

**ENGLISH TEACHERS' EXPERIENCES IN TEACHING
ONLINE CLASSES IN JUNIOR HIGH SCHOOL**

THESIS

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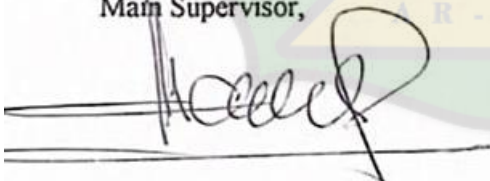
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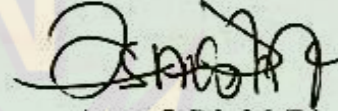
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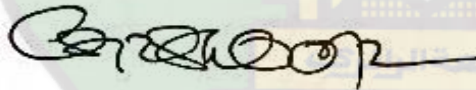
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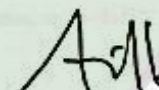
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English Teachers' Experiences in Teaching Online Classes in Junior High School

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. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



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ABSTRACT

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This research aims to investigate English teachers' experiences in online classes, which include challenges and strategies in teaching. The participants were purposively selected; they are English teachers who teach in junior high school and have experience in teaching an online class. The data collection was collected using a semi-structured interview. There were four participants were interviewed. From the interview results, there were several challenges in teaching online classes, such as lack of ICT skills, difficulty in selecting learning material, problems to choose the appropriate method, confusing in choosing teaching media, students' lack of motivation, internet connection, students' facility, students' lack of English background knowledge, and students' assessment. It also discovered the strategies for teaching online classes, including ICT skills training, delivering material using visual, audio, and audio-visual media, providing support facilities, and maintaining communication with parents.

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Banda Aceh
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CHAPTER I

INTRODUCTION

A. Background of Study

In Wuhan's seafood market, Hubei, China, toward the end of December 2019, an unusual virus was first discovered with various symptoms such as fever, dry cough, exhaustion, and early gastrointestinal symptoms (Huang et al., 2020). As confirmed by the WHO, it indicates a massive outbreak that has infected many people in many countries. According to the World Health Organization, Coronavirus (N-Cov 2019), an infectious disease caused by the SARS-CoV-2 virus, is the cause of this outbreak. The virus can spread from an infected person's lips or nose into microscopic fluid particles when they cough, sneeze, talk, sing, or breathe. Larger respiratory droplets to smaller aerosols are among the particles. As a consequence of this dangerous circumstance, social distancing has become one of the most efficient strategies for minimizing the disease from spreading through outbreaks (McMichael et al., 2020).

This global pandemic has disrupted people's regular activities, particularly those involving close contacts, leading to isolation as a precaution (Banerjee & Rai, 2020). One of the things that have been discontinued is education. As a result, the teaching and learning process, including English teaching and learning, has transformed from face-to-face to online learning.

English is the preferred foreign language in most of the world's countries. A third of the world's population or approximately 2 billion people speak English. It has been identified as a global lingua franca, which means that the language is used as a medium of communication between communities that speak vernaculars that are not mutually intelligible. Thus, English became a lingua franca because its use bridges linguistic and cultural divides and brings people together (Jenkins et al., 2017). Because most countries and people communicate in English, English teaching is critical to facilitating English learning for students at all levels of institutions.

In Indonesia, every student has to take English as a mandatory subject. In 2012, there were several arguments for and against removing English from elementary schools in Indonesia. According to Musliar Kasim, Deputy Minister of Education and Culture, reported on Kompas.com, English has never been a compulsory subject in elementary school but can still be included in local content or extra lessons (Prihatin, 2015). Since then, English has been excluded from compulsory primary school education in Indonesia and is only taught as an extracurricular subject (Zein, 2017). As a result, having English as a subject in elementary school is determined by each school's policy. Because not every elementary school decided to make English a mandatory subject for their students, teaching English in junior high school becomes difficult.

Teaching English in junior high school has been a requirement since the change in curriculum policy on English subjects at the previous levels of education. Not only because of the policy change but also because the shift from

face-to-face to online classes might challenge the teachers. Due to this case, teachers need to use the appropriate method to match the students' prior knowledge, which is weak knowledge of English. Furthermore, the teachers assume that English teaching-learning in face to face is a lot easier for both students and teachers because they can interact directly without unwanted interruption. It is in line with the opinion of Karuppannan and Mohammed (2020) that numerous direct interactions are demanded to assist the students in becoming fluent in English as the input of learning English.

Online learning is defined as learning experiences that take part in a synchronous or asynchronous environment using various devices such as mobile phones, laptop computers, and so on that have internet access. In these cases, students can learn independently and interact with instructors and other students from anywhere (Singh & Thurman, 2019). It entails providing a versatile system for students and teachers to carry out teaching and learning activities. Online learning is similar to traditional learning systems in that students must still attend class, learn the material, submit assignments, and complete group projects. While teachers continue to be facilitators who must design curriculums, maximize instructional quality, answer class questions, motivate students to learn, and grade assignments (Paul and Jefferson, 2019). All material, teaching media, and strategies must be prepared appropriately for online learning for students to use English as their soft skill to be skillful workers based on their major (Celik et al., 2018). A sudden change in teaching and learning style may cause issues and make learning more difficult. Both students and teachers may face difficulties and

challenges in online teaching and learning English. Because of the global pandemic, Covid-19, the online learning implementation of teaching English may not run smoothly (Kristina et al., 2021).

The transition from a traditional learning system to an online learning system may result in some educational changes, particularly in the teaching-learning process. These changes may have an impact on both teachers and students, who play the most important roles in the teaching-learning process. It is difficult for teachers to act as facilitators when implementing a new learning system. The difficulties can range from teachers' competency to the platform of teaching-learning.

According to Efriana (2021), one of the teachers' difficulties was a lack of ICT skills. She went on to say that the problems with online learning are caused not only by teachers but also by students and parents, such as a lack of support services. Furthermore, Daar (2021) conducted a study in which data was gathered by conducting interviews with participants at the MAN Ruteng, included issues of learning media and support facilities.

In a brief interview with one of the English teachers at SMPN 19, the result stated that they encountered difficulties in teaching English in online classes to first-year junior high school students. Furthermore, Suweca from SMPN 1 Amlapura mentioned that the most challenging aspect of teaching English online was pronunciation, writing, and reading. He added that these issues arose because the students never learned English in elementary school (NV, 2021). To learn more about these issues, the researcher will conduct a study called 'Challenges

and Strategies in Teaching Online English Classes in Junior High School' in Banda Aceh, Indonesia.

B. Research Question

In order to complete this research, the following research question must be addressed:

1. What are teachers' challenges in teaching online English classes in junior high school?
2. What are teachers' strategies in teaching online English classes in junior high school?

C. Research Aim

By following the research questions already mentioned above, the aims of the study are:

1. To find out teachers' challenges in teaching online English classes in junior high school.
2. To discover teachers' strategies in teaching online English classes in junior high school.

D. Significance of Study

This research is very significant for the teachers or instructors. Having knowledge and understanding of the challenges in teaching online English classes in junior high school will give a chance for the teachers to be prepared. They will set the strategies and prepare the instructional design appropriate to online

learning to overcome similar challenges to run the teaching-learning smoothly in online English classes.

In addition, the findings of this study are significant not only for the teachers but also for the students. The students need to be informed to prepare themselves for new coming circumstances. Getting information about the challenges of online English classes will benefit them in facing difficult situations and find the strategies to make learning English online more effective.

Last but not least, this research looks forward to furthering expectations. The researcher has in prospect this study will be valuable for future research on the challenges and strategies that English teachers experience when conducting online English classes. Moreover, hopefully, this study will serve as helpful reference material.

E. Research Terminology

To avoid misunderstandings about the terms, the researcher will explain the following terms:

1. Online Learning

According to Engelbrecht (2005), E-learning is an idea that employs information technology, for instance, the internet, Compact discs, mobiles, or even television, to provide distance teaching and learning. Koohang (2005) utter that E-learning is the process of transferring knowledge and education via various electronic devices. In this study, Online English classes are an English language

teaching-learning system that uses the E-learning style, which is opposed to the traditional learning concepts; it makes use of the internet and technical support.

