THE PROBLEMS FACED BY ENGLISH TEACHERS IN IMPLEMENTING ONLINE AND OFFLINE CLASSROOM

THESIS

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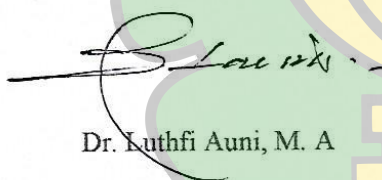
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 Desember 2022

Saya yang membuat surat pernyataan,

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All praise and thanks to Allah SWT for providing the writer with the opportunity and health to complete the thesis titled "The Problems Faced by English Teachers in Implementing Online and Offline Classroom." Peace and salutation from the writer to the great Prophet Muhammad PBUH, his family, friends, and followers.

On this occasion, the researcher expresses his deepest gratitude to his beloved mother, Cut Zahri, who always devotes all of her unlimited love and all forms of motivation that have been given to the researcher while studying up to the university level. The researcher also thanks his beloved brothers Fahrul, Fahmi, and Fahri, who have provided encouragement and helped the writer so far.

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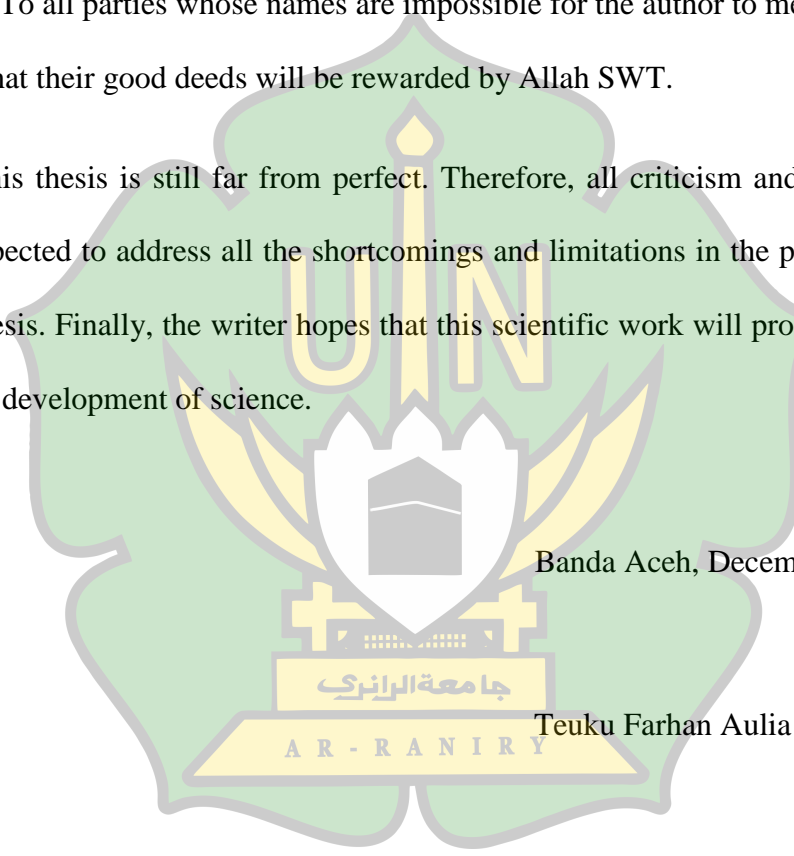
ABSTRACT

Name	:	Teuku Farhan Aulia
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This research aimed to investigate the English teachers' problems in implementing online and offline classrooms and how the teachers solved those problems. The participants of this study were three English teachers at MAN 4 Aceh Besar who have experienced both online and offline learning. In this research, the researcher used the qualitative method and purposive sampling to select the participants. The researcher used the interview to discover the problems encountered by the teachers. In analyzing the data, the researcher applied three steps of data analysis techniques: data reduction, data display, and drawing conclusions. The results show that the teachers faced nine problems in the online and offline classrooms. The problem related to technology is a poor internet connection. In the teaching and learning process, the teachers felt the online classroom was less delightful, and it was difficult to measure which students could follow and understand the material taught. The problems that arise from students include problems with less student engagement, students not being serious in the teaching-learning process, the potential for students to commit cheating, student boredom, and student fear of speaking and asking questions face-to-face with the teacher. Then, from interviews with the teachers, several solutions were found to cope with the problems: make the course material as engaging as possible, contact students who were less active or responded less frequently in the online class, send the subject material to students whose internet networks were unstable, ask questions orally to several students to gauge students understanding, motivate the problem students, and conduct ice-breaking to relieve student boredom.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, research question, research aims, significance of the study, and terminology.

A. Background of the Study

At the end of 2019, the world was shocked by the emergence of the COVID-19 virus. It makes all activities that can cause crowds prohibited. The pandemic affects the teaching and learning process previously implemented for face-to-face learning, but now must be changed to online learning. Based on this situation, teachers are expected to be able to teach in an online classroom.

The transition from face-to-face to online learning poses many obstacles for teachers, as this happens suddenly without prior preparation. Teachers have used online platforms to communicate with students; webinars have been used as temporary classrooms; parents have been encouraged to keep an eye on their children from home; and students have lost social engagement with their classmates. In the face-to-face teaching and learning process, learning media can be in the form of people, objects around, the environment, and everything the teachers can use as an intermediary in delivering the lesson. It will be different when the teaching and learning process is implemented in an online classroom.

According to Ratnasari (2012), "online teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers" (p.1). Online learning is a modern method that does not require students and teachers to be in the same classroom. Instead, teachers and students can study anywhere and at any time, even if separated by a considerable distance. Distance is no longer an obstacle for teachers and students to conduct the teaching and learning process.

Online learning is a type of education that encourages the usage of mobile apps to promote the use of the internet, computing networks, and computers for teaching and study. Online learning can be done by integrating various learning resources such as documents, images, videos, and audio. This process of learning can be used by students by viewing and reading the materials.

Learning online greatly assists teachers in their teaching and learning activities, which are carried out the same way as before. It is possible to implement online learning because of an internet network that spreads to all parts of the world, including Indonesia. However, online learning activities in schools have not been implemented appropriately. It happens because teachers' understanding of new methods is still limited, and educators are aware of this.

There are different terminologies used in online learning, and it is turning out to be a difficult task for some. Many terms have been found; according to Clark and Mayer (2016), online learning can be described as a guide delivered on advanced gadgets expected to uphold learning. In a broad sense, online learning

refers to a teacher-led education conveyed through the internet and a web-based educational delivery system in which the teachers and students are physically and geographically separated.

Online learning, also known as "learning from home," is conducted through a distance learning system. Chun, Kern, and Smith (2016) summarize that distance learning is a type of education in which students are separated from their teachers and the learning process makes use of a variety of resources via information and communication technology (ICT). The distance learning system is used in the implementation through an online learning approach.

Online learning is a part of distance education that combines electronic technology and internet-based technology, or ICT, in the learning process. Technology-based learning is widely used as a supporting medium in the educational process to convey information in a more appealing, adaptable, and practical way. Online learning, which uses Internet connectivity to facilitate learning, is one example of such an application in the educational setting (Yusny, Rizky, Trismawati, & Mulia, 2021). Online learning is a program that organizes online learning classes to reach a large number of students. The use of internet-based technology features for online learning is highly dependent on the availability of information technology.

Online learning is a learning system in which the teacher and students do not interact face-to-face (Allen & Seaman, 2007). An internet connection is required for online learning. The teacher and students learn together and simultaneously

but in different locations. Currently, teachers use a wide variety of platforms for the online teaching-learning process. WhatsApp, telegram, Zoom Meeting, Google Meet, Google Classroom, Edmodo, and other applications can be used. WhatsApp has become a popular platform used frequently for online learning (Mariadi, Mirizon, & Sitinjak, 2022). The primary device required to support this online learning is a computer or an Android device connected to the internet.

Online learning has been introduced in Indonesia during the Covid-19 pandemic. This type of learning uses the internet as an interface to deliver learning content, and many teachers are unfamiliar with its application. Many concerns arise when implementing online learning, one of which is teachers' unwillingness to use online learning software or develop online learning media, resulting in inefficient teaching and learning.

