

**ENGLISH INSTRUCTIONAL PROCESS DURING COVID-19  
PANDEMIC AT ISLAMIC SECONDARY SCHOOL-RIAB ACEH**

**THESIS**

**Submitted by:**

**MUHAJIR HIDAYATULLAH**  
**NIM. 160203062**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
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Bachelor of Education in English Language Teaching

by:

**MUHAJIR HIDAYATULLAH**

**NIM. 160203062**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

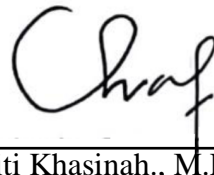
Main Supervisor,



Prof. Dr. Teuku Zulfikar., M.Ed

Date: / /

Co-Supervisor,



Siti Khasinah., M.Pd

Date: / /

It has been defended in *SidangMunaqasyah*

in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
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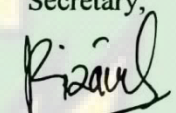
In Darussalam, Banda Aceh

Board of Examiner


Chairperson,

  
Prof. Dr. T. Zulfikar, M.Ed.  
NIP. 197804302001121002


Secretary,

  
Riza Zulyani, S.Pd.I.,M.Pd  
NIP.198201312014112003

Member,

  
Siti Khasinah. S.Ag.,M.Pd  
NIP. 196904201997032002

Member,

  
Azizah, S.Ag.,M.Pd.  
NIP.197601092007012021

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D.  
NIP. 197301021997031003

## DECLARATION OF ORIGINALITY

Saya yang bertandatangan di bawah ini:

Name : Muhajir Hidayatullah

NIM : 160203062

Tempat/tanggal lahir : Banda Aceh / 5 Mei 1998

Alamat : Jln, Muhajirin, komp BPD punie indah, kec Darul imarah,  
kab Aceh besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**English Instructional Process During Covid-19 Pandemic at Islamic  
Secondary School-RIAB Aceh**

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

Banda Aceh, 30 Desember 2022  
Saya yang membuat surat pernyataan,



Handwritten signature of Muhajir Hidayatullah.

Muhajir Hidayatullah

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First of all, I would like to express the deepest praises and thanks to Allah Azza Wa Jalla, the almighty, the lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors Prof. Dr. Teuku Zulfikar., M.Ed and Mrs. Siti Khasinah, M.Pd for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all English language education lecturers and staff who have inspired, lectured, and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

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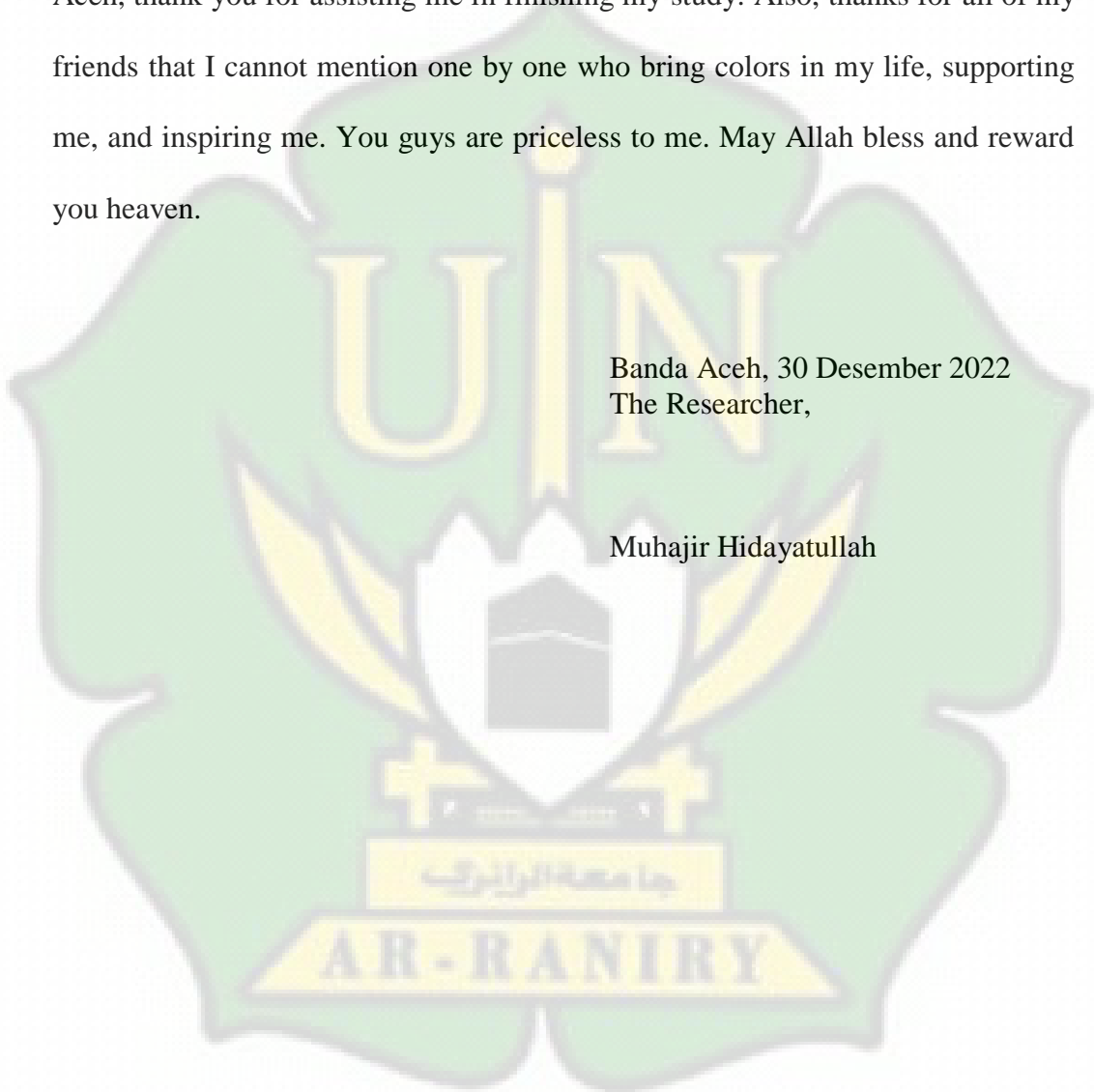
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Banda Aceh, 30 Desember 2022  
The Researcher,

Muhajir Hidayatullah



## ABSTRACT

Name : Muhajir Hidayatullah  
NIM : 160203062  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis working title : English Instructional Process During Covid-19 Pandemic at Islamic Secondary School-RIAB Aceh  
Main Supervisor : Prof. Dr. Teuku Zulfikar., M.Ed  
Co-Supervisor : Siti Khasinah., M.Pd  
Keywords : Online Learning; Teacher Strategies; COVID-19

The COVID-19 pandemic has had a huge impact on education. Many schools diverted online learning to their respective homes due to activity restrictions. The existence of this sudden diversion certainly brings up something new that has never been felt or predicted before. Therefore, this research aims to identify the learning process, constraints, and teacher strategies during the pandemic. This study used a qualitative design to achieve this goal. Research data was collected using semi-structured interviews. The participants were three teachers selected using purposive sampling based on the criteria of being active in teaching English. The results showed that (1) teachers who did online learning felt a difference; a changed in their ways of teaching. They communicate virtually using technology, and they had to be able to use technology as a learning effort that could still be carried out. (2) The constraints were the application of technology for online learning, delivering learning material, giving assignments to students, student's boredom, the unevenness of the devices owned, and the internet connection due to the different backgrounds of students. (3) The strategy used for problem-solving was that the teacher used the teleconference application to hold meetings with students so that they knew these constraints and understand the conditions of their students. Situational language teaching was used as a strategy to increase student learning enthusiasm. Even so, this strategy was not perfect if it still had advantages and disadvantages, such as using learning time, which was still inefficient.