2. Challenges in Teaching

According to Oxford Dictionaries, a challenge is defined as a difficult thing to deal with or understand. Meanwhile, Malone (1981, cited in Çalıkoğlu, 2019) stated a challenge is a "task" that requires effort but does not guarantee success. The researcher in this study employs the term challenges in teaching to describe and explain several intricate issues that English teachers face when teaching online English classes.

3. Strategies in Teaching

According to Athapaththu (2016), the term strategy is obtained from the Greek word *strategos*, which means planning to destroy enemies by effectively utilizing resources. Mintzberg (1994, cited in Nickols, 2008) defines strategy as a plan, a pattern, a position, and a perspective. The term "teaching strategy" is a technique used in the educational system, which refers to a plan for the lesson. This term is used in this study to describe teachers' strategies for dealing with the challenges of teaching online English classes.

CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of previous research on the related theories and literature to understand the question theoretically, which are challenges and strategies in online classes. It introduces the explanation of online classes in general, challenges, and strategies in teaching.

A. Teaching Online Class

Language has been known and used to communicate and interact in society and community. According to Martinez (2015), language is a technique used in a speaking activity. It represents a set of traditional techniques for defining the meanings. It is widely accepted that English is used as a language to communicate globally, with even more bilingual English speakers than first language English speakers. According to the British Council, English is spoken by 1.75 billion people or one-quarter of the world's population. English is not only used by native speakers but also by non-native speakers, giving English its identity as an international language. Non-native speakers now outnumber native speakers, and as a result, English increasingly belongs to the world rather than to any single country. It occurred as a result of seeing the application and use of English. It has social, political, and economic value as a global language (Crystal, 1997, cited in McKay, 2012).

As for the need for having English skills, English has become one of the most important languages to learn. In most countries, English is taught from primary schools to university levels. Based on teaching definition, teaching English can be defined as imparting information or skills about English by the teachers to the learners. Since English is an international language, the most fundamental goals of teaching English are to prepare the learners to use English globally, that is, to use English in all situations we encounter. Every country has English classes for its citizens. So far, teaching English has been interpreted in some ways since the role of English varies from country to country, depending on the political situation and acceptance by people with varying characteristics and proficiencies (Lin & Chien, 2010). English classes have been used in a variety of systems, including face-to-face and online classes. Because of environmental factors, many institutions and facilitators have shifted their English teaching-learning process from face-to-face to online English classes.

Online learning is designed to overcome barriers between educators and students, particularly related to time, space, conditions, and circumstances (Darmawan, 2014, cited in Prabawati, 2021). It refers to the process of using technology and information in the teaching and learning process. Other terms used to describe the use of online learning include virtual learning, e-learning, networking, distributed learning, and web-based learning. According to Kim (2020), online learning is a type of distance education that operates online by using the internet. It is a technology-based environment in which learners are required to have supporting learning tools such as computers and an internet

connection (Yusny et al., 2021). As a result of the above definition, we can conclude that online learning is learning that can be done anywhere and at any time, using media with internet access, technology support, and a system with no constraints. Since it has become popular and used in Indonesia since the pandemic, there are several things to be acknowledged and considered, such as advantages and disadvantages of online learning.

Online learning is the new learning system applied in Indonesia since the outbreak of pandemic, Covid-19. In this case, the teachers might face some problems in implementing online learning. There are several things to be concerned in online teaching, including the preparation, advantages, and disadvantages itself.

1. Preparation for Online Learning

Online learning must be prepared to produce the optimal results and outcomes. The researcher comes to two major conclusions about how to prepare for a successful online class.

a. Teacher's Competency

According to AR (2013), one of the human components in the teaching and learning process is the teacher, who plays a significant role in developing potential human resources. As a result, the teacher should consciously take his role and position himself as a professional expert. Before moving on to the term teacher's competency, the term competency must be defined clearly. According to the Oxford Dictionary, competency

is a noun with the definition "the ability to do something well." However, the term 'competency' derives from the Latin word 'competentia,' which means "is authorized to judge" or "has the right to speak." (Caupin et al., 2006, cited in Wong, 2020). Not only to comprehend its lexical meaning but also the concept of competency and what needs to be assessed to. Yuvaraj (2011, p. 3) stated that competency as "a person-related concept that refers to the dimension of behavior lying behind competent performer." Competence is a person-related concept that refers to the behavioral dimension that lies behind a competent performer. As a result, the term competency is used in this study to assess teachers' ability, oriented to the teachers in performing their tasks, in this case, online classes.

There is a general framework of professional competency for English language teachers that can be used to assess a teacher's competency. According to Selvi (2010)'s research, teacher competencies are explained in nine different fields, which are:

- Field Competencies
- Research Competencies
- Curriculum Competencies
- Lifelong Learning Competencies
- Social-Cultural Competencies
- Emotional Competencies
- Communication Competencies

- Information and Communication Technologies (ICT) Competencies
- Environmental Competencies

b. Teaching-Learning Media

The different implementation between online and offline classes may also result in differences in its components, such as teaching-learning media. According to Oxford Dictionaries, media is the plural form of the word medium, which means a method of communicating information to people. In the context of teaching and learning, media is a means of delivering information on a related topic to the learner to achieve the learning objective. According to Resti (2020), instructional media is a tool used by teachers to illustrate learning materials, and it is used to enhance children's thoughts, attention, and feelings to encourage the learning process.

There is also the notion that the benefits of learning media help to increase students' learning motivation. Sanaky (2009, cited in Puspitarani, 2019) expresses these benefits of learning media in four points; a) Using learning media makes the learning process more interesting, which leads to more motivated student learning; b) Can clarify learning materials so students can easily understand and master the learning objectives; c) The use of instructional media diversifies the learning process. The material is not only delivered orally, so students are not bored as quickly, and it is delivered more effectively and efficiently; d) Students listen to the

teacher's presentation while engaging in additional learning activities such as observing, doing, demonstrating, and others.

In this case, teachers should be attentive in selecting appropriate media for online classes, as technology is more likely to be incorporated into every aspect. Technology is used extensively in online classes. It is not only for entertainment but also as the main support in teaching and learning activities (Habibah et al., 2020, cited in Lusiana, 2020).

According to Adegbija (2012), the level of complexity of media determines its use. Kindle (1998), as reviewed by Fakogbon (2011, cited in Adegbija, 2012), classifies instructional media into three levels of complexity:

- a) Low Complexity: The key to this level is simplicity, and it does not require a power supply to function, such as handouts, writing boards, flip charts, and so on.
- b) Medium Complexity: Improving effects without requiring excessive technical hardware. Overhead transparencies, slides, audiotapes, and sound-amplifying equipment are examples of this media.
- c) High Complexity: The hardware required to use them for instruction necessitates a high level of technical expertise. Videotapes, CD ROMs, and computer graphics software are examples of media in this category.

Based on these assumptions, it is possible to conclude that the media of online classes has the highest level of complexity (high complexity), which is using of technology in teaching-learning activities.

2. Advantages

To overcome of these issues, there are several advantages and disadvantages to be considered in implementing online learning. According to Alodwan (2021), the advantages of online learning are classified into three categories: flexibility, and effectiveness.

a. Flexibility

The Oxford Dictionary defines flexibility as "the ability to change to suit new conditions or situations." In educational terms, flexibility refers to the learner's ability to modify their learning path as they progress to meet their interests and competencies. Every learner has a decision to choose the appropriate place and time to meet their needs as an individual learner. Smedley (2010) also stated that the adoption of e-learning provides institutions and their students or learners with a great deal of flexibility in terms of time and place of delivery or receipt of learning information.

b. Effectiveness

The effectiveness is the second advantage. Effectiveness is defined as the expected successful or positive outcome. In education, effectiveness is defined as a successful outcome related to the teaching-learning process.