Himawan (2015) stated that online learning is a model of learning that uses internet media online via the web to carry out the learning process indirectly or without face-to-face interaction between teachers and students. Students and teachers are directly involved in online learning. In online learning, teachers and students interact with media applications. All the materials and exercises are carried out using applications, and teachers are encouraged to be more creative in their material and assignment design.

Of course, online learning is less productive than offline learning, even though it can increase teacher awareness of the use of technology in online learning, which can help teachers apply engaging learning material in all subjects,

including English. Numerous learning media can be used to learn English, such as the use of YouTube, music, and even films, which can have a positive impact on students and teachers, such as increasing students' interest in learning. Another benefit of implementing online learning media, particularly in English, is that it can help students understand the material more quickly, and teachers feel more confident in their explanations. Students benefited greatly from music, media, and movies in terms of expanding their vocabulary and improving their pronunciation. However, not all teachers can use technology since younger teachers tend to use it more.

Based on the explanation above, the researcher is interested in identifying the problems faced by English teachers in implementing the online and offline classroom and finding out how the teachers overcome those problems.

B. Research Question

Based on the background above, the researcher is intended to answer the following questions:

1. What are the problems faced by English teachers in implementing online and offline classroom?

2. How do English teachers overcome the problems in implementing online and offline classroom?

C. Research Aims

In order to answer the research problems, the researcher states the following aims of the study:

1. To identify the problems faced by English teachers in implementing online and offline classroom.

2. To find the way how English teachers overcome the problems in implementing online and offline classroom.

D. Significance of Study

This research is aimed at giving advantages to some parties, such as teachers and future researchers.

1. Teacher

After finishing this research, the researcher hopes that the findings of this study will be beneficial to those in need. Theoretically, the purpose of this study was to investigate the problems that English teachers face when implementing online and offline classroom. The researcher expects this research will help teachers who face similar problems in teaching both in the online classroom and in the face-to-face classroom. The teachers can develop their teaching methods to meet the student's needs.

2. Future Researcher

For the next researcher, this study can provide information for future research related to this study in other aspects. This research is conducted to

inform others about the issues that arose because of the implementation of online and offline classrooms. In addition, the finding of this research can encourage future researchers to conduct the next research in order to increase the quality of teaching and learning.

E. Terminology

1. Online Classroom

Salma, Ariani, and Handoko (2013) stated that an online classroom is the delivery of learning, training, or educational programs using electronics such as computers or other electronic devices in a variety of ways to provide training, education, or teaching materials. The online classroom is a term used to define learning activities that occur using computer networks to provide access to learning materials, activities, and support (Kreber & Kanuka, 2006). It means that learning activities in an online classroom only take place on the internet to enhance and support the teaching and learning process. In this research, an online classroom alludes to an online platform used by teachers in conducting the teaching-learning process.

2. Offline Classroom

Kembang (2020) stated that the offline classroom is a conventional learning model, which seeks to convey knowledge to students by bringing together teachers and students in a class for learning, which has planned characteristics, is place-based oriented, and social interaction. In addition, Keen (2000) defined offline classroom as a teaching and learning method that is carried out directly

between teachers and students in the classroom. Offline classroom relies on the presence of the teacher to teach in the class. In this research, the term offline classroom alludes to the face-to-face class model used by the teacher in carrying out the teaching and learning process.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides an overview and theoretical definition from previous research. This chapter discusses the definition of online and offline classrooms. This chapter also discusses the advantages and disadvantages of online and offline classrooms.

A. Online Classroom

1. Definition of Online Classroom

The newest and most popular kind of remote education is online class, also known as online learning or online teaching. Online learning or virtual learning has actually developed since the 1970s (Setiawardhani, 2013), and when it first appeared, all these terms were under the covering of e-learning (Littlejohn & Pegler, 2007). E-learning or virtual learning, which usually refers to the learning process through virtual classes with the main device in the form of a computer network (Munawaroh, 2005), is a learning concept that has high flexibility because wherever you are, learning activities can be accessed (Hendrastomo, 2008), so the use of e-learning can be useful for easy access to knowledge and improvement of student skills (Yustanti & Novita, 2019). So, online learning can refer to a concept of learning and teaching activities that depend on the existence of media and networks in carrying it out to facilitate access for students.

The term online learning refers to education that occurs over the internet. According to Bignoux and Sund (2018), there are contrasts in many aspects of online learning, such as the learning environment and student learning motivation. Yazdi (2012) stated that online teaching is a teaching and learning process that uses electronic networks or the internet to transfer lesson materials, the interaction between teachers and students, or guidance.

Himawan (2015) defined online teaching as a learning system that uses the internet via the web to carry out the learning process indirectly or without face-to-face interaction between teachers and students. Some people think of e-learning as a type of distance education that takes place on the internet. According to Prasetyaningtyas (2020), "e-learning is derived from the words electronic and learning, which implies teaching with electronic technology" (p. 87). It means that online learning or e-learning is a distance learning model that uses a computer or electronic equipment as a medium for teaching.

According to Behforouz, Gaithi, and Fekri (2021), Online learning is the use of low-cost electronic media systems such as the internet to learn. Stern (2019) stated that online learning is an instruction that takes place through the web. The online learning process will take place if internet connections are available so that students and teachers do not miss the teaching and learning schedules outlined in the academic calendar. E-learning makes use of computer technology, such as the internet, to facilitate distance learning (Henderson, 2003).

Online learning is a new method of learning and teaching that uses electronic devices such as computers, laptops, and internet connections. Online learning is entirely dependent on internet access. According to Imania and Bariah (2019), online learning is a method of delivering conventional learning that is reflected in digital format via the internet. During a pandemic emergency, online learning is thought to be the best medium for delivering material between teachers and students.

Huang, Liu, Tlili, Yang, and Wang (2020) stated that in online learning, learners can directly interact with learning content that is available in a variety of formats (e.g., document, audio, video, etc.). Furthermore, they can choose to have their own learning sequenced, directed, and evaluated with the help of a teacher. A two-way interaction between teachers and students is critical in online teaching because learning will not occur if the interaction is only one-way. Two-way interaction is required not only during online teaching but also during offline teaching because it is a requirement during the learning process. In the implementation, the interactions that occur in online teaching are very different from what was expected because the lack of two-way interactions between teachers and students makes online teaching less effective, and this includes problems that are carried out by teachers during online teaching.

Arriany, Junadi, and Laksono (2020) stated that online teaching, also known as electronic learning or e-learning, is teaching delivered via electronic devices such as computers. In general, to gain access to online learning material via

networks, websites, the internet, CDs, and DVDs. It means that online teaching is a method of teaching carried out using electronic media. Generally, online teaching makes use of an internet network to access learning materials. Numerous applications can support online teaching, such as Google Classroom, Whatsapp, Zoom, etc.

Ananga (2020) argued that teachers could conveniently provide resources and build classroom communication with students through online learning. According to Sobron, Bayu, Rani, and Meidawati (2019), online learning is a formal education organized by schools in which students and instructors are located in different locations, necessitating the usage of an interactive telecommunications system to connect the two and the various resources required. Online learning can be done anywhere and at any time, depending on whether the necessary tools are available.

According to Siahaan (2002), there are at least three functions of online learning to learning and teaching activities in the classroom, namely:

1. Supplements (Additional).

It is said to function as a supplement if students have the choice to choose whether to use online learning materials or not. In this case, no obligation for students to access online learning materials. Even though it is optional, students who use it will undoubtedly gain additional knowledge or insight.

2. Complement

It is said to function as a complement if online materials are programmed to complement the learning materials that students receive in class. As a complement, it means that online materials are programmed to be additional or remedial materials for students participating in conventional learning activities.

3. Substitution

The purpose of online learning as a substitute for conventional classes is so that students can flexibly manage lecture activities according to time and other daily activities. There are three alternative models of learning activities that can be followed by students:

a. Fully face-to-face (conventional)

b. face-to-face and via the internet

c. Fully online

In planning teaching and learning activities through the internet, it must first be determined which functions will be selected. This decision will direct the teachers to develop the design of learning materials that will be used via the internet. Whichever is chosen, teachers are undoubtedly required to learn from other teachers or schools who have experience organizing learning activities through the internet.