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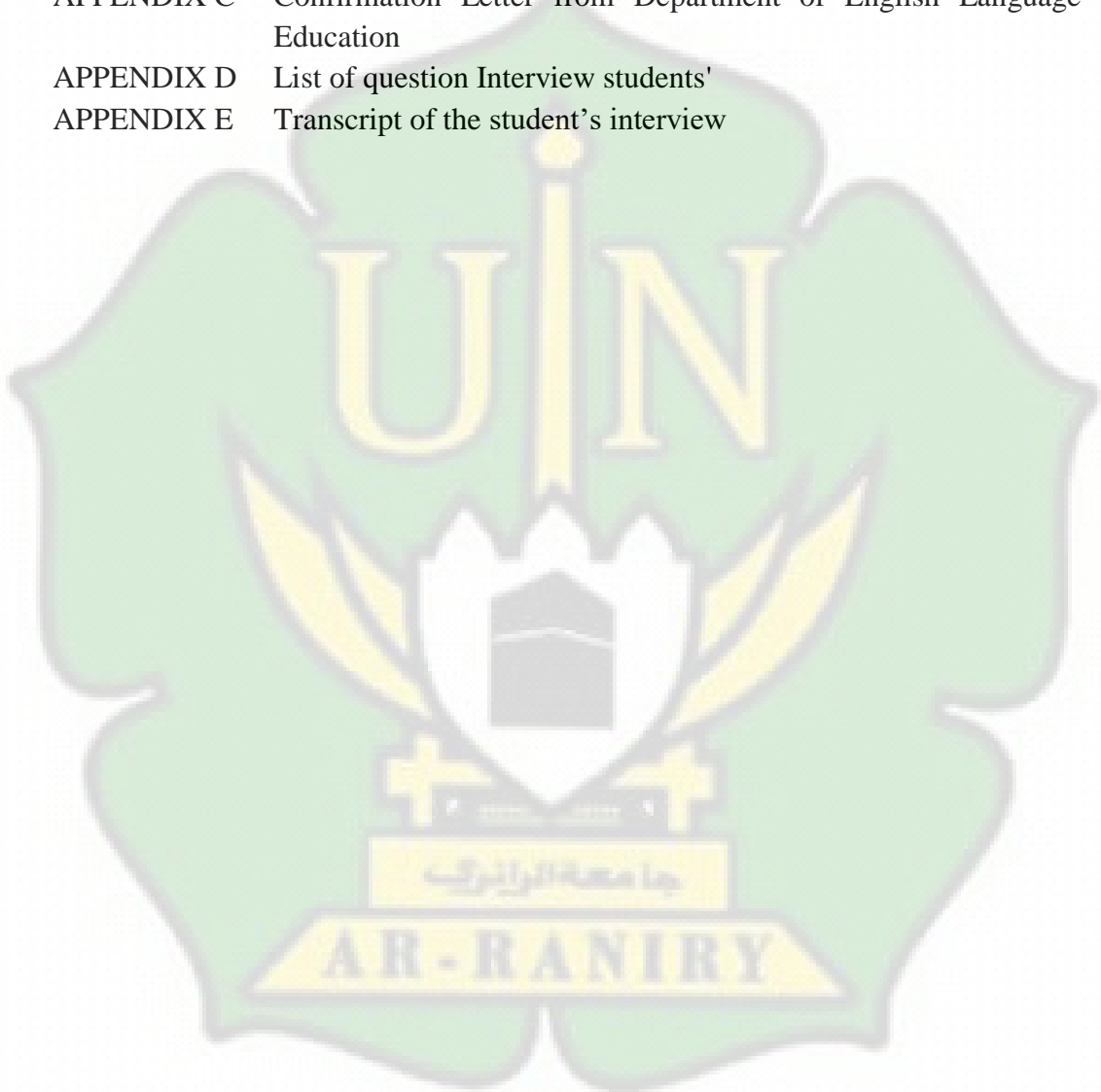


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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has been recognized as an International Language, meaning that people from different backgrounds, such as geography, religion and culture, have an agreed media to communicate with each other, namely English. Edward Anthony (1963) said there are three categorized elements in foreign language teaching and learning: approach, method, and technique.

Moreover, Nufus (2018) deliberates that teaching English to young learners should object to inviting them to think, play, and communicate with the language, not force them to know the forms and language structures. Teaching young learners means teachers have to encourage them to participate in skills and provide content-based and experiential approaches. In addition, it is necessary to create a fun and positive learning environment (Imaniah & Nargis, 2017).

Due to the corona outbreak or COVID-19 that has happened since 2020, the teaching-learning process has experienced significant changes. In an attempt to prevent the spread of COVID-19, the Indonesian government has issued a circular on activity restrictions. This problem affects sectors, especially the education sector. In order to prevent the spread of the virus, the teaching and learning process in schools was suspended. Therefore, distance learning is required (Bozkurt & Sharma, 2020). In this situation, learning has changed from face-to-face classrooms to online classes entirely (Rasmitadila et al., 2020). In light of

this, humans may assert that online learning can be applied during the epidemic. This enables students to learn totally virtually from home utilizing a learning platform as alternative to a classroom and without physical contact with teachers and peers. According to Hartono (2012), both teachers and students can gain from the integration of technology in the classroom. Online learning is the sole way to continue the teaching and learning process during the epidemic, and students can use this technology to complete their education. As a result of this occurrence, technology has advanced to the point where there are now numerous tools accessible to assist teachers in teaching online classes. It is considered the safest way to impart knowledge to students without risking their health.

However, this kind of learning has inherent flaws and restrictions, such as requiring teachers, students, and parents to collaborate in order to facilitate the distance learning process. Therefore, teachers must employ teaching methodologies that are capable of teaching students and preserving the essence of education, in this case, nature-based learning. In addition, Ali (2020) asserts that the usage of technology is a big issue, particularly in the case of COVID-19. As part of the move from face-to-face to virtual learning, teachers and students must first acquire the skills necessary to use technology for online learning (AlTakhyneh, 2018).

In the context of language acquisition, the availability of networks or the Internet provides students with access to credible study materials and resources (Zamari et al., 2012). People who live in rural or isolated places are only sometimes equipped with the necessary facilities and internet connection to study

online. Learning is limited in rural and remote places, and some students need more instruction since schools must close, forcing them to study independently. However, according to Johnson, Veletsianos, and Seaman (2020), it is impossible to teach in regular classes, and the unexpected outbreak of the COVID-19 epidemic has surprised all schools. Consequently, it can be stated, as Reimers (2020) did, that online learning is an excellent method for addressing educational issues during the COVID-19 epidemic.

After all, Giarla (2020) explains that using applications in learning will extend the learning experience throughout human life. It means that during a viral epidemic like this, online teaching will assist teachers and students in providing a learning experience unlike any other. It will be a challenge for teachers and students if online learning continues until the year's conclusion. This means that online learning will give each student new opportunities to gain experience and different views on the learning process.

The COVID-19 pandemic has had a significant impact since online learning was implemented in Banda Aceh schools, particularly at MAS Ruhul Islam Anak Bangsa (RIAB), which closed around mid-March 2020. The COVID-19 pandemic's immediate effects on a large number of Indonesian families in both cities and villages have a significant negative impact on the long-term sustainability of education. Many families in Indonesia are unfamiliar with homeschooling. Families in Indonesia are utterly unprepared for school to be held at home, which has a significant impact on both the productivity of the parents

and the children's performance. Additionally, the psychological issues of the students, who are used to face-to-face instruction.

Previous research by Efriana (2021) supported this thesis entitled “Problems of Online Learning during COVID-19 Pandemic in EFL Classroom and the Solution.” The research found that the problems faced by teachers include weak proficiency in IT and limited access to supervision towards students. Another research was conducted by Prabawati (2021) with the title “Problems Faced by English Teachers in Teaching English Online During Pandemic COVID-19.” The researcher found that the problems faced by English teachers in learning English online during the COVID-19 Pandemic difficulties in students' internet access, and many students did not respond. Based on the research results, it is also known that the solution to the problem faced is to provide an extension of the time for sending assignments. If students have difficulty accessing the internet, students are allowed to collect at school.

Therefore, it can be inferred from the two studies mentioned above that the implementation of online learning as part of distance learning during the COVID-19 pandemic has a number of issues. Teachers and students may both encounter these issues, such as a lack of IT expertise and restricted access to student supervision. In order to provide the most recent information and novel approaches to addressing teacher issues in teaching English, the researcher is therefore interested in exploring more thoroughly how other challenges are met and the methods used to overcome the limitations in this study.

Since Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) is one of the favorite schools in Aceh for their students could speak English well and won several debate competitions before the pandemic, the researcher would like to know what the constraints are faced by the English teacher in the process of teaching and learning during COVID-19.

### **B. Research Questions**

Based on the explanation above, this research attempted to answer the following questions.

1. How was the process of teaching and learning during the COVID-19 pandemic in Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa?
2. What were the constraints faced by English teachers of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa in teaching English during COVID-19?
3. How did English teachers of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa solve the constraints?

### **C. The Aims of Research**

1. To identify the process of teaching and learning faced by English teacher of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa in teaching English during COVID-19.
2. To find out the constraints faced by English teachers of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa in teaching English during COVID-19

3. To find out the problem-solving of the constraints faced by English teachers of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa in teaching English during COVID-19

#### **D. Significances of the Study**

This study is anticipated to be able to make some significant contributions to Indonesian education, particularly for teachers and students who are teaching and learning English to achieve the goals of learning English as a Foreign Language during COVID-19. Additionally, the information about the difficulties faced by teachers in teaching English during COVID-19 and the techniques employed is expected to inspire future researchers.

#### **E. Research Terminology**

To avoid the ambiguity, the researcher provides the explanation of some relevant terms.