There are various levels of effectiveness in online learning. For starters, it affects the learners' ability to retain information. Learners can keep the material for an extended period of time and use self-learning to seek information related to the material. Alodwan (2021) agreed that high grades and information retention were related to the effectiveness of online learning. As a result, the students achieve better results, such as high grades.

Another source of effectiveness in online learning is the use of the internet as a medium. The internet has proven to be an effective and accessible medium for learning. Websites contain a variety of media such as text, audio, graphics, animation, video, and downloadable software. Learners and instructors can engage in a "conversation" to exchange ideas in a specific field in addition to receiving learning material. Wagner et al. (2008) observe that online learning expands opportunities for interaction between students and teachers during content delivery. As a result, class participants can talk to one another at different times and respond to one another at their leisure.

3. *Disadvantages*

Meanwhile, the disadvantages in implementing online learning are also divided into three categories, which are communication, limitation, and authenticity.

a. Communication

Interaction in a social context is the most common definition of communication. This interaction takes place between the sender and the receiver on whom the message is dependent. According to Giffin and Patten (1976), cited in Fatimayin (2018), communication is both the process of creating and ascribing meaning. The feedback or receiver response is the goal of communication, which is the exchange of ideas between sender and receiver.

Communication occurs in this context between teaching-learning participants, including both the teacher and students. Students' social and communication skills are negatively impacted by online learning. Students who are socially isolated may experience communication problems, such as psychological issues. As a result of the abruptly imposed social isolation, students have suffered from a lack of social interactions, motivation, and mental health issues such as boredom, loneliness, and anxiety (Leal Filho et al., 2021).

b. Limitation

The second advantage is the limitation. In this category, the limitation of online learning comes from many aspects, such as the learning process, technical support, and ICT skills. The transmission of face-to-face learning to online learning makes the learning process completely different. Even though internet-based supports the learning material, it does differently in the teaching-learning process. The learning process is much easier with the

use of the face to face encounters with the instructors or teachers (Arkorful, 2014). Selected teaching methods and other obstacles, such as students' interests, can affect the teaching-learning process and lead to bad outcomes.

Moreover, technical support is also one of the issues in implementing online learning. It is required for both teachers and students (Sirkemaa, 2001, cited in Nawaz & Khan, 2012). Teachers need technical support to ensure they have the resources and skills to integrate technology into their classroom practices. For students, technical support aids in the knowledge and skills required to fulfill their specific curriculum requirements (Valdez et al., 2004, cited in Nawaz & Khan, 2012). Both teachers and students may face some obstacles in the teaching-learning process because of terrible technical support, such as heavy use of some websites.

c. Authenticity

According to Habiburrahim (2015), the internet and other search engines have evolved as beneficial tools for students to find brilliant reading materials online, such as thousands of books, articles, reports, and other documents. Even though it seems advantageous in teaching-learning activity, using the internet in online learning may also be misled into piracy and plagiarism as a result of poor selection skills and the ease of copying and pasting. According to Statistics Indonesia (2020), cited in Amanta and Azzahra (2021), the proportion of Indonesian students aged 5–24 years who have Internet access has increased substantially, from

33.98 percent to 59.3 percent. Children and adolescents account are more than a quarter of Internet users (25.5 percent). It allows students to find irrelevant information and complete assignments that are not authentic, such as cheating and plagiarism.

B. Challenges in Teaching Online Class

According to the definition of challenge in the Britannica dictionary, it is defined as a difficult task that is difficult to complete. The challenges are found by facing any situation without finding the result instantly because of some obstacles. Furthermore, According to Kahney (1993, cited in Holth, 2008), when you have a goal that is obstructed for any reason - lack of resources, lack of information, etc. - you face challenges. It concludes that the challenge is when a person faces any situation to meet the goal but gets blocked by some obstacles in completing the task.

Many fields, including education, have challenges, such as teaching and learning. Teaching challenges have two aspects: the component aspect and the interaction between those components. Furthermore, the learning objectives, teachers, lesson planning, instructional media, learning approaches, and learning evaluation are included in component aspects. Meanwhile, component interaction is synergy, dynamic, or synergy and dynamic (Hamalik, 2013, cited in Kunarsi, 2021). It concludes that teaching a language, English, which has the identity of an international language, and a foreign language in Indonesia might give a chance for English teachers to encounter some obstacles. These are several challenges in teaching online classes:

1. Lack of ICT Skills

The first teaching challenge is having a lack of ICT skills. Technology (ICT) has become the mother of all inventions because it reaches every area of human existence, from production to retail to waste disposal. Understanding ICT and mastering the basic skills and knowledge of ICT are now considered core competencies in many countries, along with reading, writing, and numeracy. ICT demonstrates its effectiveness in every aspect of human life, which refers to technologies that provide information access via telecommunications. Since the teaching-learning system transformed from face-to-face to online classes, which need technology to run the classroom, the ICT skills have become the most crucial thing to be owned by both teachers and students, especially the teachers. Virgiyanti et al. (2016) said that the teacher should emphasize pedagogical and personal skills, one of which can use technology to support the teaching-learning process. According to Efriana (2021), one of several teaching challenges in online classes is teachers who lack ICT skills. It demonstrates that teachers are unable to possess and run the classroom using technology due to a lack of ICT knowledge. This case may present numerous challenges during the teaching-learning process. Habibu, Taban, and Mamun (2012) discovered that teachers who are lacking of training are rarely seen using ICT in the classroom, which stems from teachers' aversion to using technology in the teaching-learning process.

2. Difficulty in Selecting Teaching Content

The second teaching challenge is the content. The content that is presented to the learners is chosen, which has an impact on the learning process itself.

Teaching materials are essential for carrying out the teaching-learning process. It has been used to engage the learning process, including a guideline for the teachers, the students, and an evaluation tool (Sulistiyowati, 2009). The teaching material is linked to other aspects that participants, particularly teachers, must master. According to Yaumi (2013), instructional material used in the teaching-learning process does not always have been through a systematic development process. Because not all content is appropriate for the given time, teachers' skills and preparation are required to teach the learning to meet the learning objectives.

3. Problem in Choosing Teaching Method

The third challenge is the method. The method is a term of Greek origin, “*methodos*” (*metha* means *through*, and *odos* means *direction, road*), and it can be translated as *the way to* (Landøy et al., 2020). In teaching and learning terms, the method is the methodology used by the teacher to assemble and implement a variety of educational means and activities to achieve specific goals. Yusri (2015, cited in Setiowati, 2020), some teacher's problems in teaching and learning methods, among other things, selecting methods that are less relevant to the objectives of the lesson and subject matter. To get rid of these problems, teachers should use a different method in the teaching-learning process. Using the variation method can influence students' interests, which can help the teaching-learning process produce the best results.

4. *Selecting Teaching Media*

The next challenge is selecting teaching media. Teaching media has an essential role in the teaching-learning process, which becomes a part of achieving the learning objectives. It is needed as the media to deliver the teaching material by the teachers to the students. According to Bakri (2011), media is the plural form of medium, which comes from the Latin word *medius*, "middle." The word "medium" has the function of a noun in the Oxford dictionary, which defines it as a means of communicating information. Thus, teaching media is defined as a method of transferring or delivering a message related to educational purposes, which is learning information for learners. The same as the teaching method, the teaching media can vary. According to Sahid (n.d), teaching media can be classified as follows:

- a. **Visual media:** information that can only be seen and read. E.g. Picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. **Audio Media:** information that can only be heard. For instance, a radio, a tape recorder, a language laboratory, an MP3 player, etc.
- c. **Projected Still Media:** media that requires a projector to display information about a still image or writing. For example, a PowerPoint slide, microfilm, and so on.
- d. **Projected Motion Media:** media that requires a projector to display information about a motion picture or writing. For example, film, television, video (VCD, DV, VTR), computer, etc.

According to Lusiana (2020), there are several criteria for choosing an effective learning media, which are:

- 1) The intended use. It can refer to learning objectives such as cognitive, affective, or psychomotor domains or a combination of all three.
- 2) Target media users by examining student characteristics.
- 3) The characteristics of the media by examining the benefits and drawbacks of learning media
- 4) The amount of time required to create the learning media.
- 5) The cost because learning media are costly and not always effective for students.
- 6) The accessibility and ease of obtaining and utilizing learning media.