2. Types of Online Classroom

According to Salma (2012), online classes are conducted in four forms, namely web-based instruction, distance learning, hybrid learning, and e-learning. For more details, it is described as follows:

a) Web-Based Instruction

Web-based instruction is a teaching method that makes use of the network's potential to create learning interactions. For instance, online social media is used for interaction, discussion, and engagement between students and teachers.

b) Distance Learning

Distance learning is a type of learning in which teachers and students do not meet face to face but are separated by a distance. The materials are delivered via communication channels such as e-learning or other methods. Distance learning uses the presentation of material with a technique or module format.

c) Hybrid Learning

Hybrid learning combines e-learning with face-to-face instruction. Basically, hybrid learning selects the most effective method or strategy for the learning process. This term arose due to the limitations of online learning based on digital technology. One of the most obvious drawbacks is that digital technology will never be able to completely replace the presence of a teacher in the classroom. For this reason, it is still necessary to have face-to-face meetings with the teacher.

d) E-Learning

E-learning is a method of learning that uses digital electronic media such as multimedia. E-learning is the use of information and computer technology to develop and build learning experiences. It means students can create their own learning environment and experience in the classroom.

An online classroom takes four forms: web-based instruction, distance learning, hybrid learning, and e-learning. To meet students' needs, teachers decide what kind of online classroom should be used in teaching and learning. Making choices about types of online classroom must be based on a careful analysis of what forms are used and possible for students in teaching and learning activities.

3. Types of Online Learning Applications

a. Kahoot

According to Budiati (2017), Kahoot is a learning application that offers attractive and unique features that help to engage students and improve their learning performance. Kahoot is an online learning platform that includes quizzes and games. Kahoot can also be considered an interactive learning medium because of its usage in teaching and learning activities such as pre-testing, post-testing, practice questions, material strengthening, remedial, enrichment, and others. Kahoot includes four features: games, quizzes, discussions, and surveys.

For games, it can be used to create the type of question, also determine the answer and the time required to answer the question. The answers will be represented uniquely by images and colors. Participants should select a color or picture that best represents the correct answer. In addition to searching for the right answer, participants must ensure they do not click the wrong way when selecting the options.

b. Google Classroom

Many universities, schools, and other educational institutes have used Google Classroom to conduct the teaching and learning process. In the learning process, many online platforms are used. One of the platforms is Google Classroom, which allows students and teachers to interact (Martin & Parker, 2014). Moreover, Google Classroom can save energy by unnecessarily going to school because it can be completed outside of school and anywhere (Xanthoula, 2015).

Okmawati (2020) stated that Google Classroom is a web-based service provided by Google for schools that aims to simplify the creation, distribution, and assessment of assignments. The primary goal of Google Classroom is to facilitate the process of sharing files between teachers and students. In addition, Google Classroom is a school-based learning management system that aims to make the creation, distribution, and evaluation of the teaching and learning process easy.

According to Hidayat (2021), Google Classroom is a web-based application that can be used anywhere to conduct online learning. Google Classroom

application provides users with services such as sending assignments to students in documents, photos, and learning videos related to the material discussed. Google Classroom aims to assist teachers in saving time, organizing classes, and improving communication with students. Google Classroom also includes a free suite of productivity tools such as Gmail, Drive, and Docs (Iftakhar, 2016).

c. Edmodo

Edmodo is one of the most popular learning applications in the world due to its ease of use and the solution features provided for technological development, particularly in education. Hakim and Kodriyah (2015) stated that Edmodo is a network platform that allows teachers and students to connect, collaborate, and share educational content and applications, assess homework, grades, class discussions, and notifications. Edmodo's features truly support learning and communication between teachers and students.

These online learning applications are helpful for teachers, especially when online learning is needed. Each of these online learning applications has enough features for the continuation of online teaching and learning activities such as discussion, assessment, and practice. Some of them even have games and quizzes, like the Kahoot app. These applications provide interactive communication between teachers and students.

4. The Advantages and Disadvantages of Online Classroom

The following are some of the advantages of online learning: (Suhery, Putra, & Jasmalinda, 2020)

a) Teachers and students can communicate easily via the internet at any time. Communication activities are carried out without being limited by distance, place, and time.

b) Teachers and students can access regular and scheduled teaching materials via the internet.

c) Students can review the material at any time and from any location. Students will find it easier to obtain additional information about the teaching materials they are learning if they have access to the internet.

d) Teachers and students can hold online discussions that can involve a large number of students.

e) Passive students can become active.

f) Learning becomes more efficient because it can be done at any time and from any location, which is especially beneficial for those who live farther away.

Online learning can build efficient communication and discussion between teachers and students, especially when offline teaching and learning are impossible to conduct. Students can also review the materials that have been taught whenever they want. Besides that, online teaching-learning is more

effective in teaching and learning activities because it is not limited by place and time.

The advantages of online learning are also inseparable from its various disadvantages, which are as follows:

a) There is a lack of interaction between teachers and students, also among students themselves.

b) Online learning has more to do with business than social or academic aspects.

c) Teachers are required to master learning techniques using ICT (Information Communication Technology).

d) Students who lack the motivation to learn tend to fail.

e) The internet facilities are not distributed evenly in places where there are problems with electricity, telephones, and computers.

In practice, online learning is helpful for teachers and students in carrying out the learning process during a pandemic. However, online learning often experiences obstacles in any way because it also has several disadvantages. One of them is that parties involved in online classes must own and master the use of electronic devices and online learning platforms, both teachers and students. In addition, online learning can also reduce teacher and student interactions.

B. Offline Classroom

1. Definition of Offline Classroom

According to Kembang (2020), an offline classroom is a traditional learning approach that aims to teach students by bringing teachers and students together in a classroom for learning. It has planned characteristics, is place-based, and encourages social interaction. Offline class is a set of actions designed to support the learning process of students face-to-face by paying attention to external events that play a role in students and can be predicted or known during face-to-face learning. It means that an offline classroom is a class where the learning process is carried out directly, or students and teachers conduct face-to-face learning in order to create interactions between students and teachers, as well as students with other students. Offline classes are designed so that teachers can monitor changes or progress that occur in students directly.

Dabbagh and Ritland (2005) stated that offline learning meets several criteria, including regular learning materials, education that is decided at the right time, and learning that occurs in one direction or directly. When the material is explained to students offline, they feel more engaged in the learning process. Additionally, teachers who teach also find it easier to evaluate their students. When the teachers explain the material, they also efficiently assess the students' understanding and the character of the students in the class. Furthermore, teachers could also observe the changes occurring in each student while they are learning.

In addition, teachers could also exert control over their students during the learning process.

2. The Advantages and Disadvantages of Offline Classroom

According to Jamaluddin (2016), an offline classroom has the following four benefits:

a) Encouraging students to study

By implementing face-to-face learning in an offline classroom, there is an interaction between students and teachers that encourages students to actively study the lessons delivered by the teacher.

b) Active participation of students and teachers

In an offline classroom, students are actively involved in class activities. Students will actively ask questions to the teacher if they have problems in the lesson.

c) Communication

An offline classroom will create good communication between students and teachers and students with students themselves. It happens because the teaching and learning process occurs directly between teachers and students.

d) Well-Scheduled

In offline learning, the schedule and implementation of teaching and learning become well-organized so that it trains student discipline.

In addition to its advantages, the offline classroom has some disadvantages, which are as follows:

a) Students are too dependent on their teachers in everything related to learning.

b) Face-to-face learning is time and place-dependent.

c) Many extracurricular activities can make it difficult for students to concentrate on their learning.

Offline learning is essentially a teacher-centered educational method. Therefore, students cannot study independently. They only receive learning materials delivered by the teacher without the initiative to find their own. In face-to-face learning, the teaching and learning process is limited to place and time so that when learning ends, students cannot review what they have learned in class.

C. Relevant Studies

Some research has a similar focus as this study. For instance, the research by Rosalina, Nasrullah, and Elyani (2020) with the title "teacher's challenges towards online learning in pandemic era" aimed to identify the teacher's challenges in implementing online teaching and learning. This study used a qualitative approach. Then the data were collected using open-ended questionnaires. The participants of this research were 14 English teachers in South Kalimantan. The result shows that most teachers have challenges in implementing the online classroom. The problems are concerned with facilitation, such as internet connections, the places of home living, quotas, teachers' lack of ability to use technology, and being less communicative.