##### **1. Virtual Learning**

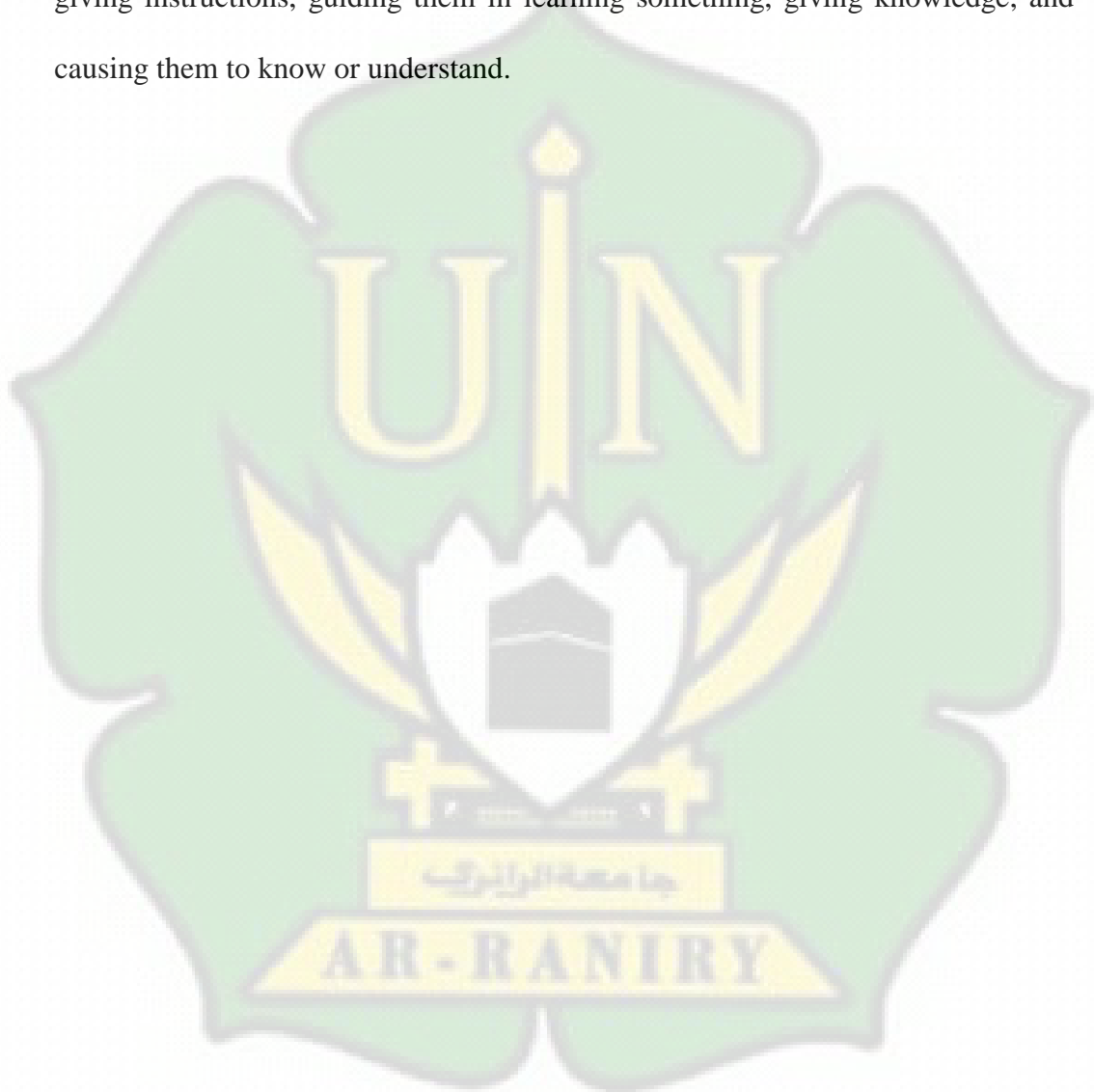
According to Richardson (2000), virtual learning can actually result in improved or hyper communication when voice, text, and video are used in the right asynchronous and synchronous combinations. Virtual learning is a developing educational alternative for students who are learning at a university or in senior high school but are unable to attend a face-to-face class due to time and space restrictions (Estevez et al., 2015).

##### **2. Teaching Learning**

Learning and teaching are things that cannot be separated from one another. Teaching is an activity that is usually carried out between teachers and students in



the classroom. Teachers usually ask students, guide them, and lead them to make them better. Some experts have strict definitions; according to Brown (2000), teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding them in learning something, giving knowledge, and causing them to know or understand.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of English Teaching and Learning**

##### **1. Instructional processing**

Activities involving teaching and learning are interrelated and cannot be separated. In the past, teachers and students engaged in teaching activities in the classroom. Teachers typically ask, lead, and guide their students to become better people. According to Brown (2000), teaching is defined as “demonstrating to or assisting someone in learning how to do something, giving instructions, guiding them in learning something, imparting knowledge, and causing them to know or understand” A number of experts have various definitions for the term. Harmer (2007, p. 56), “to teach” can refer to showing someone how to do something or altering one’s personality. It can also refer to imparting knowledge, training, or instruction to someone.

It is clear from the above explanation that teaching is a process or activity intended to guide or assist someone in becoming better. According to the definition given above, teaching is a task that enables students to learn, with the teacher guiding them through the learning process to ensure that they understand something.

## **2. Definition of Learning**

The definition of learning and acquisition are the same, according to Richards in Hikmawati (2012). He created a definition for the term “acquisition,” which is sometimes used in place of the word “learning” because some linguists think that a child's first language acquisition is a particular process. The cognitive process is related to learning. According to (Brown, 1994), learning is a process that resembles that of a machine but also requires the learner to engage in cognitive activity. This term is referred to as meaningful learning, in contrast to rote learning. The learner gives the knowledge, facts, or subject matter they are studying meaning. Long-term memory and knowledge acquisition may benefit from this kind of learning.

## **3. Definition of Teaching and Learning**

In order to facilitate and enhance the quality and intensity of self-learners learning, teaching and learning are activities that are carried out. Learning activities are closely related to the nature and type of learning outcomes because learning is a systematic effort to begin, facilitate, and improve the learning process. Although learning must result from both teaching and learning, not all learning processes are the result of learning. The learning process also occurs in the social and cultural context of the community environment (Winataputra et al., 2012).

Using the word “learning” to describe teacher and student interactions is a recent development. The word instruction is where the word “learning” originates. Winataputra et al. (2012) quoted Gagne, Briggs, and Wager (1992) as saying that

learning is a succession of incidents that have an impact on students in such a way as to facilitate learning. The term “learning” evolved from the phrase “teaching.” In order to teach students who are studying, a teacher or other individual makes an attempt to teach them. Further, there are four different teaching and learning patterns. The first type of learning involves teachers and students without the use of equipment or teaching aids. The teacher uses tools to assist students, which is the second pattern in use. Third, the teacher's practice is engaging students in media. Fourth, methods of distance learning involve prepared teaching materials or media for students. Traditionally, learning has been viewed as a means of assisting students who are intellectually and/or skillfully limited. The primary component of learning is a child's experiences as a series of occasions that lead to a learning process (Hasanah, 2012).

According to the patterns mentioned earlier, learning involves more than just teaching one pattern; a teacher should be able to design a range of learning procedures.

#### **4. English Teaching and Learning**

It is acknowledged that English is a world language. That is, individuals from various origins, including those based on geography, religion, and culture, had a common language for communication, namely English. According to Edward Anthony, there are three hierarchical parts in foreign language teaching and learning: approach, method, and technique. A set of presumptions about the nature of language, learning, and instruction constitutes an approach. A method is defined as a comprehensive strategy for the systematic presentation of language

based on an approach of choice. Technique refers to the particular actions that took place in the classroom and were in line with a technique and, thus, an approach. According to Brown (2001), the following approaches or methodologies are used in teaching and learning foreign languages:

- a. Grammar translation method (GTM)
- b. Community language learning (CLL)
- c. Communicative language teaching (CLT)
- d. Direct method (DM)
- e. Audiolingual method
- f. Suggestopedia
- g. Silent way
- h. Total physical response

#### **B. General Concept of English and Learning Problems**

English's status as a foreign language in Indonesia often makes it challenging to teach and learn. Both students and teachers frequently encounter this issue. Teachers, in particular, encounter numerous challenges in carrying out their duty to instruct. According to Hamalik (2013), there are two dimensions to teaching issues: the interaction between elements and the component dimension. Learning objectives, teachers, lesson planning, instructional media, learning methodologies, and learning evaluation are among the components mentioned. In the meantime, the elements that interact to signify synergy, dynamic, or synergy and dynamic. Therefore, the issues that teachers confront during teaching are related to the material, methodology, and media.

