-face learning in formal classroom into online learning beyond classroom, including English as a foreign language (EFL) teaching.

There are three consequences resulted from the change of face-to-face learning inside classroom into online learning outside the classroom from some researchers. They are: *first*, the sudden alteration of face-to-face to online learning has shocked both teachers and students since it has not been predicted previously;[5] *second*, teachers and students have to adapt to some changes in their teaching and learning activities, such as use of technology, designing online materials, and assessing students' works online;[6] and *third*, shifting from inside to outside language classroom provides a number of challenges and difficulties, particularly for the teachers.[7]

However, the pandemic Covid-19 forces the education system in Indonesia changed and it is happened in all level of education and all provinces, including Bengkulu Province. For more than two semesters schools in Bengkulu city are closed, the teachers and students do the teaching and learning activities from homes. This type of teaching and learning is felt not effective for teachers and students. It is very different if the teaching and learning take place in classroom directly where they can interact directly.

From the results of preliminary observation done by the researcher to three state and private Senior and Junior High Schools, both teachers and students had challenges in online teaching and learning activities during pandemic era. The challenges of teaching are found in three process of teaching activity, there are planning, implementing and evaluating process. *First,* challenges in planning process are teachers have difficulty in creating and designing appropriate teaching media for students; *Second,* challenges in implementing process like difficulty in maintaining students` focus, unstable internet connection, students` low motivation in online learning and the capability of teachers and students in operating online learning platforms; *Third*, teachers are difficult to give feedback or to evaluate students` development.

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[5] Satar and Akcan, "Pre-Service EFL Teachers' Online Participation, Interaction, and Social Presence"; Wirawan, "Teacher's Challenges In Teaching English At Panjura Private Senior High School In Malang."

[6] A Priyo, E Arief, and A Nugroho, "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic," *Indonesia Register Journal* 13, no. 1 (2020): 49–76; Lisa C Yamagata-Lynch, "Blending Online Asynchronous and Synchronous Learning," *International Review of Research in Open and Distributed Learning* 15, no. 2 (2014): 189–212.

[7] Satar and Akcan, "Pre-Service EFL Teachers' Online Participation, Interaction, and Social Presence."

Furthermore, from researcher's experience when following Kampus Merdeka Perintis which is one of Kemendikbud`s program for helping teachers who were teaching in 3T area (tertinggal, terdepan, terluar), the online teaching was not running well because most of students did not have gadget, and some teachers did not know how to operate the online teaching platforms. This condition made the teachers initiated to give homeworks once a week for students. They would come to school every monday to get new homeworks and collect the last one. From students` side, they surely said that school from home is not effective because they did not know how to complete their homeworks that they have not learned previously. It was because they did not have any access to internet and their parents could not help.

Based on the background above, the researcher was interested in doing this research. The research conducted at State Senior High Schools with accreditation A, B and the other two schools from Private Senior High School with accreditation A and B as well. Those four schools represented the others schools at state and private senior high schools in Bengkulu which have the same accreditation. The purpose of this research were finding out the and describing the challenges that faced by English` teachers in teaching English in different situation.

RESEARCH METHOD

Research Design

The design of this research was descriptive qualitative research. This research is aimed to describe the challenges faced by the teachers in teaching English at State and Private Senior High Schools in Bengkulu City.

Subjects of the Research

The subjects of this research were 7 English teachers at State and Private Senior High Schools in Bengkulu City. The teachers were taken from the senior high schools with accreditation A,B, and C.

Instrument of the Research

The instrument of this research was interview guide about the challenge in online teaching English. The items of the interview guide will be taken and modified from the challenges of online English teaching in the researches of Nugroho et al. (2020) and from British Council (2020).

Data Collecting Technique

The data in this research were collected by following steps.

1. The researcher met the English teachers who are the subjects in the research.

2. The researcher explained the purpose of the research.

3. The researcher asked questions based on the interview guide to the English teachers.

4. The researcher recorded the teachers' answers.

Data Analysis Technique

The data in this research were analyzed interactive model of analysis found by Miles and Huberman (1994). There are three different steps in this analyzing; data reduction, data display, drawing conclusion.