The research by Efriana (2021), with the title "problems of online learning during Covid-19 pandemic in EFL classroom and the solution", sought to analyze the difficulties faced by EFL teachers, students, and students' parents during online learning and how to solve them. This study utilized qualitative research. The data were collected through textbooks, articles, law regulations, and other sources that are relevant to the research problem. The result revealed that the teachers have weak mastery of IT, the students are less active in following the learning process, and there is a lack of internet connection. The problem faced by parents is the limited time spent accompanying their kids during online learning activities.

The research by Prabawati (2021), with the title "problems faced by English teachers in teaching English online during pandemic covid-19 at SMPN 2 Kedunggalar", aimed to identify online learning media used by English teachers and to find out the problems encountered by English teachers in conducting online learning and how to cope with the problems. This research used the descriptive qualitative method. The data were collected through interviews, observation, and documentation. The result shows that the problems faced by English teachers are limited access to the internet and a lack of interaction during the online teaching and learning process.

Based on several relevant studies above, from the aspect of similarity, the researcher concludes that all of the studies above are focused on problems the teachers face when conducting the online classroom. In this study, the researcher

investigates the teachers' problems in teaching both online and offline classrooms. Furthermore, this research will be the most recent investigation into this problem so far.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained about the research design, the research method, the location of the research, the population and samples, the techniques for collecting data, and data analysis.

A. Research Design

Sugiyono (2012a) stated that qualitative research is a research method based on the philosophy of positivism and examines the subject's habitual condition, where the researcher is the key instrument, data collection techniques, and inductive and qualitative data analysis. The qualitative research results emphasize meaning rather than generalization. The method used in this research was qualitative descriptive research by collecting the data in the interview. The purpose was to find out the problems faced by English teachers in implementing online and offline classrooms and the solutions to those problems.

The researcher used the descriptive qualitative research method. This research described the result of the research as it is. Lambert and Lambert (2012) stated that the qualitative descriptive design focuses on discovering data regarding the nature of the specific experience under study and describes a detailed summary of the experience.

Qualitative research focuses on the natural conditions of the sample's environmental situation rather than the researcher's theory because it is

exclusively focused on the situation and result in the field. The data collected in the field was utilized for the meaning and concept, and it was presented in a descriptive form without using numbers. As stated by Gay, Mills, and Airasian (2012), qualitative research is used to collect, analyze, and interpret large amounts of narrative and visual data in order to learn more about a certain topic of interest.

Based on the information provided by the experts, it can be concluded that a qualitative research method is a process for collecting data from a sample of real data without any additions, and it takes the form of a description.

B. Population and Sample

Klassen, Creswell, Clark, Smith, and Meissner (2012) said that "the sample is a subgroup of the target population that the researcher plans to study for the purpose making" (p.142). The participants of this research were the English teachers who teach English at MAN 4 Aceh Besar. There were three English teachers at MAN 4 Aceh Besar. The researcher prioritized participants who have taught both in online class and offline classes.

In this study, the researcher used the purposive sampling technique to determine the sample. The purposive sampling technique is a sampling technique that represents the participants logically. Etikan, Musa, and Alkassim (2016) said that purposive sampling, also known as judgment sampling, is the deliberate selection of a participant based on the qualities the participant possesses. It is a

nonrandom technique that does not require underlying theories or a predetermined number of participants.

According to Etikan et al. (2016), the purpose of the purposive sampling technique is to allow the researcher to choose participants for the study that the researcher conducts, but the chosen participants must meet the criteria and qualities that the researcher requires. Simply put, the researcher determined what needed to be known and then set out to find people who could and were willing to provide the information based on their knowledge or experience. The criteria for participants to be interviewed in this study were teachers who teach English at MAN 4 Aceh Besar and have taught in both online and offline classes.

C. Data Collection Technique

Data collection is an important part of the research process. In this study, the data were collected through interview techniques. Sugiyono (2012b) stated that an interview is a conversation that occurs between the interviewer and the interviewee with a specific purpose; the interviewer will ask questions, which will be answered by the interviewee.

According to Ary, Jacobs, and Sorensen (2010), interview technique is divided into three models, unstructured, structured, and semi-structured interviews. The researcher used a semi-structured interview in this study. A semi-structured interview is one in which the questions are pre-planned, but impromptu questions can be added between interviews to elicit more detailed information from participants (Stuckey, 2013). The subjects were asked eight

questions about the problems faced by English teachers in implementing online and face-to-face classrooms and the solutions used by the English teachers to cope with the problems. The interview was conducted face-to-face and with a voice recorder to avoid misinformation in data analysis. The interview was conducted at the convenience of the participants and lasted 10 to 15 minutes on average.

D. Data Analysis

According to Bogdan and Biklen (2007), data analysis is a method of organizing and drawing up interview transcripts, field notes, and other materials gathered by the researcher to come up with findings. It means that after the researcher receives the data, the most significant thing to do is to analyze it. It is because the researcher needs to gain a better understanding of the data and be able to present the findings to others.

The steps that were taken by the researcher to analyze the data are consistent with Miles and Huberman's concept of qualitative data analysis. Miles and Huberman (1994) explained that the concept of qualitative data analysis is divided into three concepts: data reduction, data display, and drawing conclusions. In the first step of analyzing data, the researcher prepared the data for analysis. Then, the researcher reduced unimportant data and selected relevant data for this study. Data reduction is the process of simplifying obtained data so that it is more relevant and clear. Following data reduction, the researcher presented and compiled the data obtained in such a way that relevant data was

obtained. These two steps were taken to make it easier for the researcher to come to conclusions later on. In the last step of data analysis, the researcher drew conclusions from the data obtained in the previous steps. The conclusion is the idea and final result of this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings from the interviews as well as a discussion of the findings. The result of this research is the information gathered from the field using the interview method. These findings are intended to address the research question of this study.

A. Findings

This study aims to determine English teachers' problems in conducting both online and offline classrooms, including the solutions they applied to these problems. The data used in this study were the results of interviews with English teachers at MAN 4 Aceh Besar in implementing online and offline classrooms. The researcher conducted this research within ten days, from October 5, 2022, to October 14, 2022. The research data was collected from three informants through interviews. Furthermore, all words of the guideline and interview questions are explained in Indonesian.

A semi-structured interview was used to support and clarify the findings of this study. All interviews were conducted in Indonesian to facilitate the interview process and to avoid misunderstanding. The researcher asks eight questions, and the participants take about 10-15 minutes to answer all the questions. The research resulted in the finding of the answer to the study's research question. The following are the specific elaborations:

1. **Problems faced by English teachers in implementing online and offline classroom**

In conducting this research, the researcher selected participants who have taught in online and offline classrooms. Based on their experiences in teaching in both classes, the researcher is able to identify a wide range of problems they faced.

a. Online classroom is less delightful

Participants described their initial responses using an online classroom for the first time. They found the online classroom unsatisfactory because they couldn't meet their student directly. They also felt less comfortable and delightful because their students learn from their respective homes, which makes the atmosphere more like a home atmosphere than when learning in an offline classroom.

As participant NL stated:

> [...The classroom situation changed slightly because the students were in their respective homes when the teaching and learning process took place. Affected by the existing situation and condition, it can be said to be less comfortable and delightful...]

SY, a participant, said:

> [When I taught in an online classroom, I felt the classroom environment was not delightful because I did not face the students directly.]

The researcher deduced from the answers given above that the teachers felt uncomfortable and unpleasant in an online classroom. It happens because online classrooms take place over the network. Teachers and students must carry out the teaching and learning process in separate places.

b. Poor internet connection

A poor internet network is one of the aspects causing problems in the online classroom, as experienced by the teachers. Two out of three interviewed participants stated that the teaching and learning process was constrained by the internet network.

As an informant, NL said:

> [The problem is in the network. We know that at our place, Telkomsel has a smooth network, but at other internet providers, the network is not so smooth. After all, the location where the students live is far from the reach of the internet.]

SY also said:

> [The problem is in the internet network. The problem is that when making video calls through Google Meet, sometimes the network is slow and disconnected.]