5. *Students' Motivation and Interest*

Another challenge comes from the students, a lack of motivation. A different teaching-learning situation, which is an uncomfortable environment, may affect students' interest and lack of motivation. According to Dahliana (2019), having a good class conditions is essential because it helps the students to think, share their ideas, and be highly motivated. Furthermore, Efriana (2021) found that students were less enthusiastic about learning in an online class. The less concern of students in learning may affect students' understanding. It is in line with Nugroho, Ilmiani, and Rekha, 2020, that a significant problem that needs to be solved is a lack of student motivation, which leads to students' understanding. Finally, students' motivation and interest can be a problem in teaching English in online

classes. If students are unconcerned about the importance of learning, they may have a poor understanding and outcomes.

Teaching English problems arise not only in the face-to-face teaching-learning process, but also in the online learning system. According to Husna (2021), the challenges of teaching English online are similar to those of face-to-face instruction. She stated that teachers, students, and the situation all have an impact on these difficulties. The abrupt transformation of the learning system poses new challenges to the teachers, particularly when dealing with a shorter duration in the online learning process.

C. Strategies in Teaching Online Class

The term "strategy," which is now widely used, was first used to describe military affairs in Europe at the beginning of the 19th century. The word "strategy" is now commonly found and used in different fields, and its meaning has evolved significantly since then. According to Oxford Dictionaries, strategy means a plan designed to achieve a specific goal. In education terms, strategy is needed to reach instructional objectives, called teaching strategy. In teaching, teachers need to set the strategies to aid the students learning. According to Lawton (cited in Sarode, 2018), a teaching strategy is a generalized plan for a lesson(s) that includes the structure of desired learner behavior in terms of goals of instructions and an outline of planned tactics required to implement the strategy. Thus, teaching strategy is used by teachers in the teaching-learning

process to achieve the learning objectives. Regarding the challenges mentioned previously, these are the strategies to minimize and overcome the obstacles in teaching online class:

1. ICT Skills Training

The first point to overcome difficult situations related to challenges is ICT skills. To solve the challenges of a lack of ICT skills, the teachers need to have sufficient experience and knowledge about ICT; training can be the solution to improve their ICT skills. Training is defined as a planned process that uses learning experiences to modify attitude, knowledge, skill, or behavior to achieve effective performance in an activity or range of activities (Milhem et al., 2014). Training is intended to boost productivity, motivate, and inspire employees (McClelland, 2002). In this case, teachers need the preparation to face the challenge that might come, especially in the upcoming teaching style. The teachers have to attend ICT training to improve their skills in technology. There is a significant difference between the teachers who have and have not been trained with ICT in conducting the teaching-learning process. Alazam (2012) discovered that teachers who did not participate in any ICT course had lower ICT skill scores than those who did.

2. Selecting Appropriate Teaching Content

The second strategy is related to the teaching content. According to Haidir and Salim (2012), source selection is one of the parts of teaching strategies. It

should fulfill the needs of teaching-learning itself, especially the instructional goals. It has been extensively acknowledged that the material is necessary for language teaching and learning (McGrath, 2013). There are several things to consider in selecting material as teaching content: 1) assists the learner in developing cultural awareness and sensitivity, 2) reflect the reality of language use, 3) assist learners in learning in ways that are similar to the circumstances in which they will have to use the language, 4) Assist learners in developing readiness to learn (for example, by drawing their attention to the gap between their use of a communication feature and the use of that feature by proficient users of the language or by involving learners in a task that requires them to learn something new to succeed), 5) Achieve affective engagement (Tomlinson, 2011, cited in Gailea et al., 2018). In this case, the teachers should research and be conscientious about what suits best for online language classes to meet the learning objectives and overcome some challenges in teaching English online. The teaching strategy for selecting the content or source for language teaching should pass several criteria. Furthermore, it should consider the situation of the teaching-learning process, whether face-to-face or online classes.

3. Selecting Effective Teaching Method

The third teaching strategy is related to the method. Teaching challenge also arises from the teaching method by selecting the wrong technique. According to Dotse (n.d.), a teaching method is a procedure, technique, or way of teaching that is pursued with the specified plan. It refers to a general concept or pedagogical

used in the classroom. To overcome the challenge of applying the teaching method, the teachers can use the strategy by adopting an appropriate teaching method. In finding the right teaching method that suits the situation, whether face-to-face or online classes, the teachers can follow some criteria in selecting the teaching method suggested by Al-Faraji (2017, cited in Al-Rawi, 2013). Those criteria follow: a) To what extent the method is suitable with the allowed time. b) To what extent the method gives a chance of learners' participation. c) To what extent the method gives a chance to exchange ideas and expertise. d) To what extent the method gives a chance to implement the real life experiences. e) To what extent the method gives a chance for self-development. f) To what extent the method gives a chance to the learner to be cooperative. g) To what extent the method gives a chance to the learner to be self-assessor. h) To what extent the method makes the learner more enthusiasm and responsive. i) To what extent the method gives a chance to correlate between different topics. j) To what extent it is able to organize groups. . To what extent it deals with personal differences. k) To what extent it's flexible in tracing. l) To what extent the method uses the new educational technology. m) To what extent the method use the online teaching. Therefore, after looking at some criteria and suiting them with what situation the teacher might have in meeting the learning objective, the teacher can also review the strengths and weaknesses of each model of teaching method, especially the best one for online classes.

D. Previous Studies

The first previous study was conducted in 2021 by Efriana. The goal of this study is to examine the online learning challenges faced by EFL teachers, students, and students' parents during the Covid-19 pandemic, as well as potential solutions. Research data sources are gathered through textbooks, either in print or online, or through the library research method. According to her research findings, EFL teachers face three challenges when it comes to online learning. Understanding the subject materials, teachers' ICT skills, and learning control limitations are among the issues. These various issues can be addressed by implementing several of the previously mentioned strategies, such as preparing learning materials, using a simpler platform, and attempting to communicate with students or their parents.

The second previous study was conducted by Daar and Nasar in 2021. This study used interviews, observation, and documentation to research the challenges faced by the teachers at MAN Ruteng. It discovered two issues: the learning support facilities and the students' location. One of the learning support facilities is the lack of smartphones and laptops as learning media. Furthermore, the issue stems from the student's residence, which lacks internet access.

Those previous studies discuss the difficulties that teachers face when conducting online learning. Even though this study has the same topic as previous studies, this study fills the gaps that are explained in three points. The first is the location, which is done in Banda Aceh because previous studies were done elsewhere. The second is to compare three different schools based on their

accreditations. Furthermore, the first research was conducted using the library research method, while the second research was conducted in a senior high school. To fill this gap, the purpose of this study is to discover the findings at a lower level, which is junior high school.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research location and sample, sampling technique, instrument, data collection, and data analysis.

A. Research Design

The researcher would like to explain the research type that is used in this study. There are three types of research: qualitative research, quantitative research, and mixed research (Creswell, 2008); this research uses the qualitative research.

According to Creswell (2012), qualitative research is typically used to establish the significance of the central idea, as well as to investigate the problem and develop an understanding of small individuals in social problems. Therefore, a qualitative approach was used to investigate the phenomenon in order to comprehend the practice and behavior in a real social situation for the problem of small individuals. This study is oriented on the phenomenon experienced by the teachers, which is about online classes. Thus, this study chooses to have phenomenological research. The phenomenological research is associated with some approaches, which are then applied to single cases or to carefully selected samples. Individual studies of this type make it easier to identify issues that demonstrate discrepancies, failures, favorable inferences, and attention to specific situations while conducting management research (Groenewald, 2004, cited in

Greening, 2019). It is suitable to be applied to this study because it studies teachers' experiences with the challenges they face in having online classes.