1. Data Reduction.

In this phase, the researcher checked and transcribed the data from interviewing 7 teachers about their challenges in online learning. This phase is needed to make the easier to describe and understand what were the challenges faced by the teachers. Then, to reduce the data, the researcher focused on the interview guides, which are about English teachers` challenges in online teaching English. The data which was not related to it was set apart.

2. Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. In this research, the data diplay is about describing each teacher challenges in online teaching English, including planning, implementing and evaluation process. For addition, the data is also served in the table and classified based on the type of State Senior High Schools and Private Senior High Schools.

3. Drawing Conclusion

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. In this step the researcher concludes the result of the research based on the research problems.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the data about the English teachers' challenges in online teaching English at Senior High School in Bengkulu City both at State Senior High Schools and Private Senior High Schools.

Results

The results of the English teachers' challenges in teaching English at Senior High School in Bengkulu City are described separately based on the State and Private Senior High Schools. The challenges are categorized into 3 areas of teaching, they are: Planning, Implementing, and evaluating.

The English teachers' Challenges in Online Teaching English at State Senior High Schools in Bengkulu City.

After doing the interview to the teachers, the researcher found that their challenges in online teaching English as follows:

A. **English Teachers at SMA N 2 Bengkulu City.**

Teacher 1 (RH)

1. Planning

Here are the teacher's challenges in planning or preparing the online teaching. The data below is the teacher's answer in interview.

"In the preparation, especially in the first month of preparing the online learning, we were not familiar with the various applications that we would use in learning preparation."

2. Implementing

The data below is the teacher's answer in interview related to the challenges in implementing the online teaching.

"After preparing the online learning, the next problem is how to apply it. Let say that the lesson plans had been prepared but there are some challenges faced in the implementing process. The challenges are: *first*, the unstable internet connectivity.; *second*, our mastery in the new model of learning`s platforms may not be able to directly accommodate all the things about the lessons that we would have done in offline class. Moreover, interaction with the students was also limited because some students did not fully understand accessing the online learning`s platforms.; *third*, the students are also difficult to be controlled. Sometimes, when we were explaining the material, we demanded students only to listen to our explanation without asking them to turn the audio on. If all of them turn the audio at the same time, the online learning`s platform can not run properly, even in the question and answer`s section there were less students active in the class. Moreover, some students also turned their camera off so we would not know whether the students were focusing to online class or not."

3. Evaluating

From the data about teacher's answer in interview related to the evaluation of teaching and learning, the teacher does not have a challenge. It can be seen in the answer below.

"Online evaluation actually makes it easier for teachers to assess student work. Students working on assignments are still under supervision, the distribution of their scores when viewed from the normal curve is appropriate. Furthermore, the students also given the practicing task so we would know their real understanding about the material, for example when we were learning about the Transactional Text so we asked the students to make practicing video about that material."

Teacher 2 (DS)

1. Planning

"For the first time it is difficult enough in planning the online teaching because we are not familiar yet to this system"

2. Implementing

"Technically, there are some problems in online learning that make students difficult to achieve the goals of teaching and learning activities . For example, the internet issues, students` limited quota, students` mastery in techonology because there were still some students who could not open the Google Classroom especially for first grade`s students. Sometimes, students could not also join the class because the participants in the free online meeting like Zoom are limited.

"Students` focus is also very difficult to be controlled. Sometimes, they play games while they are in the learning process, but still we can't monitor them. Regarding the instructions, many students did not work according to the instructions given. There are also less students who are active and creative to ask questions or want to know more about the material presented by the teacher. If in percentage, maybe only ten percents of all students who are active and creative in a class.

Student responses also differ between classes. Students at grade twelfth and eleventh are easier to give instructions, they have already known what to do. While the tenth grade, they had to be led as they were still freshmen."