Based on the participants' previous statements, it is clear that having a smooth internet connection is important. A smooth Internet network is important for the implementation of online learning because it ensures the continuity of the teaching and learning process. The problem with teachers when implementing online learning is that it is difficult for them to explain the lesson since the poor

internet connection felt by pupils is also felt by the teachers. This greatly disrupts the process of teaching and learning.

c. The problem in time management

Online learning wastes too much time. The information was obtained from the interviewees who took part on October 13, 2022. Participant NL said:

> [The second obstacle we faced was the problem of time management. Time management during the teaching and learning process did not seem very effective and efficient.]

In the interview on October 14, 2022, SY also declared:

> [...And also, some students are still unfamiliar with online classes, so it takes quite a long time to join in learning activities. So the process of absenteeism experiences a delay at the start of class.]

From the responses given by respondents, the researcher concluded that the teachers had a problem managing time in an online classroom. It wasted too much time, especially at the beginning of the teaching and learning process. The teacher had to wait for students to join the class, and it was not easy for students to join the online classroom because it was their first time experiencing online learning.

d. Difficulty in controlling the student's seriousness

According to one of the teachers, the problem she experienced during the online classroom was controlling the students' seriousness. It was difficult because the teacher was not in the same place as the students. It is impossible to observe the students because the teaching and learning process only takes place

in WhatsApp groups. The teacher cannot see the students and vice versa. It is

highly possible that the student is doing other activities during the teaching and

learning process.

The following is the statement from NL as the teacher:

> [...By using the WhatsApp application, it is difficult for
> teachers to control the seriousness of students in the teaching
> and learning process because they cannot see students
> directly...]

e. The problem in measuring student's understanding

Two respondents said that when implementing online learning, they had

difficulty gauging students' understanding. This information was given by

participants NL and SY during interviews on October 13, 2022, and October 14,

2022.

Participant NL revealed:

> [However, the online teaching and learning process is a bit
> constrained because students sometimes don't tell the teacher if
> they understand or don't understand the explanation of the
> material provided.]

Participant SY also stated:

> [In an online class, it is difficult for me to know whether these
> students have understood the material I have explained or not.]

In terms of gauging students' understanding, teachers experienced a problem,

especially if the students gave less feedback during online classes. Furthermore,

because the students studied at home, the teachers were unable to observe their

attitudes. As a result, the teachers found it difficult to assess how well students understood what they were taught.

f.   The problem of the potential for cheating

The lack of teacher trust in student learning outcomes is the factor that leads to problems with online learning. This is evident from interviews the researcher conducted on October 10, 2022, and October 14, 2022. Two English teachers talked about this.

Participant SR said:

> [In the online classroom, I don't often give assignments or homework because I can't control whether they do their homework by themselves, do their exercises, or collaborate with friends....]

Another participant, SY, also stated:

> [After I gave the assignments, I don't know if they made them themselves or copied their friends' answers.]

The results of the interview above prove that teachers have suspicions about the learning outcomes of their students. When assignments are assigned to students who are learning from home, teachers are unable to verify whether the work submitted by the students was completed independently or copied from classmates. Therefore, it is difficult for teachers to prevent students from practicing unfair means when teaching remotely.

g. Less student engagement and interest

Nelson & Thompson (as cited in Rosalina et al. 2020) stated that online teaching practices are hindered by faculty time, benefits, workload, insufficient administrative support, expenditures, poor quality of courses, student engagement, and equipment problems. The previous statement has a similarity to what was conveyed by participants in the interviews conducted by the researcher. The teachers have difficulty keeping student engagement and interest during online learning.

Participant SR stated:

> [In offline classes, students are more active. Because in online classes, students are at home, it's a bit difficult. Apart from they have to provide internet quota, they have to really follow the lesson, while offline, they prefer it because they can meet face to face. They are more enthusiastic about learning offline than online.]

SY, as a participant, also stated:

> [...In the online classroom, students are more passive. They are less engaged in the teaching and learning process...]

From the perspectives of the teachers above, it appears that online learning has problems with student engagement and interest in learning. As part of online learning, teachers are required to understand the technology used to make learning media as attractive as possible so that students will be interested in learning. In a classroom, teachers are not only responsible for teaching from textbooks but also engaging their students in discussions and conversations. In addition, they conduct various activities and experiments to keep their students

engaged and motivated. However, the activities that students and teachers do in face-to-face classrooms are not possible in online learning. Therefore, teachers find it difficult to engage their students in the online teaching process.

h. Student boredom

After conducting research at MAN 4 Aceh Besar, the researcher learned from a participant with experience in both online and offline learning that offline learning had problems as well, one of which was that occasionally students got bored during the teaching and learning process. The following is the statement of the teacher:

> [In the offline classroom, I don't think there's a problem. At least the problem is that sometimes students get bored if there is a material they don't like.]

From the statement above, the researcher concludes that teachers also have problems in the offline classroom. One of them is student boredom. The teacher must make the extra effort so that students return to focus on the learning process.

i. Student's fear of asking questions

One teacher stated that students were more active in asking questions in the WhatsApp group than face-to-face. This information was obtained when interviewing NL on October 13, 2022. The informant said:

> [...Sometimes students are afraid to ask questions when face-to-face with the teacher...]

From the participant's answers, the researcher concludes that students tend to be afraid to ask questions to the teacher during face-to-face learning. The students

are afraid because they don't have enough courage to speak in front of the class. It becomes a challenge for teachers in the offline classroom.

2. Solutions proposed by teachers for online and offline classroom problems

According to the result of the interview, teachers applied several solutions in online and offline classrooms to minimize the problems.

a. Teachers attempted to make the course materials as engaging as possible. To engage the student in the teaching-learning process, the teacher used a Powerpoint presentation and an interesting learning video to make the student more interested and active in the teaching-learning process. Video presentations will make the subject matter more engaging for students. This is the statement of participant SY:

> [If they are less engaged in the teaching and learning process, I usually will display learning material via PowerPoint and provide interesting learning videos so that they are interested and active in participating in the teaching and learning process.]

b. Problems in the offline classroom are solved by discussing them and motivating students directly. If the students had problems, such as not making assignments or experiencing issues in the learning process, the teacher would come to the students and then discuss it with them while motivating them. Participant NL stated the following:

> [...In offline classes, we can discuss the problems we face during the teaching and learning process directly with students. So because we can meet face-to-face, we can warn them if they

are wrong. If they don't do their homework, we can provide motivation...]

c. Students feeling bored while learning is an obstacle that often occurs during offline learning. Based on information from SY as a teacher, to overcome this problem, the teacher conducted ice-breaking or other activities to increase students' enthusiasm for learning. Here is what the teacher said:

[In offline class, it's like I said earlier, if students are bored, I make ice-breaking or other activities that can raise students' enthusiasm for learning.]

d. One of the teachers had to put in extra effort to cope with the problems during online learning. The teacher had to contact students who were less active or respond during the learning process and those who were perceived not to understand the material. As stated by teacher NL:

[....We contacted the students who did not respond to what was happening during the online teaching and learning process on a personal level via WhatsApp.]

e. Internet problem is one of the challenges experienced by teachers during online learning. Students sometimes experience a poor and intermittent internet network when participating in online learning, which makes them unable to study optimally. To overcome this problem, students whose networks are disconnected are sent a link containing the subject material and asked to make a summary to avoid being left behind. As stated by SY as a teacher:

[If there are students whose connection is disconnected when I do a video call session, I will provide a website link related to the material to the student whose internet was disconnected earlier. Then I ask them to make a summary of the material.]

f.   The teacher had difficulty determining whether or not the students understood the lesson explained in the online classroom. It happened because the teacher and student conducted the teaching and learning process in a separate place so that the teacher couldn't see the students directly. The teacher came up with a solution to solve this problem. After the teacher finished explaining the lesson, several students were asked questions orally related to the lesson discussed by the teacher to gauge their understanding of the lesson. This information was obtained from the teacher SY:

> [After I explained the learning material, I asked several questions orally related to the material being discussed to several students to measure student understanding.]