B. Research Location and Participant

This study was conducted in two junior high schools in Banda Aceh, including SMPN 19 and SMPN 5. These schools are selected based on the value of accreditation, which is accredited by the National Accreditation Board of School/Madrasa (BANS/M). The National Accreditation Board of School/Madrasa (BANS/M) is an agency that oversees school/madrasah accreditation. According to Law No. 59 of 2012, BAN-S/M is an independent evaluation body that determines the feasibility of formal education programs and units for primary and secondary education using the National Education Standards as a guide. Accreditation is performed under Law No. 20 of 2003 to determine the feasibility of educational programs and units. This agency is responsible for developing operational policies, disseminating policy, and implementing school/madrasah accreditation, as outlined in Permendikbud Number 59 Article 9 paragraph (1). BAN-S/M describes its functions to accomplish this task as follows: a) Formulate policies and establish school/madrasah accreditation; b) Formulate criteria and instruments for school/madrasah accreditation to be proposed to the Minister; c) Carry out socialization of policies, criteria, and school/madrasah accreditation instruments; d) Carry out school/madrasah accreditation; e) Evaluate the implementation and results of school/madrasah accreditation; f) Provide recommendations on the follow-up to the results of accreditation; g) Announce the results of school/madrasah accreditation

- nationally; h) Report the results of school/madrasah accreditation to the Minister;
- i) And carry out the administration of BAN-S/M.

SMPN 19 is one of the most popular schools in Banda Aceh. This school operates a full-day school system from Monday to Friday, with scouting activities on Saturdays. It also has a dormitory system in place, with religious activities taking place at night. This school is well-known for its accomplishments, both academic and non-academic. So it is no surprise that this school is in high demand among students and parents who want their children to attend. This school also has competent leaders, teachers, and educators, which aids in the evaluation of school accreditation. As a result, it holds the top spot with the highest accreditation score, 96.

The second school is SMPN 5, located in Lambung, Meuraxa subdistrict, Banda Aceh. This school is accredited by B and scores 82, the lowest on the list. The principal is Nurhayati. This school offers full-day instruction six days a week. It has approximately 200 students and 17 teachers with a bachelor's degree or higher. It only has eight classes because it has fewer students than other schools.

Research participants in this study were 4 English teachers from Junior High Schools in Banda Aceh who met the following criteria: 1) Teaching the first-grade students in Junior High Schools; 2) have the experience in teaching face-to-face and online classes; 3) have a minimum ten years teaching experience. It is mentioned in the criteria that these participants should be the English teachers who teach the first-grade junior high school students due to related research problems.

The researcher collects the data from these teachers, who serve as the study's source and subject. Purposive sampling is utilized to create the sample for this investigation. A purposeful sampling technique is a sampling strategy that rationally reflects the participants. Purposeful sampling, according to Patton (2002), is a technique widely used in qualitative research for identifying and selecting information-rich cases to make the best use of limited resources. This entails locating and selecting individuals or groups of individuals who are highly knowledgeable about or experienced with a phenomenon of interest (Creswell & Clark, 2011). As a result, the researcher used a purposeful sample strategy to select and identify participants based on the criteria established by the researcher.

C. Data Collection

The researcher will use an interview to collect data, which is a semi-structured interview. Babbie and Mouton (2011, cited in Hofisi, 2014) define a qualitative interview as an interaction between an interviewer and a respondent in which the interviewer seems to have a strategic framework of inquiry but does not have a specific set of questions that have to be asked in specific words and in a specific order. A semi-structured interview is similar to a structured interview, but the researcher can ask follow-up questions. The advantages of using qualitative interviews include a higher response rate, high reliability, and the ability to explain or clarify questions. This is in line with Lune and Berg (2017, cited in Ahlin 2019), that describe semi-structured interviews as a monologue on the research topic. Ravitch and Carl (2015, cited in Ahlin, 2019) clarify that the interviewee is unimpeded in expressing their views on the subject, and the

conversation is free to flow and evolve beyond the existing structured survey question format. Interviews are conducted for about 30 minutes for each participant, and the questions are written in the first language, Bahasa Indonesia. It aims to avoid misunderstandings and to obtain accuracy in participants' answers.

D. Data Analysis

Following the framework of qualitative analysis developed by Miles, Huberman, and Saldana, the data analysis process was divided into three stages: data reduction, data display, and conclusion drawing and verification (Miles et al., 2014).

1. Data Reduction

First, a large amount of data needs to be organized and meaningfully reduced or reconfigured. Miles defines data reduction as the process of selecting, focusing, abstracting, and transforming data. In this case, the researcher chose data from interviews with English teachers. The data was analyzed to determine the most important information, select the data, and arrange them into the proper format so that it could provide meaningful results and conclusion.

2. Data Display

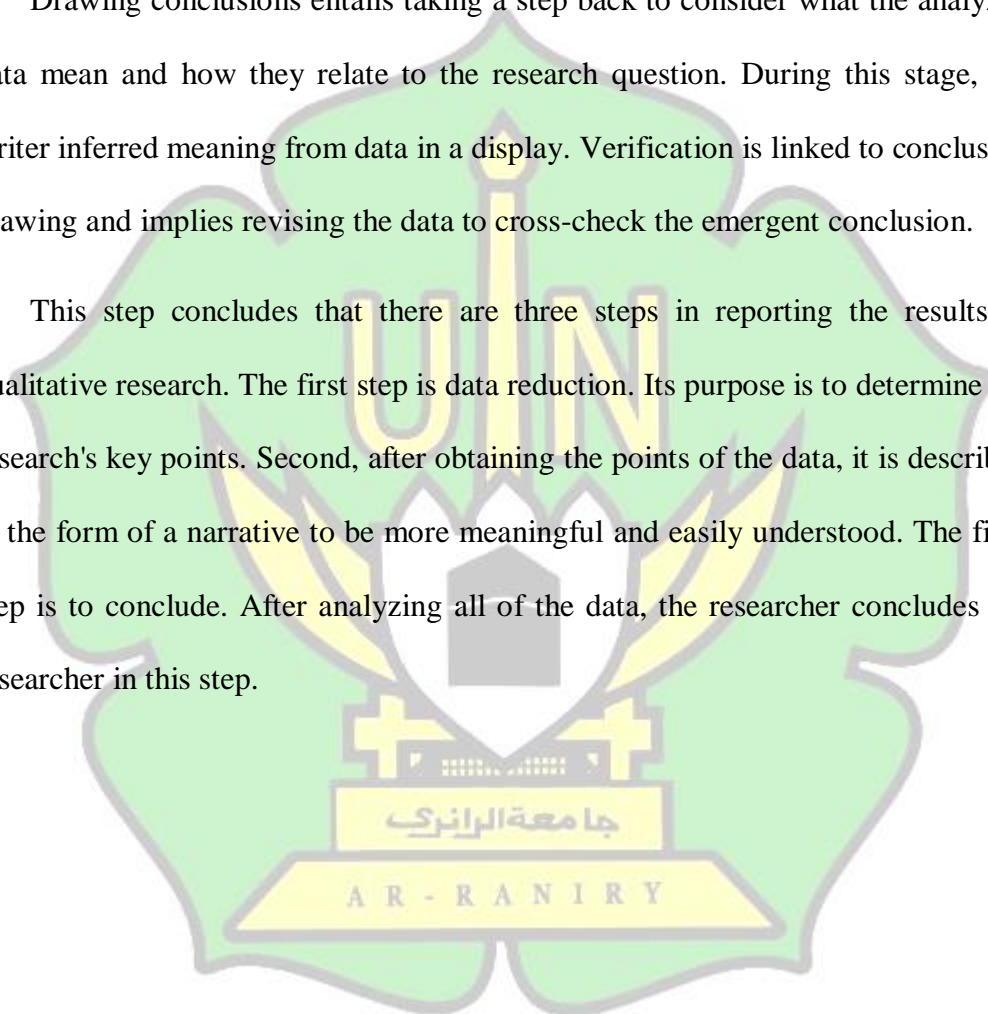
The second stage of Miles' qualitative data analysis model is data display. This stage provides an organized and composed selection of information that allows the researcher to conclude.