3. Evaluating

In evaluation, teacher 2 has some challenges. It can be seen from his answer in interview as follows.

"Sometimes, students were also still confused about accessing the working`s sheets in the Google Classroom`s Application but technically the online assessment is actually easier for teachers. We can use Google Forms, so the results will come out immediately."

In the other side, we did an affective assessment as well but it is hard to know the characteristics of the students in online learning because of the limited interaction between teacher and students.

B. English Teachers at SMA N 11 Bengkulu City.

The teachers' challenges are presented in the descriptions below.

Teacher 3 (ER)

1. Planning

The challenge in planning is as follows.

"In planning process, we had difficulty in choosing the suitable media for online teaching English."

2. Implementing

"There are some challenges in implementing process. In the first month of implementing the online learning, both teachers and students need a lot of quota, while not all teachers and students have wi-fi to make it smoother and more efficient. At that time, there was no quota assistance from the government. By the time, there was quota assistance for students but still, students had to buy the main quota because the online learning`s quota could not running well if they did not have the main qouta."

"Then the network, even the Telkomsel's signal quality is sometimes weak and maintaining student focus is also an obstacle. We use free Zoom meeting, if we want to pay, the cost is expensive. Unfortunately, free Zoom is only available forty-five minutes. After forty-five minutes, it crashes and make us difficult to keep students` focus and attention. After creating a new link, sometimes not all of the students re-joined the class, we don't know, maybe they're not interested, or maybe they don't have a quota, or their cell phone is low, or the electricity goes out, all kinds of problems."

"At the beginning of the online learning, we didn't use Zoom, we used Google Classroom. A lot of students and teachers did not understand technology, so they were confused at the beginning. After adapting in online learning these two years and teachers also doing short training in our school so our understanding in operating the online learning`s platforms is much better than at the beginning of online learning.

3. Evaluating

"In the evaluation, I can't be sure if the assignment done by themselves or not. So even if the results of the evaluation are good, we don't know if they really did the work or not. It means the objectivity of the learning outcomes cannot be ascertained, it is rather difficult for that one."

Teacher 4 (NP)

1. Planning

The teacher does not have any challenge in planning the teaching. It can be seen from her answer in interview.

"There were no problem in planning the online teaching"

2. Implementing

"It's quite difficult to manage students' focus on learning, they also were not taking the class seriously, for example they did not collected the assignment on time. It is out of control too, maybe because the signal so the learning process is hampered. The internet issues also affected the delivery of learning material, we could not deliver the material well."

3. Evaluating

"Most of the students did not collect the assignment on time, for example we asked them to collect the assignments at the first or second meeting at the online learning but they would collected them at the 4th, 5th or 6th meeting, sometimes there are problems with no signal."

The English teachers' Challenges in Online Teaching English at Private Senior High Schools in Bengkulu City.

A. **English Teachers at SMA M 4 Bengkulu City.**

Teacher 5 (HA)

1. Planning

"My challenge in planning process was to find the simple teaching media for students so they can understand the material easily."

2. Implementing

"First, there was internet issues because the majority of our students are not from the city. Moreover, the internet issues also cause other problem like maintaining student focus during the learning process, there was a disconnection, so we lost contact with students, we did not know whether they were still there or not. Even sometimes, I needed to repeat explaining the materials sometimes when the students re-entered the online class because of this unstable internet connetivity"

"For learning instructions, I think as long as we deliver it clearly according to the sensitivity of each class, there will be no problem in giving instructions. Moreover, I also try to get close with the students and give some motivation so they would motivate joining the class.

3. Evaluating

"There was problem like the students did not collect the assignment on time because they had more assignment during the online learning. Some students also stated that they needed to help their parents` work as well and the common problem like internet issues."

"I mostly used Google Classroom for evaluating. The students collected their assignment there and we would also know whether the students are active or not by their attendance and assignment records."