B. Discussions

Online learning refers to the process of learning using the internet. Online learning is a web application that connects teachers and students in a virtual classroom. Online learning offers continuity of learning when face-to-face learning is not possible. In the traditional learning model, the teaching and learning process usually takes place in the classroom, with the teacher present and a strict schedule setting that ensures the teaching and learning process can only occur at a specific time and location. The success of the teaching and learning process is highly dependent on the position of the teacher.

The discussion is based on the results of interviews with three English teachers at MAN 4 Aceh Besar. The researcher discovered various problems related to problems in implementing an online and offline classroom. During the

interviews, the researcher also found that some solutions were applied to cope with those problems.

The researcher found that the most common problem faced by teachers during online learning is unsupported internet network access. The internet network is sometimes available, and sometimes it is not. When implementing online learning, some teachers encounter challenges with learning applications, internet networks, gadgets, learning management, evaluation, and supervision (Purnama, 2021). The poor internet connection was caused by the internet network, which was not reachable from their residence. A poor internet network made it difficult for teachers to conduct online learning because the poor signal experienced by students significantly disrupted the teaching and learning process. This finding is similar to the research done by Nashruddin, Alam, and Tanasy (2020), which affirmed that some students reside in remote rural locations without access to the internet.

Besides that, the teacher's problem is not only the internet network but the teacher also experienced other problems regarding the online learning process. The teacher felt that online classes are less delightful. According to the teachers, the lack of face-to-face interaction with students in the classroom made teaching in an online classroom less pleasant.

Furthermore, the teachers said teaching online wasted more time than teaching face-to-face. There is a tendency for students to be late for class. There were still some students who hadn't joined the online classroom, despite the

teacher having begun class. In line with what Mulyawan (2020) revealed, there are three main problems with online learning: there is lateness from students in participating in online class activities, there is a tendency not to take learning activities seriously, and the lack of optimal use of time and abilities of the companion during the learning process, either because they do not have a sufficient understanding regarding the material or because they have other activities or work that they must do.

Next, the teachers also mentioned that it was difficult to control students' seriousness when it came to online learning. In contrast to face-to-face classes, online classes require teachers to teach in separate places from students. It made teachers unable to monitor their students during the teaching and learning process. Because the learning process is online, learning activities are only teacher-centered, so students do not have an active role during class. As a result, it is highly possible for students not to focus and do other activities when the teacher is explaining the learning material. This idea is agreed to by Mulyawan (2020): The main reason related to other activities carried out during learning activities is the absence of supervision and direct action from the teacher so that students feel that other activities they are carrying out during learning will not be known by the teacher.

The teachers then had difficulty measuring student understanding. Teachers observe students' body language and attitude while instructing in the offline classroom to see how well they understand what is being taught. Teachers can tell

who can follow the lessons and who can't based on the students' expressions. With an online classroom, this isn't possible. Thus, teachers are in the dark as to how much a student has understood.

Additionally, teachers complained that students have a high potential to commit cheating. For example, the work turned in by students needs to be questioned whether they really work on their own or in collaboration with their peers. It happened because the teachers cannot monitor students directly when they do their assignments. After all, they are separated geographically. Therefore, learning outcomes and assignments from students cannot be 100% trusted because they could look for answers online or even ask others, like their classmates or siblings, to complete the work.

Moreover, teachers found that students were less engaged in online learning. Students were more passive during online class due to a lack of learning motivation. Decreased learning motivation also affected students' enthusiasm, thus making them less engaged during the teaching and learning process. Teachers found it difficult to motivate students because they were at home. As a result, students are less engaged in class.

In the research conducted by the researcher with teachers during interviews, the teacher stated that offline learning also caused problems for teachers despite it being a traditional learning system that had been done for a long time by teachers. The teacher said that students show boredom toward material that they do not like or understand. When there is no activity to engage in, boredom can occur. To

relieve students' boredom, the teacher needed to conduct activities that changed the classroom atmosphere to be more cheerful. Macklem (2015) stated that boredom affects students' ability to pay attention and concentrate, and effort is required to maintain focus during a classroom activity.

According to the interviews, some students were afraid to ask teachers questions face-to-face. The abilities of the students vary. Some students may have the courage to speak and ask questions in front of their peers and teacher, but not all. Different reasons may cause students to experience fear in the classroom. Bledsoe and Baskin (2014) said that several factors cause student fear, including performance-based anxiety, fear of failing, fear of being laughed at, and cultural aspects that affect learning.

According to the interviews with the English teachers conducted by the researcher, there were several solutions that English teachers at MAN 4 Aceh Besar used to address issues with online and offline learning. In overcoming the problem of less student engagement in the online classroom, the teacher attempted to make the material as attractive as possible. The teacher used PowerPoint slides and learning videos as aids to create the course material more engaging for the students.

The teacher contacted students who were less active or responded less frequently in the online class. Additionally, the teacher also personally got in touch with students who were thought to be struggling with the course material.

Regarding the internet problem, students who live in areas that are difficult to reach by internet networks often have intermittent internet networks. With that in mind, the teacher sent the material to those students and asked them to make a summary related to the course material. As a result, those students could still take the lesson like their other friends.

The teacher also often asked several students questions orally at the end of learning activities. It was done so that the teacher could gauge the extent to which students understood the material taught. Furthermore, asking questions orally to students helped them recall the information taught during teaching and learning activities.

When it came to problems in the offline classroom, the teacher coped with them by discussing them and motivating the students who were having issues, like not completing assignments or having problems in class. In addition, the teacher conducted an icebreaker to reduce students' boredom in the classroom. Teachers can use icebreakers in the class to establish a delightful and comfortable learning atmosphere for their pupils. It is possible to increase student engagement and interest in the topic by using icebreaker activities (Eggleston & Smith, 2004). The cause of student boredom in the classroom is a lack of understanding and less focus. Therefore, a teacher can use an icebreaker to keep students from getting bored in class (Khusnia, 2016).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The conclusions and recommendations from this research are presented in this chapter. Data analysis from the previous chapter is used to draw conclusions. On the other hand, recommendations are written to improve this field's future studies.

A. Conclusions

According to the findings and discussion presented above, the study's findings show that teachers encountered several problems when teaching in online and offline classrooms. The first problem is in the process of teaching and delivering the course material. The conversion of offline instructional methods to online practice caused the teacher to feel less delightful in the teaching process because teachers and students had to conduct teaching-learning activities at their respective homes. Additionally, online learning wastes too much time due to student lateness. Teachers also find it hard to measure the extent to which students understand the material taught because they cannot observe the student's expressions and attitudes directly.

The second issue is technology-related. The considerable concern is having a smartphone or laptop but poor internet access. This problem has a significant impact on the online teaching and learning process.

Other problems arise from students. Student behavior and attitudes, such as less student engagement, students not being serious in the learning process by doing other activities during class, and the potential for students to commit cheating, became problems for the teachers. These become the determinants of the success of online learning. Furthermore, in the offline classroom, the teachers have problems with students who are bored with the material they don't like or understand. The next problem is student fear. Students are afraid to speak and ask questions in front of the class.

In response to these problems, the teachers applied several solutions to solve them. To engage the students in the teaching-learning process, the teacher made the course material as engaging as possible using PowerPoint and learning videos. The teacher also contacted students who were less active or responded less frequently in the online class and those who were perceived not to understand the material. Regarding the internet issue, the teacher sent the subject material to students whose internet networks were unstable and asked them to summarize it. In addition, in gauging student understanding, the teacher asked questions orally to several students at the end of the learning activity. Regarding the problems in the offline classroom, the teachers solved the problem by discussing it and motivating the problem students. If the students were bored, the teacher conducted ice-breaking to relieve student boredom.

The problems encountered in online and offline classes need to be solved to ensure the teaching and learning process runs successfully. However, these

problems cannot be solved by teachers alone. Special attention is required from certain parties. Teachers, students, parents, and the government must help each other so that the teaching and learning process can be carried out optimally both in online and offline classes.

B. Suggestions

The researcher provides several recommendations based on the findings of this research:

1. For the teacher

The researcher recommends that teachers offer a wider variety of online learning media to engage students in the learning activity. The researcher also hopes that teachers can make the learning process more enjoyable and engaging so that students won't get bored. Lastly, the researcher hopes that the findings of this study can provide information for teachers on implementing online and offline learning.