The researcher displayed data that had been reduced in older versions to aid in data interpretation, which were the essential categories of challenges and strategies for teaching online classes.

3. Conclusion Drawing and Verification

Drawing conclusions entails taking a step back to consider what the analyzed data mean and how they relate to the research question. During this stage, the writer inferred meaning from data in a display. Verification is linked to conclusion drawing and implies revising the data to cross-check the emergent conclusion.

This step concludes that there are three steps in reporting the results of qualitative research. The first step is data reduction. Its purpose is to determine the research's key points. Second, after obtaining the points of the data, it is described in the form of a narrative to be more meaningful and easily understood. The final step is to conclude. After analyzing all of the data, the researcher concludes the researcher in this step.



CHAPTER IV

FINDING AND DISCUSSION

This chapter shows the research findings based on data collection. It is meant to provide answers to the research questions. The research aims to discover the challenges English teachers face when teaching online classes and how they can overcome these situation using strategies.

A. Findings

The researcher discusses the findings of interviews conducted to discover the challenges English teachers face when teaching online classes and how they deal with these situations. A semi-structured interview was used to collect data and was conducted on December 1st and 2nd, 2022. Four English teachers from two junior high schools in Banda Aceh participated in the study.

These findings are divided into two categories based on research questions; (1) English teachers' challenges in teaching online classes (2) English teachers' strategies to overcome those challenges. The researcher assigned each participant a particular code, such as T1 for teacher 1, T2 for teacher 2, and so on.

1. Challenges Teaching Online Classes

a. Lack of ICT Skills

Online classes mean the teaching-learning process conducted by using technology. Therefore, it requires teachers to have adequate skills

in using technology. Based on the conducted interview, it was found that two teachers faced difficulties in using technology while the other two teachers did not see it as a challenge.

T3 said that:

One of my weaknesses is in using technology. Maybe it wouldn't be a problem if it happened to the younger teachers, but for a teacher like me who isn't very in tech, this is a problem. This problem was at the beginning of the pandemic, like 1-2 months were the most difficult for me because I had to adapt to this new system.

T4 also said that:

Yes, of course, there was an obstacle to using technology because of the change from face-to-face classes to online classes. I faced difficulty using the application because I had never used it before the pandemic.

Based on the statements above, it is possible to conclude that 50% of the participants had difficulty using technology. It is thought that having adequate ICT skills is essential for online classes because online teaching-learning systems require teachers and students to use technology, especially teachers that have a substantial part in the teaching process.

b. Difficulty in Selecting Learning Material

The researcher discovered that all participants gave similar answers during the interview, indicating they had difficulty selecting learning material for online classes. These statements prove it:

T1 stated that:

Honestly, it was quite hard to choose learning material. Not because it was unavailable but because we had to eliminate which materials students could understand, in other words, which was easier. We had limited time to teach, so we had to decide the best one. Sometimes I

gave them the link from YouTube, but also I created a video of myself explaining the materials.

In addition, T2 said that:

Yeah, it was difficult to choose the materials because the class duration was shortened. Also, the students did not enjoy online classes, so I had to choose the easiest one. I usually took some videos from YouTube to make it easier.

Futhermore, T3 said:

Well, it was not too difficult. Because the government told us that we did not have to complete all learning objectives, but I still found a challenge because I had to cut off the materials. Besides just taking a video from YouTube, I also had a YouTube channel, so they could watch my video explaining the topic.

Moreover, T4 also said that:

It was difficult for me to select learning materials because I could only deliver the main point of basic competency. As a result, it was unable to meet the learning objectives. I posted the materials to the platform we used, and I also provided several link of video from YouTube.

According to the answers above, all teachers agreed that selecting learning media was difficult. It was challenging because they had to cut off and decide on essential topic to teach. It occurred as a result of the shorter duration of online classes.

c. Problem to Choose Appropriate Method

All participants discovered the problem in using the teaching method in the online class. They all agreed it was challenging because they couldn't use multiple methods. Group work was not used because the students could not physically meet to work together. They also stated that they used the conservative teaching method or the teacher-centered approach when teaching online classes.

T1 said that:

"It was challenging because I could not use other methods, such as group work, role play, and so on. So it was monotonous and affected the class situation."

T2 also argued that:

"I did not apply the same method because the students could not work as a group. As you know, when having face-to-face classes, teachers can use group work and so on. But with all limitations in the online class, I had to use a conservative teaching method with me as the speaker, or you could say it was teacher-centered."

T3 added:

"Well, the situation was so sudden and not well-prepared. So when it came to the teaching-learning process, I used teacher-centered. The students could ask what they did not understand, and after that, I had to explain to them. So it was very conservative."

T4 also said:

"I could say it was so monotone in the online class. It was not effective if I used games and so on. So I could only deliver and explain the material. When they did not understand, they could ask me at any time. So, it was no variation of method applied."

It can be concluded that all teachers used the same teacher-centered method. It was due to the limitations of various aspects in online classes.

As a result, they were unable to use a variety of methods.

d. Confusing in Choosing Teaching Media

It was discovered that teachers had few difficulties using media to teach online classes. Every teacher used the media recommended by their school. However, in some cases, they had difficulty selecting various media to provide extra material and interact with their students. Each teacher made the following statements:

T1 said:

"It was not that difficult because we all used the same media for an online class. But, besides that, I personally also used WhatsApp to

interact with my students. They could use it to ask me about the material they did not understand. So, I considered that as teaching media also."

T2 also said:

"I used many teaching media. But mostly I used the one suggested by the school, because all teachers used that, such as Belajar Pedia and SEON. But I also used Google Forms for assigning the quiz to my students."

T3 said:

"It was an application from school, SEON. But, other than that, I also used WhatsApp, Zoom, and Google Forms to deliver and assign the materials and tasks."

T4 said:

"I used e-learning at that time. Other than that, I also used WhatsApp to interact with my students. Some students were curious, and they could ask me about the materials. Also, they sent their assignment using WhatsApp."

e. Students' Lack of Motivation

All participants had the same answers to this challenge. They all agreed that most students lack motivation in an online classes. It was a challenging situation for the teachers to teach in less motivated classes.

T1:

"Many students were absent and not enthusiastic to learn through online class. It was challenging for me as a teacher to gain their motivation in learning."

T2:

"The students were mostly passive and felt bored in online class. Maybe it was because the absent of real class situation. Some students were also mostly silent during class, and felt like there was none responsibility to learn. Also, it was hard for them to listen and speak through online class"

T3:

"They were not interested in learning English through online class. They did not even respond anything during class because they were not really into the online class."

T4:

“First of all, English was not their favorite subject. The students were mostly unmotivated in learning English through online learning. It was hard for them to understand the topic, especially the first grade students.”

f. Internet Connection

The connection issue was discovered in the online class. It happened not only to the teachers, but also to the students. All participants agreed that the internet connection was the most important aspect of the online class because it could not be run without one. Their responses regarding internet connectivity are as follows:

T1:

"It was hard to teach if it came to internet connections. Internet connection problems kept happening to the online class, even though we had WiFi at school, and the students used WiFi and personal data cellular at home."

T2:

“Yeah, there was an internet problem. Even though it did not happen to me, it happened to the students. For example that the delays of video and audio during the synchronous meeting. It annoyed the class and consumed a lot of time. In fact, during online classes, we did not have much time to interact. It was an external problem, and we could not control it. So no one had to be blamed in this situation.”

T3:

"It was difficult to teach when students were absent because of an internet problem. It happened because some of them lived in an area that did not have an internet connection. Some students also had WiFi and Data Cellular, but the signal was lagging."

T4:

"Well, internet problems of students. I did not experience many problems with the internet connection because I used WiFi from school. The only problem was the poor signal. So, it affected the whole class, such as the delay in delivering materials. But several

students lived in areas without the internet, so it was a problem to submit their tasks. It also affected me as the teacher to get their assignment.”

g. Students’ Facility

The challenges are brought up not only by the teachers but also by the students. Participants also mentioned that the students' facility was a problem for teaching an online class. It was found that many students did not have the facilities for online learning, such as smartphones and laptops.