Furthermore, Sugiyono (2015) described an issue as a discrepancy between what ought to be happening and the actual situation, between theory and practice, between rules and implementation, and between plans and executors. The distance between the teacher and students in the learning process, according to Anderson, Imdieke, and Standerford (2011), is one of the main issues. However, the way in which the teacher delivers the learning material can be made to work well by using an online system. Since not all teachers have experience with online learning systems, it can be inferred from the descriptions above that teachers' problems are obstacles they must overcome in order to help students reach their learning objectives. One such issue is a teacher's own background in dealing with online learning.

Everyone is compelled to work and study from home during the present epidemic, particularly teachers and students. However, because of the pandemic, student learning motivation has decreased, which has led to students feeling burdened by online learning as it is currently practiced. This sets off a number of circumstances that lead to issues with online instruction. Nugraha (2018) asserts that the following factors should be considered:

- a. Poor problem-solving skills on the part of the teacher, which negatively affects students' ability to solve problems.
- b. The method employed to help students develop their problem-solving abilities is ineffective, which causes them to become bored and have trouble finishing their projects.

- c. The inadequate ability to comprehend issues in online teaching is also a result of a lack of student enthusiasm to participate in the learning process.

Although the implementation of online teaching necessitates students and teachers being at a distance, there is still a need for the teacher's ability in the area of understanding problems to be used because this has an impact on students' ability to solve student problems. Teachers must therefore possess strong skills in the area of understanding problems in order to help students because they must have encountered problems in the online learning process regarding both assignments and material. In addition to teaching students to solve problems, teachers must also be adept at explaining concepts to prevent pupils from becoming disinterested in their lessons. Online instruction reduces students' motivation to study and their capacity to comprehend issues that arise throughout the course of instruction.

According to Arizona et al. (2020), some problems faced when doing online teaching:

- a. The usage of online learning applications by teachers and students is unusual and requires Internet access (data package).
- b. limitations on teachers' and students' access to the internet as well as a lack of awareness about online education.

This indicates that there are numerous issues with online learning in real life, particularly with the internet access network. Because of these issues, many students and teachers are unable to use the internet to implement online learning. Some teachers and students need to truly comprehend online teaching, which is

highly upsetting because understanding online teaching is essential to using the approach while learning to utilize it.

There are numerous issues with online teaching, according to the theories above. One of them is that both the teacher and the students need more skills for online instruction. The teacher also lacks effective methods for ensuring that the students comprehend the information, which makes them bored while learning online and has an adverse effect on their comprehension. Another issue is that many places do not have reliable internet connections for online instruction, and many students and instructors do not have data packages for online instruction, which results in improper online instruction.

### **C. General Concept of Online Learning**

#### **1. Definition of Online Learning**

These days, teaching and learning activities can be completed online by both students and teachers. A teaching and learning method known as “e-learning” makes use of information and communication technology (Naidu, 2006). E-learning, which starts with the letter “e” and stands for “electronic,” is a term that encompasses all educational activities completed by individuals or groups working online or off, using networked or standalone computers and other devices. Online learning is one type of learning that involves using electronic media, according to Waryanto (2006). E-learning uses online learning as an illustration. Using an internet-based network to link students and teachers allows face-to-face communication during studying, even when they are in separate



locations. Online learning is a teaching and learning method that distributes information through digital media and the internet.

Online learning is the term used to describe the deliberate use of technology and information in the teaching and learning process. Virtual learning, e-learning, networking, distributed learning, and web-based learning are other names that are used to characterize the usage of online learning. Online learning, according to Surjono (2013), is education that utilizes the internet and technology. In the online learning system, the teacher communicates with students about the learning resources they may access online and conducts evaluations, collaborates, establishes communication, and conducts other learning-related activities.

Based on the premise mentioned above, it can be deduced that online education requires an internet connection and some kind of program to facilitate the teaching and learning process in lieu of in-person instruction.

## **2. Strategies for Implementing Online Learning**

There are numerous challenges for teachers using new online teaching methods. Because the teachers are still learning about e-learning, it is difficult to apply. When they tried to apply for it, they ran into several problems. Teachers also have opinions about how to implement online learning. The student's perception of the teacher becomes crucial. According to Differentum and Prasetyo (2021), a teacher's view of the influence on students is the absence of infrastructure and amenities and the varied learning environments at home and in the classroom, which have an impact on student's motivation.

The monitoring of childrens' growth is limited, teachers feel as free as in class, and both teachers and students feel burdened by internet quotas, especially if they are in an area where signals are disrupted. To accomplish learning goals in online learning, teachers employed a variety of tactics. There are various kinds of instructional tactics. Blended learning is a single example. Online learning, face-to-face learning, and independent learning are the three components of the blended learning technique, according to Istiningsih and Hizbullah's (2015) proposal. Additionally, Anawati and Arif (2020) found and defined three teaching strategies that teachers used. These strategies are: using solely online chat, using video conferences, and combining both online chat and video conferences.

### **3. Advantages and Disadvantages of Online Learning**

#### **a. Advantages of Online Learning**

Online learning, according to Bayani et al. (2017), provides various benefits, including the following:

##### **1) Instant access to worldwide libraries**

Students, researchers, and teachers may be able to conduct global studies thanks to online connections to libraries all around the world. Users can link through this to massive treasury books and online knowledge repositories.

##### **2) Intelligent Cooperation**

The establishment of interactive platforms at all levels of the education ecosystem is made possible by the Internet of Things (IoT), which also offers effective and connected communication between items. Commonly, it can be

stated that IoT tools, technologies, and modules can be used to forecast and project a big improvement.

### 3) Independent Study Online

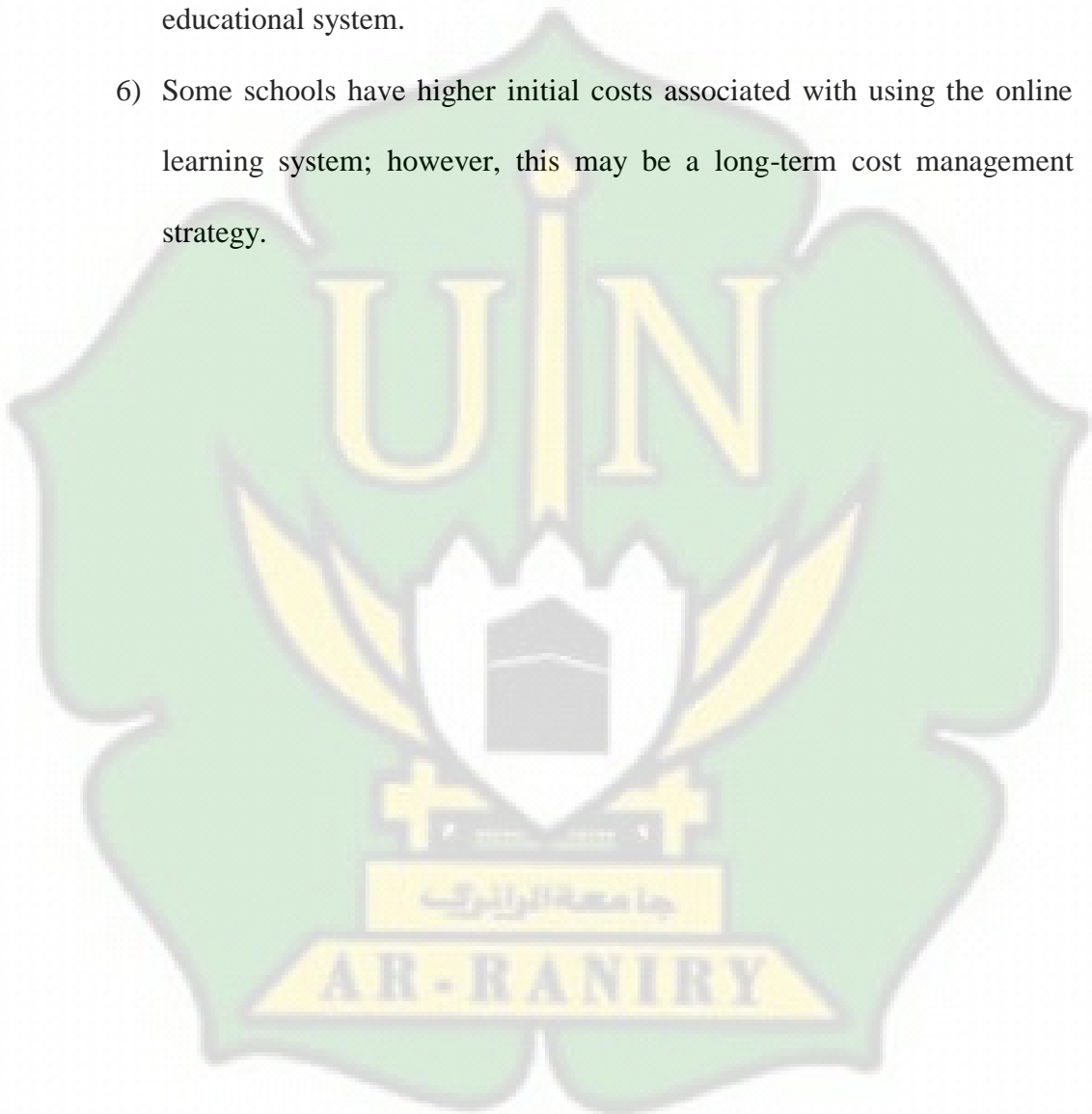
The basic goal of autodidacticism, also known as self-study, is to motivate students to engage in independent learning. By registering their physical mobile phone authentication, students can connect to any lab and library (described earlier), execute experiments, and retrieve whatever data they require.