2. For the future researcher

The researcher recommends future researchers broaden their knowledge and study further into the data and material from this study. The researcher also hopes this research can be used as reference material for future researchers. This research has a lot of limitations, so the researcher hopes that other researchers will carry on with this study and take a deeper look at it.

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    modes. *Englisia: Journal of Language, Education, and Humanities, 9*(1),
    113-128. doi: 10.22373/ej.v9i1.10492

APPENDIX A

APPENDIX B

Nomor : B-12335/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kabupaten Aceh Besar
2. Kepala Sekolah MAN 4 Aceh Besar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **TEUKU FARHAN AULIA / 170203189**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Lam Asan, Kecamatan Kuta Baro, Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Problems Faced by English Teachers in Implementing Online and Offline Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 19 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C

Kota Jantho, 05 Oktober 2022

Nomor : B-1131/KK.01.04/PP.00.01/10/2022
Lampiran : -
Perihal : Penelitian Ilmiah Mahasiswa

Kepada Yth.

Kepala MAN 4 Aceh Besar

di –

Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh, Nomor: B-12335/Un.08/FTK.1/TL.00/09/2022 tanggal 19 September 2022 perihal sebagaimana tersebut dipokok surat, maka dengan ini memberi izin kepada nama yang tersebut dibawah ini :

Nama : **Teuku Farhan Aulia**
NIM : **170203189**
Pogram Studi : **Pendidikan Bahasa Inggris**

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh, di MAN 4 Aceh Besar dengan judul Skripsi:

"The Problems Faced by English Teachers in Implementing Online and Offline Classroom"

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Kepala,

Salman

Tembusan:
1. Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
2. Arsip

APPENDIX D

Interview Transcript

Participant NL

Interviewer : Okay Mrs. For the first question. How was the classroom situation when you taught English in online and offline class?

Participant NL : Okay. I try to answer about the problem. Teaching English before online classes, the class situation is arguably fun. We can control the students' situation because we can deal directly with students, see their activities, and control their behavior during the teaching and learning process. However, when online teaching and learning process was held because of yesterday's problem, we had COVID, ya, the COVID-19 pandemic, and the government suggested we hold online teaching and learning process, the class situation changed a little. Because the students were in their respective homes at the time of the teaching and learning process, the atmosphere could have been the atmosphere of a student's house, a student's environment, so the teaching and learning process is affected, ya. Affected by the existing situation and conditions, it can be said to be a little uncomfortable and unpleasant. The internet network is also affected because we are talking about online teaching and learning process, and also maybe the availability of internet

quotas from students. That's what makes the online teaching and learning process a little uncomfortable.

Interviewer : How was the process of teaching and learning English in online and offline class?

Participant NL : The process, ya. If the teaching and learning process is carried out online, we, the school chooses, especially I personally choose to use a smartphone using the WhatsApp application. WhatsApp group for each class, in which we teach. So for students, we create a WhatsApp group first, they all enter the group, each class, all the classes we teach we put students in the group. The teacher enters the classroom to carry out the online teaching and learning process, the teaching and learning process is the same as what was done offline. From the beginning of the process, we used apperception, we greeted, took attendance, motivated, and before the teaching and learning process took place, we also gave the previous lesson. We repeat the previous lesson a little to remind students about the continuation of the teaching and learning process, the material, i mean like that. So it starts with apperception and ends with giving an assessment. The process is the same, it's just the difference between online and offline, but the process is the same.

Interviewer   : What problems did you face in implementing online and offline classroom?

Participant NL : The problem faced in online class is generally constrained by the availability of internet quota, it's generally like that. Why? Because the students here, particularly in our school, can be said to come from lower-middle-class families. Because of that, it's a bit difficult to meet internet quotas to support the online teaching and learning process, and sometimes it's also constrained by distance, which means that sometimes students run out of internet quotas during the teaching and learning process; the internet quota runs out, and they have to buy the internet quotas again, and it takes time, and as a result, the teaching and learning process is constrained. In the end, they couldn't follow the teaching and learning process completely; they had to buy another internet quota. That's the first problem ya. The second obstacle we face is the problem of time management. Time management during the teaching and learning process was not very effective and efficient. Why is that? Because before the lesson begins, students are absent first. When students enter the WhatsApp group, we are absent first as proof that they are present in the teaching and learning process that we meant. For example, English lessons, so we absent them first for English lessons. Third, controlling to the teaching and

learning process activities is also not effective. That's the third obstacle we face. There are students who may be too active, there are also those who do not attend class at all, and the teacher cannot control them directly as is done in the offline teaching and learning process.

Interviewer : What problems did you face in implementing online learning media?

Participant NL : Online learning media, in terms of obstacles, the problem is as I mentioned earlier. The problem is in the network. We know that in our place, Telkomsel is the smooth one, but for other internet providers, the network is not so smooth. And the situation where students live is sometimes far from the reach of an internet network. So it's constrained by the network and also constrained by the internet quota. That's a problem that I think is very common in the online teaching and learning process. Meanwhile, media that access the internet must use internet quota.

Interviewer : What problems did you face in conveying learning material in online and offline classroom?

Participant NL : The problem is that if our students receive material from the teacher, they can do it directly, ya, in offline learning, and can be received directly face to face. By using the WhatsApp

application it is difficult for teachers to control the seriousness of students in the teaching and learning process because they cannot see students directly. So, online, it's a bit difficult for us because we can't control students directly when giving material. But if it's offline, we can see the student's activities directly when we present material. Do they pay attention to us? Do they care about what we explain? Or are students sometimes busy with themselves when in an offline class? We can control that. But in online classroom, it's difficult for us to do it. In the online teaching and learning process, this is from my observation. I see that from the term of presenting material, they respond more, why? It is most likely because they can browse the internet to respond to questions from their teachers. So by browsing the internet, they can answer the questions, if they want to ask, they can look for questions related to the material, like that. And I think the positive thing about online is that for me, it can minimize students' fears. Sometimes students are afraid to ask questions when face to face with the teacher. But on WhatsApp, I see they are more enthusiastic because maybe they are not facing directly with the teacher, and also maybe they can write on WhatsApp right? They can write, type ya, type what they want to answer without them speaking. Sometimes students are afraid to speak. Students' abilities are

different. Some are audio, some are visual, and some are audio-visual. So, in this online class, students who are good at writing will be covered in terms of their abilities.

Interviewer : what problems did you face when giving assignments or homework to students in online and offline classroom?

Participant NL : In offline classes, giving assignments or homework isn't too problematic because everything is given at the end of the face-to-face teaching and learning process. That's clear ya, the assessment is usually at the end. So the students can ask directly if they don't understand the assignment or homework given by the teacher. However, the online teaching and learning process is a bit constrained because students sometimes do not tell their teachers whether they understand or not the explanation of the material provided. So that when assignments or homework are given, some of them don't make its. Or they make it but are constrained, as I said earlier, by internet quota ya. When sending assignments, or are constrained by the network.

Interviewer : How did you cope with the problems that you encountered in online and offline classroom?

Participant NL : In offline classes, we can discuss the problems we face in the field during the teaching and learning process directly with students. So because we can face to face, if they are wrong, we

can reprimand them, if they don't do their homework, we can provide motivation directly, we can talk to them directly, we talk to them heart-to-heart if they have problems or are constrained by teaching and learning process or the material we provide. That's the face-to-face classroom. That's one positive thing there. But in online classes, dealing with those problems is a bit of a problem too. Why? Because we can't deal with it directly, it mean that if a student has a problem in one material, if they don't tell us, then we can't be able to deal with it right away. But we have to explore too, as a teachers, we have to find out whether the students understand or not the material provided. Ya, maybe we have to be extra, or we can contact these students one by one, to see if they understand. For example, if we provide motivation in the group, maybe not all students respond. For students who answer, OK, it's done, we can finish it in the WhatsApp group. But for those who might not give any response later, yes, we have to ask from heart to heart, through what is it called, our personal network, we WhatsApp privately with children who do not respond to what is happening during the online teaching and learning process. That's all I can explain about the problem of online and offline teaching and learning processes.

Participant SR

Interviewer : How was the classroom situation when you taught English in online and offline class?

Participant SR : Before teaching online, I taught offline. I think students prefer offline than online.