Teacher 6 (LK)

1. Planning

"There were problems like internet issues and facilities owned by students that made us difficult to choose the different teaching media"

2. Implementing There are several challenges in impelementation, they are as follows.

"Many students come from villages so of course we have an unstable signal for our online class. Some students did not have smartphone or they shared their phones with their family. This pandemi also affects their finance so we did the Zoom Meeting rarely, we use WhatsApp instead. Furthermore, not all of the students responded about teacher's question or teacher's instruction given. I don`t know what happened with them, maybe they can`t join our class. For the learning platform, not all students can operate it. Sometimes, it was difficult to get them to pay close attention in learning process, maybe it cut off due to the network."

3. Evaluating

"there was no difficulty in evaluation because we have offline class , too. It was like offline class at first and third weeks, and online class at second and fourth weeks. So the students collected their assignment when we were doing offline class and I also gave some explanations about the online materials previously."

B. English Teacher at SMA IDHATA

In SMA Idhata there is only one English teacher. The teacher's answers in interview are as follows.

Teacher 7 (PDG)

1. Planning

"For the teaching materials, it is accordance with the syllabus but it is difficult to choose the appropriate teaching media except WhatsApp because most of our students don't live in the cities. Almost 90% of them are from regions and many of them live in rural areas where those places are very limited of internet connecity.

2. Implementing

"Zoom meetings or Google Classroom is a bit impossible to use relating to the internet issues. Furthermore, not all of students have sophisticated cellphones or laptops because in our school there are many underprivileged students, that is why we decided to use WhatsApp as a teaching medium."

"Especially in areas where the main obstacle is signals, we sent assignments today but it could arrive next week when students leave their villages."

"Students were also less motivated to join the online learning as well. They assumed that studying from home felt like a holiday. In the other side, we were also difficult to motivate students because our interaction is limited in WhatsApp` application."

3. Evaluating

" Sometimes some students did not collect the assignments at all, the reason is because there is no signal."

"Doing the evaluation at WhatsApp`s platform is rather difficult to , we do not know whether they really do it themselves or just copy from their friends."

Below are the tables of the teachers` challenges or problems in planning, implementing and evaluating the online teaching English.

Schools	Teachers	Challenges in Planning The Online Teaching
Senior High School No. 2	Teacher 1 (RH)	He was not familiar with the kinds of applications that used in learning preparation.
	Teacher 2 (DS)	He had difficulty in planning process because he was not familiar to the system yet.
Senior High School No. 11	Teacher 3 (ER)	She stated that it was difficult to choose the most effective media for subject matter.
	Teacher 4 (NP)	She has no challenge in planning the online learning.
Muhammadiyah Senior High School No. 4	Teacher 5 (HA)	She had difficulty in choosing the suitable teaching media for students.
	Teacher 6 (LK)	She was difficult to choose the appropriate teaching media because of the internet issues and facilities owned by students.
Idhata Senior High School	Teacher 7 (PDG)	She was difficult to choose the appropriate teaching media because of the internet issues and facilities owned by students.

From seven teachers, there is only one teacher who had no challenge in planning the online learning.

Schools	Teachers	Challenges in Implementing the Online Teaching
Senior High School No. 2	Teacher 1 (RH)	- Difficulty in handling students` focus or attention - Unstable internet connectivity and limited quota - The capability of teachers and students in operating online learning platforms. - Students` low motivation in online learning.
State Senior High School No. 2	Teacher 2 (DS)	- Difficulty in handling students` focus or attention - Unstable internet connectivity and limited quota - The capability of teachers and students in operating online learning platforms. - Students` low motivation in online learning.
State Senior High School No. 11	Teacher 3 (ER)	- Difficulty in handling students` focus or attention. - Unstable internet connectivity and limited quota. - Students` low motivation in online learning.
Senior High School No. 11	Teacher 4 (NP)	- Difficulty in handling students` focus or attention. - Unstable internet connectivity. - Students` low motivation in online learning. - Teacher could not deliver the materials well.
Muhammadiyah Senior High School No. 4	Teacher 5 (HA)	- Difficulty in handling students` focus or attention. - Teacher 5 needed to repeat the explanation of when students re-entered the online class because of the unstable internet connectivity.
Muhammadiyah Senior High School No. 4	Teacher 6 (LK)	- Difficulty in handling students` focus or attention. - Unstable internet connectivity. - The capability of students in operating the online learning`s platforms. - Students` low motivation in online learning.
Idhata Senior High School	Teacher 7 (PDG)	- Difficulty in handling students` focus or attention. - The capability of students in operating online learning platforms. - Students` low motivation in online learning. - The very limited of internet connectivity and limited facilities owned by students