#### **b. Disadvantages of Online Learning**

The following are the drawbacks of online learning as mentioned by Srivastava (2019):

- 1) Students with poor learning motivation may have trouble completing the targeted learning objectives.
- 2) The usage of online learning results in technology reliance when employing computer programs to deliver learning content. It could take some time for some people to become accustomed to online learning and the technologies it uses.
- 3) Because there are so many learning systems available, there may be compatibility issues with the learning materials used with each system.
- 4) The effectiveness of the content. Not all online educational material is reliable, and some of it may mislead the reader.

- 5) The socialization of students suffers when there is no peer interaction or social connection in the classroom. Because they do not interact directly with those around them, students may feel a sense of belonging to this educational system.
- 6) Some schools have higher initial costs associated with using the online learning system; however, this may be a long-term cost management strategy.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study used a descriptive qualitative research methodology. According to Creswell & Creswell (2018), qualitative research takes a naturalistic interpretive perspective on the world. As a result, qualitative researchers focus on studying phenomena in their natural environments while attempting to understand or interpret them in terms of the meanings that individuals assign to them. Additionally, because it aimed to understand how teachers and students perceived online English learning during the COVID-19 epidemic at Senior High School, the research falls under the descriptive qualitative design category.

#### **B. Research Location**

This research was conducted at MAS Ruhul Islam Anak Bangsa (RIAB). The school is located in Jl. Ajun, Gue Gajah, Darul Imarah, Aceh Besar. Furthermore, the school was built in 1997 with PGSD of Syiah Kuala that located in Lampeneurut as their first building. In 2004 the school moved to Gue Gajah region from their own building.

#### **C. Population and Sample**

People who meet requirements or a given criterion in which their features and attributes have been predetermined are referred to as the population, according to Badia and Lammers (2013). This indicates that a population is made

up of all the persons or units that the researcher is interested in, provided they meet a set of criteria and may be expected to be seen in the different groups or categories that make up a variable. Teachers at Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) made up the study's population.

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell & Creswell, 2018). It can be concluded that the sample is representative of the population. Therefore, the sample in this study were English teachers at Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB). The researcher employed non-probability sampling which is purposive sampling. The sample in this study were three teachers at RIAB who taught English during the COVID-19 pandemic. They were chosen because of their background in teaching English with virtual learning. Thus, they will detail their teaching and learning process based on their experience during COVID-19 pandemic.

#### **D. Methods of Data Collection**

In gaining the data needed in the research, the researcher chose narrative research as the method of data collection. According to Dolby (2010), a personal narrative is a prose story relating to a personal experience that is typically written in the first person and has atypical material. The term "personal" refers to an account of a person's life or experiences. Nontraditional literature does not conform to conventional narrative standards. Personal narrative, in the context of storytelling, "is a storyteller's style of speaking to an audience in a social setting—in other words, a performance" (Langellier, 1989). One of the more recent

qualitative approaches, narrative research, or inquiry, focuses on life stories as the essence of people-oriented sciences. As a method for conducting research, narrative approaches aim to consider how, for whom, and why a tale is formed and the cultural discourses it pulls from (Bochner, 2007; Trahar, 2009). The concept of narrative research is that people comprehend and provide meaning to their experiences through their tales (Andrews et al., 2013; McMullen & Braithwaite, 2013).

Consequently, individuals use narratives to compose and organize their life experiences. People account for and offer meaning or value to their lives through narrative formats (Bleakley, 2000). In narrative research design, the researcher described, narrated, and collected people's life stories through the use of individual experiences (Creswell, 2012). This study provided a verbal account of personal experience. Then, it focused on teaching and learning process based on teachers' experience during pandemic.

#### **E. Methods of Data Analysis**

Three straightforward steps are suggested by Ary et al. (2010) for the analysis of qualitative data: 1) familiarizing and organizing, 2) coding and reducing, and 3) interpreting and representing. The researcher executed these steps of the qualitative data analysis technique along with the conclusion to examine the data, taking into consideration three logical steps of qualitative data analysis. The following sections were present:

### 1. Familiarizing and Organizing

In the first step of data analysis phase, the researcher attempted to reread and reviewed all the data in order to increase understanding. The data were gathered from observation, field notes, videotape, recorder, interview. After grasped and ensured related information under study, the researcher organized the data in written list. This phase aimed to make an easier analysis with a large amount of data.

### 2. Coding

The second step contained “the identification of categories and themes and their refinement” (Ary et al., 2010). In this case, the researcher labeled or coded the data based on certain criteria. It is aimed to divide certain information needed by the researcher.

### 3. Interpreting and Presenting

The last steps in the data analyzing process were interpreting and representing. In this step, the researcher interpreted all data gathered from the study to answer the research questions in the form of descriptive analysis. Descriptive data analysis contains the result of the study, researcher’s background knowledge, and related theories.

### 4. Drawing Conclusion

Lastly, the researcher merged all ideas and results of the study into the conclusion. The conclusion was also presented in the form of descriptive analysis.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

This sub-chapter described the finding based on data obtained from interviews with three English teachers at the school. The three participants were marked as teacher-1, teacher-2, and teacher-3. The aims were to identify the teaching process during a pandemic, the obstacles experienced during the teaching process and the problem solvers of these obstacles. Based on the results of interview regarding the teaching process during the Covid-19 pandemic at Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) conducted by the researcher, the results were as follows:

#### **1. The process of teaching and learning during the COVID-19 pandemic in Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB)**

The first analysis focused on the teaching and learning process carried out by English teachers during the pandemic. There were several aspects that need to be considered, such as the perceived changes and the teacher's condition.

##### **a. Shifts in instructional process**

The results of interviews with several teachers who teach English show that during the teaching process at Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) did not run smoothly. The change from offline to online suddenly creates new obstacles during the teaching process, and they need time to adapt.

The following is one of Teacher-2's confessions:

In the learning process, of course, as teachers who have taught a lot offline, when we are faced with the situation of having to go online, we will definitely have problems. Where usually we see students directly because here students are said to be santri, henceforth I will mention santri. Where we are usually here, we usually meet face to face with the students, communicate with the students but when online we have to prepare modules which can later be viewed online by the students.

Another change that teachers feel is that teachers must be able to understand technological developments and use them; where before the pandemic, it was not an obligation to be able to use technology during the teaching process, but now it is mandatory, as Teacher-3 said:

At the beginning of the pandemic, you could say I was a teacher who was clueless, but because the pandemic hit us, we teachers were required to teach online. So even if you can't, you have to learn.

Based on what was stated above, in the teaching process so far, teachers have felt a lot of changes because they always need to find out where these online directions are going and how to do it.

#### **b. Sudden changes**

In the teaching process, the teachers admitted that there were obstacles that occurred due to sudden changes in the teaching process where they needed to have adequate preparation in terms of facilities such as technology as a substitute for face-to-face classes. As stated by Teacher-1:

So, the facilities, because this incident was a pandemic, everything happened suddenly. Like it or not, schools had to organize learning that was new for students and for others, but with limited facilities, but thank God, learning went smoothly.

According to the quote above, teachers experience obstacles in the teaching process during a pandemic causing activity restrictions where online learning occurs suddenly and without special preparation; many things must be learned and

prepared by teachers personally, bearing in mind that a pandemic cannot be avoided. However, in the end, learning continues to run smoothly.

## **2. The constraints faced by English teachers of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) in teaching English during COVID-19**

In the changes to the teaching presented previously, of course, various obstacles were encountered by the teacher because these changes occurred suddenly. Because it happened suddenly, there was no special preparation, so there were obstacles in the teaching and learning process. The obstacles are as follows.

### **a. Lack of facilities**

During the pandemic, the obstacles that existed, as stated by the teacher, were the obstacles experienced at first, namely the provision of facilities. As recognized by Teacher-1, “this condition is related to the pandemic, so the obstacle in implementing it is, of course, the first is the lack of facilities.”

The other obstacle experienced is that in the application of online learning, one must have an understanding of the application to be used. Teacher-3 said, “so maybe if you ask about the problem, the first problem is the problem in operation, I don't mean the computer, but the application.”