Interviewer : How about the activeness of students in the class?

Participant SR : The activeness of students in class. When offline, students are more active. Because in online students are at home, it's rather difficult; aside from they having to provide their internet quota, they have to really follow the lessons, whereas in offline classes, they prefer to be face-to-face.

Interviewer : How was the process of teaching and learning English in online and offline class?

Participant SR : Teaching English online, we can't give too many assignments. Because apart from their limited circumstances. We, as the teachers, find it hard to give assignments. While offline, we can immediately give the students their assignments.

Interviewer : What problems did you face in implementing online and offline classroom?

Participant SR : The problem is, as I said earlier. It's easier offline. Students also prefer offline to online.

Interviewer : Is the enthusiasm of the students in the teaching and learning process the same?

Participant SR : No. They are more enthusiastic about offline learning than online.

Interviewer : What kind of media did you use to teach in online class?

Participant SR : The medium, we use is handphones. Students are required to have an online handphones.

Interviewer : Does it mean that, in conveying the material, you make a video call or what?

Participant SR : I gave the material; the material I gave was according to the package book. I sent it to them, then I explained it and gave them questions about the material I provided.

Interviewer : Does that mean you use the WhatsApp group in teaching online classes?

Participant SR : Yes. I use class groups to provide a teaching and learning process.

Interviewer : What problems did you face in implementing online learning media?

Participant SR : The problem is sometimes students don't have an internet quota. So it's a bit of a problem because the situation of students here is not the same as students in cities.

Interviewer : Apart from the internet quota, are there any other problems?

Participant SR : More constrained by internet quotas.

Interviewer : What problems did you face in conveying learning material in online and offline classroom?

Participant SR : The problem is that the online ones are constrained by the students' internet quotas. If we are offline, there is no problem because we are directly face-to-face.

Interviewer : Does it mean that the material that you convey to students is in the form of text or the form of video?

Participant SR : Sometimes in the form of text, sometimes in the form of video.

Interviewer : What problems did you face when giving assignments or homework to students in online and offline classroom?

Participant SR : In online classroom, I don't often give assignments or homework because i can't control those in the online class, whether they do their homework themselves or do their assignments themselves or collaborate with friends online.

Interviewer : How did you cope with the problems that you encountered in online and offline classroom?

Participant SR : Apart from those who are constrained by internet quotas, we must provide understanding to schools to provide free internet quotas. Whereas in the offline class, we work directly according to the package book provided by the school.

Participant SY

Interviewer : How was the classroom situation when you taught English in online and offline class?

Participant SY : When I taught in an online classroom, I felt the classroom environtment was not delightful because I did not face the student directly.

Interviewer : How was the process of teaching and learning English in online and offline class?

Participant SY : For offline classes, the process was as usual as when I was teaching before Covid. In online classroom, we learn online via WA.

Interviewer : What problems did you face in implementing online and offline classroom?

Participant SY : Bad internet signal. Most of the students here live in villages where the internet connection is poor.

Interviewer : What kind of media did you use to teach in online class?

Participant SY : I usually use the WhatsApp group to send materials that I will teach. Sometimes I also use Google Meet to explain learning materials.

Interviewer : What problems did you face in implementing online learning media?

Participant SY : The problem is in the internet network. If it's in the WA group, I don't think there's a problem because I use the WA group only to send materials and assignments to students. The problem is when making video calls via Google meet, sometimes the network is slow and disconnected, and also some students are still unfamiliar with online classes, so it takes quite a long time to join learning activities. So the absence process experienced a delay at the start of the class.

Interviewer : What problems did you face in conveying learning material in online and offline classroom?

Participant SY : The problem is, as I said before. In the online classroom, students are more passive. They are less engaged in the teaching and learning process. Motivating students to focus

more on learning is also difficult for me. Because online, we don't directly deal with students. In an online class, it is difficult for me to know whether these students have understood the material I have explained or not. Because in online classes we can't see our students directly, so it's hard to know whether the students understand or not the material that I convey. In the offline classroom, I don't think there's a problem. At least the problem is that sometimes students get bored if there is a material they don't like. We can overcome that too by doing ice-breaking or other activities that can increase their enthusiasm to participate in the teaching and learning process.

Interviewer : What problems did you face when giving assignments or homework to students in online and offline classroom?

Participant SY : The problem is I can't control them. After I gave the assignments, I don't know if they made it themselves or copied their friends' answers. So to prevent cheating is rather difficult. If it's offline class, I can control it directly so I can minimize the occurrence of cheating.

Interviewer : How did you cope with the problems that you encountered in online and offline classroom?

Participant SY : In the online classroom, the problem usually occurs on the internet. If so, I can't control it. At the very least, if there are

students whose connection is disconnected when I do a video call session, I will provide a website link related to the material to the student whose internet was disconnected earlier then I ask them to make a summary of the material. If they are less engaged in the teaching and learning process, I usually will display learning material via PowerPoint and provide interesting learning videos so that they are interested and active in participating in the teaching and learning process. After I explained the learning material, I asked several questions orally related to the material being discussed to several students to measure student understanding. In offline class, it's like I said earlier, if students are bored, I make ice-breaking or other activities that can raise students' enthusiasm for learning.
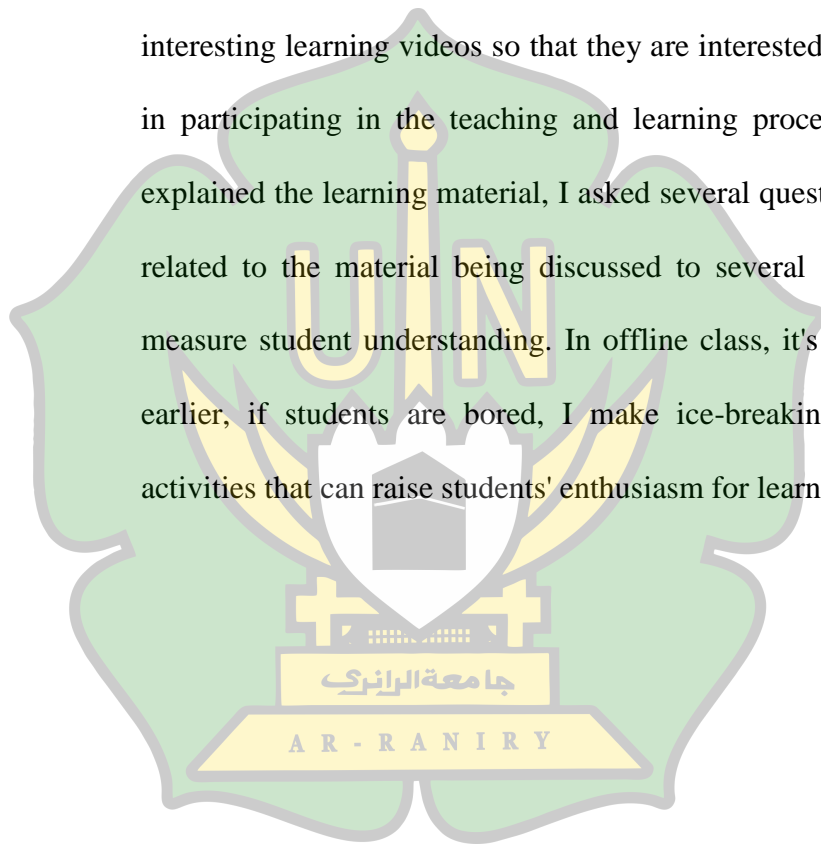
AUTOBIOGRAPHY

Full Name   : Teuku Farhan Aulia

Students' Number   : 1702030189

Place/Date of Birth   : Lam Asan, 01-05-1999

Sex   : Male

Religion   : Islam

Nationality/Ethnic   : Indonesia/Acehnese

Marital Status   : Single

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Parents

    Name of Father   : Munarul Mukminin

    Name of Mother   : Cut Zahri

    Father's occupation : Farmer

    Mother's occupation : Radio Announcer

Educational Background

    Elementary School   : MIN 25 Aceh Besar

    Junior High School   : MTsN 2 Aceh Besar

    Senior High School   : MAN 4 Aceh Besar

    University   : UIN Ar-Raniry Banda Aceh