T1:

"Some students also could not join the class in the right time because they did not own smartphone. They used their parents' phones or laptops. So mostly students submitted their assignment at night after their parents be home after work."

T2:

"Several students did not have enough facility to learn. They did not have smartphone because of several factors. Some of them had smartphone or laptop, but they had to share it with their siblings to attend the online class also."

T3:

"Some students told me that they did not have laptop to join the class. They also told me that they had to wait their parents back from work, so they could use their parents' phone to see the materials and assignments."

T4:

"Many of my students did not have enough facilities because they had to use it together with their siblings. So it was a problem because they were absent and late to attend the class"

h. Students' Lack of English Background Knowledge

It was also found that the teachers faced difficulties in teaching the first grade students. They said more than 70% of students had little knowledge of English. They said:

T1:

"Also, it was challenging to teach them through online class because they had very little knowledge of English. I had to teach all the basic knowledge. I think they should have been prepared to get higher level of English in Junior High School. But we could not do anything, because it was not their fault."

T2:

"I could say it was about 70-80% of students knew nothing about English. It was because most of them did not have English in elementary school. We could not blame them, only if they had interest and willingness could help them understand English faster."

T3:

"It was harder to teach first grade students. They did not even know how to pronounce easy words. I had to teach easy vocabulary. How could we possibly meet the learning objective if they did not even know the vocabulary."

T4:

"Yeah that was a problem also. It was already hard to teach them in face-to-face. So I could say it was harder in online classes. They were silent and too shy to speak. Maybe also they did not even understand the basic of English, only for some that took English course outside schools understood better."

i. Students Assessment

The teachers experienced the same thing in assessing students' tasks. They said it was hard to assess because their answers of assignment were less of validity and reliability.

T1:

“I did not believe that they did the assignment by themselves. So it was hard to assess their assignment. Because some of them did not even read the materials, they directly jumped to do the tasks”

T2:

“In online class, we were not able to know which the students did their assignment by themselves. We could not know it was full of honesty or no because it was common situation that the parents did their kids’ tasks. I could say it was just 30% of them doing it by themselves because they had very little knowledge of English”

T3:

“It was hard to believe that they did it all by themselves. It was proved that when we had face-to-face class after online class. Some students who got high score in online class did not get the same achievement in face-to-face class. Maybe there was some situation where the parents should have supervised and guided their children ended up with doing their tasks. As a result, their kids know nothing at real class situation.”

T4:

“I absolutely do not believe that all their assignment were real. I mean, they did not do it because most of them had little knowledge of English. I could say this was because they did not have English subject in Elementary school.”

2. *Strategies Teaching Online Classes*

a. ICT Skills Training

The participants used several strategies to overcome the obstacles in teaching an online class. ICT skills training was one of the strategies they used in teaching an online class. All the participants gave similar answers, those are:

T1:

"The application was made by our operator. There were two days of training for the teachers to use this application. So, it helped us to use this application in the online class. We were trained

professionally to input the material and assess the students' assignment."

T2:

"As I recall, there were training days for the teachers to use the application. I could say this is a strategy for our ICT skills. Also, whenever we had a problem using the application, our operator was ready to help us."

T3:

"Well, there was training for us to use the application. Besides that, I was also initiative to try it myself. I also tried to watch some videos related to using the digital platform to solve my problem in ICT skills."

T4:

"There was training for teacher to use digital platform, and also the helps from MGMP teachers. We had meeting twice a month to evaluate and help each other to improve our ICT skills, especially for online learning"

Based on the statements above, it is clearly said that they applied the strategies to improve and help them in conducting online classes. They all got trained at school to use digital platform for online classes. Not only training but also self-learning was implemented.

b. Providing support facilities جامعة الران

Participants said that schools provided the support facilities for the students who did not have adequate facilities to have online classes. All teachers had the same answers about this, which means all teachers from both schools used the same strategies.

T1:

"We actually helped the students to learn. The schools provided and permitted them to use schools' facilities, such as learning in computer lab. But just for several students who did not really have facilities. It was limited because of physical distancing."

T2:

“Yeah, I think it was same strategy as other teachers had because it was not us who provided it, but the school did. So, the students could come to school by following some rules of physical distancing and could use WiFi or even a computer in computer lab.”

T3:

“They came to school but not too crowded because we had rules related to physical distancing. The students could use WiFi or learned in computer lab.”

T4:

“Schools allowed the students to use WiFi and computer. I also helped them to explain the material directly, but using physical distancing protocol.”

From those statements, it can be concluded that schools took part in helping teachers to overcome their challenges by providing proper facilities. Furthermore, teachers also taught the students in the face-to-face class for certain circumstances while still being concerned about physical distancing protocol.

c. Using effective teaching media

It was found that teachers used different teaching media. The three teachers from the same school used the same media, a teaching-learning application made by their operator. One other teacher used a common digital platform, such as google classroom.

T1:

“We used SEON. It was a digital platform that created by our operator. So, this application was just used by teachers in this school. It was a complete application because we could get all features in one application.”

T2:

“First semester of pandemic we used BelajarPedia, and after that we used SEON. It was created by our operator just for our school. You could put the materials, assessed students’ task, checked students attendances, and so on.”

T3:

“We have SEON. Our operator created that for us. So it was used just for this school. I could say it was complex one, but it was helpful enough.”

T4:

“We used E-Learning and WhatsApp group to learn. It was the common and general one I think.”

d. Maintaining the Communication with Parents

Teachers stated that they used strategy of maintaining the communication with students’ parents. It was done for checking and supervising the students in order to help students to be motivated to learn in online class. As the statements are:

T1:

“I called or texted their parents to know what happened to their children, such as what made them absent in class because they were learning at home.”

T2:

“I reported to their classroom teachers. So they could help to communicate to students’ parents to help us. Because parents should take part of students’ learning activity. They could supervise their children to keep learning and be responsible to learn.”

T3:

“I asked the students and their parents to know what the problem was. So I could evaluate and find the answer how to help them to learn.”

T4:

“I kept communicating with their parents. But it was still hard because the students were not responsible and not aware of the important of learning.”

e. Using Visual and Audio Teaching-Learning Media

The participants said that it needed teachers' creativity to increase students' interest and motivations. From the interviews, they said that they used visual or audio as teaching media when it was possible. Because they believed it was easier for the students to understand the materials through watching and listening to the videos.

T1:

"I had facility of whiteboard and marker at home. So I used it to make a video of me explaining the materials because the students could not understand the materials just by reading the text. Other than that, if it was not possible for me to record the video myself, then, I sent them a video from YouTube."

T2:

"I think a teacher should be creative to increase students' interest but I'm still working on it. I did not make a video myself so I just sent them a video of YouTube that explaining the materials briefly."

T3:

"I had a YouTube channel, so my students could access my video. Sometime, I also sent them a voice note to WhatsApp group to explain the materials."

T4:

"I sent the link to them from YouTube of related materials. It was a lot of easier. But when they asked me to explain it by myself, I was ready to do so. We discussed further on WhatsApp group."

B. Discussion

The discussion organizes and presents the research findings, which the research problem becomes a reference in preparation and presentation. The researcher then discusses how to answer the research questions based on the results of the interviews.

1. Challenges Teaching Online Classes

The researcher analyzed the challenges in teaching online classes in two junior high schools in Banda Aceh. The schools are SMPN 19 Percontohan Banda Aceh and SMPN 5 Banda Aceh. According to Kahney (1993, cited in Holth, 2008), the challenge happens when a goal gets obstructed by any reason, such as a lack of resources and information. In this case, the challenges happened to the teachers to meet the goal of teaching online classes.