Meanwhile, other teachers added that the obstacles in implementing online learning were students' difficulties, which impacted teachers' teaching. As Teacher-2 said:

An obstacle where sometimes later when conducting online learning courses not all children can attend or join directly with us because

sometimes it's not an obstacle from us but an obstacle from our opponents, who are they? Students.

According to the statement above, teachers feel there are several obstacles they face in implementing online learning. The first is in terms of facilities. The second is understanding the use of the application. Third, the certainty of understanding students from using online learning applications.

#### **b. Constraints in delivering materials**

During the online teaching process, there were obstacles in the delivery of learning material. Barriers experienced during the delivery of material occurred due to technical impacts such as students not all using cellphones, because initially at the school students were not allowed to bring cellphones to school, so parents did not provide them, and this continued until the pandemic took place so to get around these students had to rely on someone else's their parents. This statement was conveyed by Teacher-3:

There are students who also mostly don't have cellphones because at school here they are not allowed to carry cellphones. So those who don't have a cellphone have to wait for their parents to come home from work first to be able to open a cellphone like that. So, if, for example, we use zoom, it can be seen that there are a lot of students who are not present because of that problem.

The other technical obstacle is signal support. Signal support affects the delivery of learning material. Not all students studying at the school come from big cities, but some are from remote areas, so their signals vary. As Teacher-3 added that “there are students who live in rural areas, in mountainous areas so there is no signal.”

Regarding signal support influencing the locking of learning materials, it was also justified by other teachers, as conveyed by Teacher-1:

Sometimes there are students whose internet network is not smooth, because here the students are diverse, not all of them come from big cities that have a stable network, there are also those who study from remote areas when carrying out activities during this pandemic, resulting in a pandemic at RIAB. return to their respective hometowns, so that the delivery of learning materials is highly dependent on the quality of the network in each village.

Based on what the teacher said above, the obstacles that occur in delivering material during online learning are very diverse. Technical factors such as the availability of hardware such as cellphones and signal support are significant obstacles, so expectations for the supply of materials are difficult. In addition, the use of different time allocations compared to offline learning is also one of these factors.

### **c. Lack of students' readiness**

In the online learning process, other obstacles that come from students are the non-conducive place and way of learning for students. During learning, it takes patience to ensure all students are orderly in learning. Teacher-2 said:

So, if asked about problems during learning, one of them is the affordability of the teacher in ensuring all students can ensure readiness to learn and listen. For example, there are 35 students, when delivering material or question and answer discussions there is difficulty in listening to what is being said because there are children who at that time, I forgot to turn off the microphone when a friend or teacher was talking so it became noisy and sometimes, I had to remind them for example "please, please listen first" like that. there are also when someone wants to talk or ask questions, maybe yes, they are not looking for a special place to study, so the voices around them, behind them be it their parents talking, their younger siblings playing, sounds like cell phones can be heard in the zoom. maybe it takes more effort from the teacher to say "hello, I'm

here" like that "listen to it first. "Ok, today you can hear it, right? Try to look again in your textbooks," and so on.

Based on what the teacher said above, the obstacles that occur in learning are not conducive due to students' unpreparedness. There are sounds that arise because there are students who do not turn off the microphone and there are people around them who disturb the learning atmosphere.

### **c. Taking advantages of the learning management system**

Teachers claim to use various learning strategies that adapt to online learning situations. In implementing this strategy, teachers also have constraints. The obstacles experienced in implementing learning strategies are influenced by the applications used. The following is Teacher-2's narrative:

Online learning is easier when face to face, video calls are easier than using google classroom or zoom meetings are easier. But once in a while I do it, for example, after four meetings, I review one by one "okay, you'll be 10.30 later" and so on, I will arrange the schedule later, all learning will be reviewed in one child, so video calls are more helpful, aren't they online too, video calls also helps zoom classroom is not very helpful, helpful but a little annoying for those who don't really understand IT. Google classroom is not very effective because there are children who only leave their names while their spirits are gone.

As for implementing online learning strategies, another obstacle is testing students' abilities. In online teaching, if using the strategy of giving direct examples to students with gestures, the teacher cannot be sure whether the students follow what the teacher shows. As acknowledged by Teacher-1:

The obstacle in implementing online learning strategies is because we are only dealing with students on one screen, so we cannot see as a whole how their pronunciation is pronounced, then their movements and how we apply the methods that we want to apply to them require direct movement from those who can. we see directly maybe that's all so it's

only limited that we see on the monitor we can't check what they are doing during the lesson.

Then, another obstacle in trying to apply effective strategies in online learning is the lack of student response compared to offline learning. Teacher-3 said:

The problem is because I'm clueless, so learning can be said to be less active, it's different when we study offline like that. Then also because the students don't respond to us the teacher also doesn't know how far the students understand the lesson material being delivered.

According to what the teachers said, it is undeniable that in making online teaching work, obstacles also occur in the use of the chosen strategy. The use of sophisticated applications has obstacles, such as not mastering its use, strategies that practice the material are also difficult to apply, and the many online applications that have been tried cannot be a benchmark for the supported strategies.

#### **d. Assessing tasks to students**

Obstacles experienced during the teaching and learning process also occur when giving assignments to students. In giving assignments given to students is the timeliness to submit assignments. Many students are looking for loopholes in submitting assignments late, which shows that online learning makes students less disciplined. Teacher-2 said:

If the problem is more about not being disciplined in time when submitting assignments, for example, we say at 10 o'clock the children will at most "ustazah permission, yes, 2 more hours" or some don't even tell me that, suddenly tonight they just give me an email.

Other teachers justified this by saying that when students were given assignments during online learning, they could not work according to the time allotted. As Teacher-1 admits:

Well, this is what usually happens, it's the job of many who don't get together. Then the second one, even if it is collected outside the specified time limit. For example, like in Google Classroom, we have a time limit, for example this morning or this afternoon when we study, I give the usual 24-hour time limit, but sometimes they get together outside of that time. Maybe it is also inseparable from the obstacles faced earlier by the students as well so that their assignments are submitted late. Me too because being late also affects in terms of assessment. I also give a late assessment for them so.

Based on what the teacher said above, the problem that occurs in learning is that students cannot manage the time for the assignments given. Often, students are late submitting assignments based on a predetermined time set in the application used.

**e. Increasing students' interest during online learning**

In an effort to make students interested in learning, learning is rather difficult to do because online learning is carried out virtually and cannot directly observe students' enthusiasm while studying, so increasing student enthusiasm is limited by time. Teacher-1 said:

To increase students' interest because we cannot meet them face to face, so it all depends on their time when we sometimes do learning via zoom our time is also limited in the morning in the afternoon they also do learning again that's just in terms of meeting on social media is limited.

Based on the statement above, the low interest in learning shown by students in online classes often occurs. However, the efforts made by the teacher



are not much, because virtual learning has a barrier in providing enthusiasm for learning the material provided.

#### **f. Students' boredom during online learning**

It is undeniable that in online learning, students easily feel bored. During the lesson, students showed their boredom because they could not do much during online learning. As stated by Teacher-1 said:

It is certain that there are some students who show boredom because learning is rather monotonous, we want to force it, however it may be difficult for them, for us, we also feel that there are some shortcomings that we cannot apply, maybe learning is also sudden.

Regarding the boredom experienced by students, it was acknowledged by other teachers, as Teacher-2 said:

Maybe either because they're bored with studying or because they're negligent going outside because we can't measure the boredom of children when they're outside if during learning they seem bored, right? We also can't measure it unless there are some children who say, 'miss excuse me I have to leave the camera' and so on maybe they can.

Then another thing that shows the boredom experienced by students can be seen from the demands made by their parents at the school. Teacher-3 said:

Yes, they look very bored. So, when the foundation decided to study online, many of them asked not to go online. Indeed, there are those who like online, but most of them, including parents, if possible, don't go online if you can offline, because yes, the learning that is received is not effective, then also the children at home are very negligent, different from when they were in the hostel. So maybe because based on a request from the guardians of the students I decided at that time it was rather fast compared to other schools to study offline but still maintain the health protocol.

As a result, all teachers think that online learning is easy to make students bored. Learning is monotonous and negligent because there is no direct

supervision during online learning at their respective homes, and no one can make sure they are focused, so parents see this and convey it to the school.

### **3. English Teachers' strategies of Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) in solving the constraints**

Various efforts are needed to overcome these obstacles and make learning run as it should. Teachers, in overcoming these problems, have varied problem solvers.

#### **a. Games and learning resources**

Some have attempted to use video teleconferencing software programs as teaching platforms. As Teacher-1 stated:

For online class learning, I use the zoom application a lot. The first strategy I apply is to divide the material in the zoom, then they read, after that we explain what is in the material, sometimes we also make games in the zoom so that they are more enthusiastic.

Then there are teachers who use certain methods, such as lectures and discussions, as teaching strategies in online classes. The following is Teacher-3's confession:

Because of online learning, I usually use the lecture method, return to the conventional method, yes, lectures and discussions like that.