		like smartphone cause the difficulty for teachers to use the other teaching media except WhatsApp.

For the implementing process, all of the teachers have similar challenges in implementing the online learning. For the capability of teachers and students in operating the online learning`s platforms, teacher 3 mentioned that this challenge found at the beginning applying the online learning. After getting used to technology these two years and teachers getting short training from school, both of teachers and students have more understanding in operating the online learning`s platforms.

Schools	Teachers	Challenges in Evaluating
Senior High School No. 2	Teacher 1 (RH)	- He had no problem in evaluating.
	Teacher 2 (DS)	- Students` ability in accessing the work`s sheets. - Difficulty in assessing the characteristic of the students (affective assessment)
Senior High School No. 11	Teacher 3 (ER)	- The objectivity of the learning outcomes cannot be ascertained because the teacher does not know whether the students did the assignment by theirselves or not.
	Teacher 4 (NP)	- Students did not collect the assignment on time.
Muhammadiyah Senior High School No. 4	Teacher 5 (HA)	- Students did not collect the assignment on time.
	Teacher 6 (LK)	- She had no difficulty in evaluating process.
Idhata Senior High School	Teacher 7 (PDG)	- The objectivity of the learning outcomes cannot be ascertained because the teacher does not know whether the students did the assignment by themselves or not.

There are five from seven teachers who had challenges in evaluation process. In the other side, teacher 1 asked students doing the practicing task like recording the video about practicing the materials. It was done for knowing the students` real understanding about the materials. Beside, teacher 6 handled the challenges in evaluation process by doing the evaluation during the offline class.

Based on the results above, the researcher would like to conclude that: 1) there are three from four English teachers at state senior high schools who had challenge in planning the online learning; the challenge in implementation is found by all teachers; and the challenge in evaluation is found by three teachers as well. 2) from three English teachers of private senior high schools, the challenges in planning the online learning found by all of the teachers; furthermore, the

challenges in implementing the online teaching are also found by all of the teachers while and the challenges in evaluation is found by two teachers.

Discussion

From the data that had been obtained, both English teachers in state senior high schools and private senior high schools almost have the same challenges in online teaching English during the pandemic era.

In the side of planning, from seven teachers, there was only one teacher who did not have challenges in planning the online teaching. The other teachers` were challenges in terms of unfamiliar with the various kind of teaching media so they difficult to choose the appropriate one. Moreover, the facilities owned by the students and the very limited internet connection made teachers difficult to use the effective teaching media, so they only use the teaching media that available for that situation. From the description above, there is similarity between the previous researches and the present research. The similarity is the teacher difficulty in choosing the appropriate teaching media because there are various online teaching for students. Addition, the researcher found the other difficulty for teacher in choosing the appropriate or the effective teaching media. The challenges are the fasilities owned by students and the very limited internet connection for students in rural areas, these cases made teachers difficult to choose the most effective teaching media for achieving the goals of teaching and learning. As the result, the teachers decided to use the only available teaching media like WhatsApp.[8]

Why they have difficulty or challenges in the planning? It is in line with the statements given by Fachriansyah (2020), the Indonesian education sector – a core element of national development – has overcome numerous challenges over the years, but nothing had prepared it for the unprecedented jolt from the COVID-19 pandemic.[9] In this case, similar with many other countries around the world, Indonesia has been scrambling since the first year of Covid-19. Beside, the government replacing the face-to-face learning with online learning to ensure the education system still going on, eventhough we need to adapt with this new system of teaching and learning process.