There are also teachers who apply certain approaches as strategies, such as situational language teaching to increase student learning power so that students are focused again and not bored. The following is Teacher-2's confession:

In online learning, I occasionally use situational terms like their situation outside, "we are lazy to study" maybe if the Acehnese are 'poh sampeng', yes, when they are off from online learning, "we failed the exam because we were lazy to study". Learning, for example, about cause effect, for example, the strategy that we use might be a more situational language

teaching approach where we adjust it to the situation of the children, for example, or yes, it's easier "anyone want to give an example of what they have been doing so far" if the children are more artists or films, this film has just been released, that is possible for me as well as situational language teaching.

From the statement above, it can be concluded that the teacher carries out various strategies so that learning can continue as it should. The methods and approaches used by the teacher adjust to the class conditions shown by the students.

**b. Advantages and disadvantages of the strategies used by teachers during online learning**

In implementing this strategy, of course, the teacher knows the advantages and disadvantages that the teacher can weigh on what strategy is appropriate to use, and whether it is relevant to the learning conditions or not. Some teachers apply the discussion strategy because of its advantages in testing students' understanding of the material provided. However, in terms of the use of time in delivering the material, it could be more optimal. According to Teacher-3:

Because earlier we talked about discussion strategy, so the advantage is that with the discussion we can see children who already understand and children who don't understand, that's the advantage. If the losses come back because it's online, of course we can't see it, reach all students. Because there were also many students who were not present because there were obstacles earlier, even though we immediately pointed at the child to answer, there were children who were still silent, too. It's different when we're in class, in that class we usually make the group visible. So online is the disadvantage of not being able to fully reach students' abilities to what extent they understand the material that has been presented.

Some teachers apply this strategy because of its advantages in increasing children's enthusiasm, but it is not optimal in terms of the use of time in delivering material. According to Teacher-1:

If the benefits like that I conveyed earlier we increase their interest, enthusiasm in learning. But the disadvantage is that it will take up a lot of time in learning, we cannot catch up on the next material. So, we don't apply the time, for example in one meeting how many minutes do we allocate for games then how many minutes for material. Sometimes I get carried away because it's too much fun, so the learning material doesn't fully catch up with games. The benefits are uplifting and fun.

Even so, there were also teachers who stated that in using online learning strategies, they looked at the advantages provided, while discussing the disadvantages that emerged; for them, there was no such thing as a disadvantage because this happened based on unavoidable conditions. As Teacher-2 said:

When it comes to profits, emotionally we are happy because of this simple strategy. Their smiles explain even though in their hearts somehow it is certain when they are "ok miss, ready to miss" and so on. It is an advantage for me who feels that children can get what I intended earlier from the beginning of the learning achievements. If you say loss, there is no term loss in learning. So, the advantages of this strategy are, I'm closer with the students and they feel that "oh this ustazah knows us, we can be close with ustazah" because the most important thing in learning is actually the touching students' heart. When I just say the name "Muhajir please help this" for them "hah ustazah know me" is very touching for them. So, the longest I know the children in one class is 3 months, sometimes it can be two weeks, because the most important strategy that I learn is getting to know students. that's what makes me always comfortable when advising them to listen.

Based on the teachers' expressions above, it can be concluded that all teachers are trying to do the best for their students as long as online classes are carried out based on the needs and conditions of students. It cannot be denied that the implementation of a strategy is only sometimes ideal because there must be advantages and disadvantages. In using the strategy, the advantages possessed in increasing student enthusiasm and understanding occur more easily. The loss is something that cannot be avoided, so it is more to minimize this, such as from the effectiveness of time to ensure all students' conditions; it takes hard work to do it.

This is a common shortcoming in the strategies employed by teachers during online learning.

## **B. Discussion**

The purpose of this research is to explore the teaching process by English teachers during the covid-19 pandemic. The results of this study are presented in three main points based on the research questions. The points are; the teaching and learning process during the pandemic, the obstacles experienced by teachers and their strategies in teaching and facing challenges during online learning. This research cannot be definitive, but it is suggestive of some interesting insights into how teachers teach during the pandemic. In addition, based on the results of the interviews, all participants gave various responses to online learning that occurred due to the pandemic. They considered that online learning applications were carried out without proper preparation. The reason is urgent; abolishing offline learning and changing to online is inevitable. Initially, there were several obstacles in the implementation process due to the lack of preparation and facilities. In these conditions, online is the only choice for learning to be held, making teachers inevitably have to be able to use the various technologies needed to support online learning.

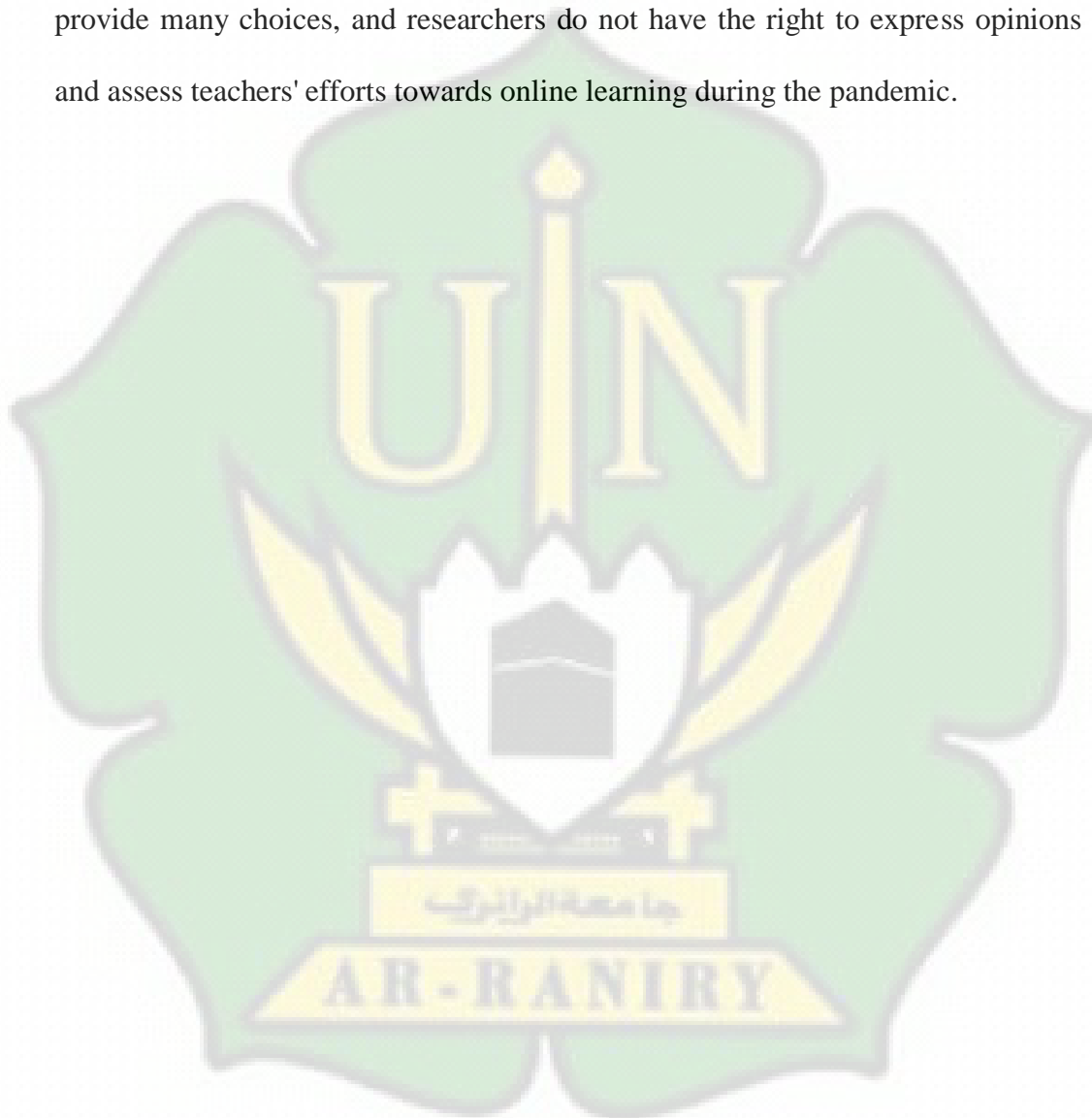
In addition, during the online teaching process, the teacher faces several conditions in the classroom which become obstacles in the teaching process, such as the availability of hardware or cellphones, signal support, students' understanding of using the requested application, interest and boredom arise due to the absence of real interaction between peers. Students as complaints from

parents of students conveyed to the school. The obstacles that occur have an impact on the delivery of material that is not optimal, and learning time is not effective.