In the sides of implementing the online learning, the challenges found by the researcher are similar to the previous researchers. The teachers have several challenges including the

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[8] Arif Nugroho, Dwi Ilmiani, and Agnira Rekha, "EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic," *Metathesis: Journal of English Language, Literature, and Teaching* 4, no. 3 (2021): 277–91; Kementerian Pendidikan dan Kebudayaan, "Kemendikbud Terbitkan Pedoman Penyelenggaraan Belajar Dari Rumah," 2020; Rizki Fachriansyah, "COVID-19 Crisis Opportunity for Education Reform in Indonesia," *The Jakarta Post*, 2020; Priyo, Arief, and Nugroho, "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic."

[9] Fachriansyah, "COVID-19 Crisis Opportunity for Education Reform in Indonesia."

teachers and students' mastery of the technology especially using the platform in online learning. Other challenges are in line with the signal of the smartphone, both teachers and students also needed more quota especially in the first month of implementing the online learning because there was no quota assistance from government at that time. Even there was a quota assistance from government, it was limited so the students also needed to buy the main quota. Next challenge is difficulty in controlling the students' activities, difficulty in maintaining students focus and attention because sometime there is trouble with the network, moreover, not all of students had smartphones to follow the online learning even some of them needed to share the same smartphone with their family for online learning. Furthermore, 6 from 7 teachers stated that the students had low interest or motivation in online learning, for example Teacher 2 said that "There are also less students who are active and creative to ask questions or want to know more about the material presented by the teacher. If in percentage, maybe only ten percents of all students who are active and creative in a class.[10]"

Based on the challenges above, British Council (2020) states that it is not an easy task doing the online learning. Using technology in day-to-day business of keeping in touch with students, sending reminders, sharing pictures and videos setting assignments and tests have to be rethought for online classes.[11] In addition, British Council (2020) stated that the challenges in teaching and learning online are: in line with the technology, teachers find the problem such as internet connectivity issues, and it also becomes the students' problem; teachers find the problems in preparing lesson plans, what educational aids to be used, and how to incorporate them; the problems also in the issue of the 'invisibility' and lack of visible body language to gauge the mood of the students; and platforms of online teaching they used such as Using MS Forms, Google forms, Google Classroom, etc also become the problems.[12]

In the side of evaluating, the researcher found different challenges from the previous researchers. The researcher found that the teachers have problems in giving the objective evaluation because it is rather difficult to make sure if the students do the task of examination themselves, or they cheat their friends. The next challenge found by the researcher is the teacher has difficulty in assessing the characteristic of the students (affective assessment).

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[10] Yamagata-Lynch; Aisyah Mumary Songbatumis; Utomo et al.,

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CONCLUSION

From the results that had been obtained. The researcher concluded that teachers` in State Senior High Schools and Private Senior High Schools mostly had the similar challenges in online teaching English. In planning, teachers in both of schools were difficult to choose the appropriate online teaching media for students. In implementing, the challenges faced by all of teachers including from State Senior High School and Private Senior High School. The challenges are in the term of handling the students` focus or attention, unstable internet connectivity, the teachers and students mastery of operating the online learning`s platforms especially at the beginning applying the online learning. Teacher 3 who comes from State Senior High School said that their understanding in operating the online learning`s platforms is much better than at the beginning of online learning after getting the short training from school and adapting to online learning these two years.

Moreover, six from seven teachers also stated that most of the students had low motivation or interest in online learning. For evaluating process, the researcher found the different challenges from the previous researchers. There are 2 from 7 teachers who each of them teach at State Senior High School and Private Senior stated that they have problem in giving the objective evaluation. They tell that they are unsure if the students do the assignment by themselves or not. Besides, two teachers both from State Senior High School and Private Senior High School mentioned that their students did not collect the assignments on time. Last, one of the teachers in State Senior high School also said that he had problem in doing affective assessment.

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