Among all these obstacles, the teacher admits that this is a common problem which is also the responsibility of the teacher in several ways. With the increasing interest in learning and eliminating boredom, teachers try to use various strategies that are suitable for online learning classes. The lecture and discussion model learning method are a strategy that is said to be suitable for increasing interest in learning and eliminating boredom; considering the lecture method, the teacher tries to remind students, and with the discussion mode, the teacher invites students to get involved so that it can be seen how far students' understanding based on discussion occurs. Not infrequently, playing games and playing audio visuals such as films and videos are also done so that the class is again conducive and not monotonous.

After discussing the findings of this study, it can be said that this research has a new focus. Most of the previous studies paid more attention to students' perspectives on online learning during the pandemic. However, this study's results are similar to what was presented by Al Takhyneh (2018). He emphasized that the main issue that can become an obstacle to online learning is the readiness of both parties, both teachers and students, to integrate technology into learning. As part of the shift from in-person to virtual learning, teachers and students must first acquire the skills necessary to use technology for online learning. By understanding these fundamental problems, it can be said that what is conveyed

by the teacher in learning in terms of learning interest, giving material and assignments, there are no more obstacles that make the class abnormal. Even so, the efforts made by teachers are very good, seeing as this condition does not provide many choices, and researchers do not have the right to express opinions and assess teachers' efforts towards online learning during the pandemic.



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### A. Conclusion

From the conclusion of this study, the results are put into three points; the teaching and learning process during a pandemic, the obstacles experienced by teachers, and their strategies for teaching and facing challenges during online learning. The teaching and learning process during a pandemic includes conditions and changes made by the teacher. The changes that are felt are like those before face-to-face learning; during the pandemic, instead, teachers and students have to use technology as an intermediary/replacement for the classroom. Teachers who before were not required to understand the use of technology now have to change to be obligated to understand as a learning effort to keep going.

Then, the obstacles experienced by teachers during the pandemic varied, such as when implementing online learning, delivering learning materials and online learning strategies, assigning assignments to students, increasing student interest during online learning, and the emergence of student boredom during online learning. The unavailability of adequate facilities for schools and students causes the constraints. Schools do not provide technical guidance for teachers on any technology that can be used to carry out learning. Students' unavailability of devices such as cell phones or laptops is another obstacle. At the boarding school, rules apply for students not to bring these devices so that during a pandemic,



students are sent home to study independently based on the teacher's guide using the device. As for the devices available, not all of them are privately owned by the students but are on loan from their parents, so it is not uncommon for students to have to wait for their parents to come home before being able to use the devices for studying. Signal constraints are a central issue in online learning. Students come from various regions at this school, some of which are remote areas. The signal in several areas where students live, especially near the mountains, has poor or inadequate signal quality.

Furthermore, seeing these obstacles, various efforts are needed as problem solvers so that learning can run properly. The effort is by implementing various strategies owned by the teacher. The teacher tries to try several strategies that match the characteristics of online learning. In online learning that occurs suddenly, the teacher applies a strategy of using learning with teleconference applications to be able to interact directly with students during the learning process. With this strategy, it is hoped that the teacher can find out the constraints and understanding of students directly. In addition, the existence of boredom, which is an obstacle, can be immediately seen by the teacher. The teacher also uses a situational language teaching strategy to increase student motivation during this online learning. Even so, it is undeniable that the strategies that are owned are not as long as perfect. Of course, there are advantages and disadvantages, such as the advantage of being able to interact with students directly, asking what the obstacles are or what has not been understood, and attracting students' interest by being able to see each other during the learning process. The drawback is that

using this strategy is wasteful of time for things like preparing online learning, where the teachers have to make sure students have joined, prepare learning materials, and cannot determine whether students are listening or not because not all of them activate the camera during online learning via teleconference.

## **B. Recommendations**

Based on the results of the research and the benefits of the research, suggestions that can be conveyed by researchers based on the research that has been carried out are:

To the school and both teachers, the learning process during the Covid-19 pandemic at Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa (RIAB) was quite good. However, there were still gaps in the online learning process; teachers and parents lacked cooperation. It is recommended that communication be carried out, which can build cooperation so that the teaching and learning process can run smoothly. The lack of optimal online learning strategies is the lack of provision and understanding of the facilities needed. In this case, the researchers suggest that there is an understanding from the school to the teacher as a teacher and parents as facilitators for children's needs. Collaboration from various parties is needed here, such as helping each other so that the process of learning strategies during the Covid-19 pandemic can run smoothly.

In addition, even though this research only focuses on the perspective of English teachers on the teaching and learning process during a pandemic, it would be better for future researchers to conduct more relevant research. It could be

parents' perceptions of online learning, both in urban and rural areas. Then, all of these studies can provide a comprehensive picture of the implementation of online learning in Aceh.



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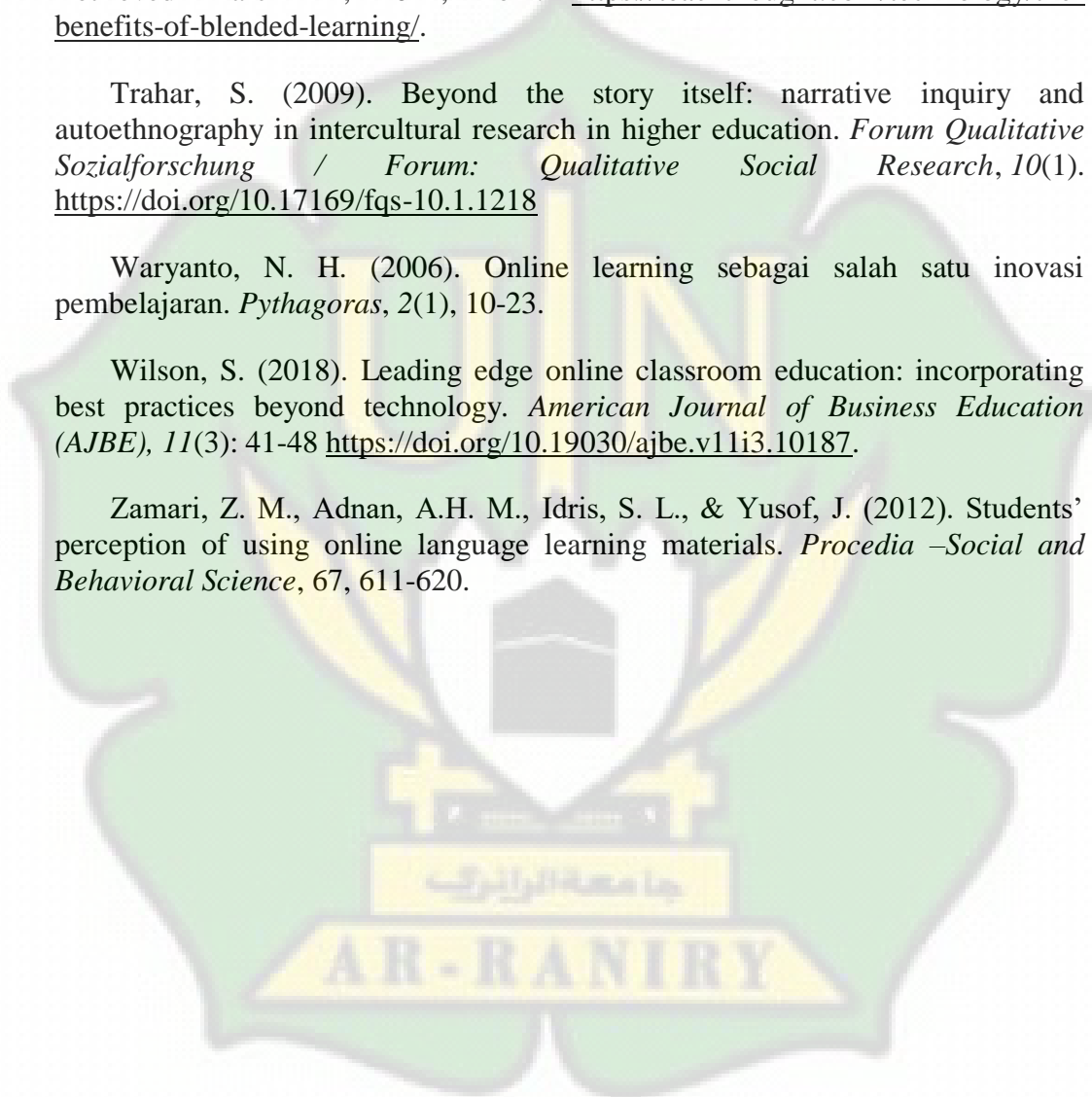
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## APPENDICES

**APPENDIX A Appointment letter of supervisor**

**APPENDIX B Recommendation Letter from *The Fakultas Tarbiyah dan Keguruan* to conduct field research**

**APPENDIX C Confirmation Letter from Department of English Language Education**

**APPENDIX D List of question Interview students'**

**APPENDIX E Transcript of the student's interview**