Efriana (2021) found three challenges encountered by the teachers, including understanding the subject material, teachers' ability to use technology, and limitations in learning control. Furthermore, Daar and Nasar (2021) also found that learning support facilities and students' locations are included in the challenges teachers face in an online class. There are differences between the researcher and the previous researcher who investigated the same case. However, based on the data gathered from the interviews, which took place in SMPN 19 and SMPN 5, the researcher discovered some difficulties that English teachers have encountered when teaching English in online classes. Those challenges are lack of ICT skills, difficulty in selecting learning material, problem to choose appropriate method, confusing teaching media, students' lack of motivation, internet connection, students' facility, students' lack of English background knowledge, and students' assessment.

Teachers take on many different roles in the teaching and learning process and should be able to adapt to any situation. Teachers in online classes are required to have technical knowledge and skills. Virgiyanti et al. (2016) said that

the teacher should emphasize pedagogical and personal skills, one of which can use technology to support the teaching-learning process. Furthermore, Habibu, Taban, and Mamun (2012) discovered that teachers with insufficient training are hardly seen using ICT in the classroom, which stems from teachers' aversion to using technology in the teaching-learning process. The findings show that teachers with adequate ability to use IT support are more successful in conducting online classes.

Selecting teaching material for online classes is found as one of the challenges teachers face. Teaching material has been used to engage the learning process, including a guideline for the teachers, students, and an evaluation tool (Sulistiyowati, 2009). Moreover, according to Yaumi (2013), not all instructional material is appropriate for the given time, for teachers' skills and preparation are required to teach the learning to meet the learning objectives. It can be seen that not all teaching materials can be used in every type of teaching-learning system. According to the findings, teachers found it difficult to choose the best teaching materials for online classes. It is because teaching materials must be appropriate for the short duration of an online class. Not only should teaching materials be time-efficient, but they should also engage students in the teaching-learning process.

Teachers should be able to use appropriate teaching methods based on the subject matter of the lessons. According to Yusri (2015, cited in Setiowati, 2020), some teachers' problems with teaching and learning methods include choosing a less relevant method to the lesson objectives and subject matter. Teachers from

both schools used the same method for all topics in the online class, which is in line with the findings. They used teacher-centered when it should have been student-centered. Furthermore, the teachers used project or task-based learning during online classes. It occurred because they were unable to use various methods in online classes. After all, some learning objectives necessitate in-person teaching-learning activities. As a result, determining the best method to achieve the desired outcome of teaching-learning was difficult.

Teaching-learning media has a crucial role in online classes since it is not the same as face-to-face classes. Because it is appropriate for conducting distance learning activities, digital teaching-learning media is the most commonly used media for online classes. According to Lusiana (2020), learning media is essential to convey and deliver the message or learning material from the teachers to the students. Teachers should examine the media itself to consider several factors, such as its purposes and features, to have an effective learning media. According to the findings, there are differences between the teachers at the two schools. The teachers at SMPN 19 said it was not difficult because the school provided an application called SEON, which is owned by SMPN 19, for all teachers to use. Meanwhile, the teacher in SMPN 5 used an application called E-Learning. However, all teachers from both schools used the common digital platform as additional media to the main media, such as WhatsApp, Google Form, Zoom, and Google Drive. These digital platforms are useful for online classes because they include features such as an attendee list, learning material pages, task pages, and evaluation.

It is easy to teach students who are interested in and aware of their needs in learning. A significant problem that needs to be solved is a lack of student motivation, which leads to students' understanding (Nugroho et al., 2020). The data show that students' motivation influences the teaching-learning process in online classes, such as students' comprehension and participation in class. According to the teachers, students were frequently absent and passive in class. Furthermore, their lack of interest affects their understanding of the subject.

Another challenge that teachers face is an internet connection. According to Kim (2020), online learning is a type of distance education that operates online by using the internet. Internet connection is an external factor that cannot be controlled. It is a serious problem because in teaching online classes, everyone should be connected to the internet. It is more likely to happen to students because of living in an area with a poor internet connection. Therefore, an unstable or unavailable internet connection can interrupt the process of online teaching-learning classes.

Facilities are required in every aspect of the activity, including online classes. According to (Yusny et al., 2021), online learning is a technology-based environment where the learners are required to have supporting learning tools such as computers and an internet connection. For students, technical support aids in the knowledge and skills required to fulfill their specific curriculum requirements (Valdez et al., 2004, cited in Nawaz & Khan, 2012). It is in line with the findings from conducted interviews that the challenge also comes from the students' facility, which is many students do not have enough facilities to learn in

online classes. Some students could not participate and submit their assignments in the given time because they did not have any technology-based learning tools at home which affected the outcomes.

The next challenge is students' prior knowledge. Most of the students have very little knowledge of English. It occurred due to the removal of English as a compulsory subject in elementary school, which the students should have received basic English instruction in primary school. Therefore, teachers faced difficulties in teaching English to junior high school students when the students should have been taught a higher level of knowledge of English. As a result, the teachers should deliver the very basic topic of English, and many materials were likely left out..

This study also found that teachers face it difficult to assess students' assignments. It is because the teaching-learning process occurred at a distance, which provided fewer teachers supervision. As a result of this situation, the students' assignments were less valid, reliable, and unauthentic. According to Statistics Indonesia (2020), cited in Amanta and Azzahra (2021), Children and adolescents account for slightly more than a quarter of Internet users (25.5 percent). Therefore, students might absorb irrelevant information from the internet and provide unauthentic answers for their assignments.

2. Strategies Teaching Online Classes

The teachers had some solutions and used the strategies to overcome a difficult situation in online classes. According to Lawton (cited in Sarode, 2018),

a teaching strategy is a generalized plan for a lesson(s) that to achieve the goals of instructions. Teachers from SMPN 19 and SMPN 5 slightly have similar strategies applied to online classes. Efriana (2021) gave several solutions to get rid of the problems happening in online learning, including preparation of learning materials, using the simpler platform, proactively contacting the students, and assisting by counseling teachers. Moreover, According to Daar and Nasar (2021), teachers' strategies are found, which are asking the students to come to school to take the assignments, asking the students to stay where an internet connection is available, and using commonly used media. In this study, the researcher found several different strategies from previous research. Those strategies are ICT skills training, delivering material using visual, audio and audio-visual media, providing the support facilities, and maintaining the communication with parents.

From the findings, it is found that teachers were well-trained in ICT skills training. Training is defined as a planned process that uses learning experiences to modify attitude, knowledge, skill, or behavior to achieve effective performance in an activity or range of activities (Milhem et al., 2014). SMPN 19 provided two days of training as a strategy to prepare and overcome the challenges their teachers might face in teaching online classes. Its purpose, training is intended to boost productivity, motivate, and inspire employees (McClelland, 2002). In this case, the purpose of the training was to help the teachers to be more productive and motivated in using technology during online classes.

The teachers were trained to use SEON, the learning platform owned by SMPN 19 only. Even though they were trained using technology, they still faced

problems using digital learning tools. But the school's IT operators were available to help the teachers whenever they faced difficulties. Furthermore, a teacher from SMPN 5 also got trained to use a digital platform, e-learning. The teacher also had a forum discussion to evaluate the difficulties during online classes. According to Alazam (2012), teachers who did not take any ICT courses had lower ICT skill scores than those who did. It has been discovered that teachers that have adequate IT skills are more flexible and enjoy teaching online classes.

Besides using written material through the digital platform, which is monotonous for the students, teachers used a strategy of giving interesting material through visual and audio media. According to Munaidi (2013, cited in Wirawan, 2020), there are several media to deliver learning materials; 1) Visual Media, which is used through the senses of vision, such as pictures, books, and comics, 2) Audio media, is used through sounds or voice, such as audio recording, cassette tapes, radio, etc., 3) Audiovisual Media, using both sight and sounds, such as film, television, video, etc.

The researcher found differences between the participants from both schools. Teachers in SMPN 19 were more initiative to provide a variation of media to teach in an online class. They used pictures, video, and voice recordings to explain the materials. The videos were taken from YouTube and also recorded. Furthermore, they also sent the voice note on the WhatsApp group to explain deeply to make the students understand the given materials. Meanwhile, the teacher from SMPN 5 only used audiovisual media in addition to learning materials, such as videos from the internet.

With the purpose to let the students can participate in the online class effectively. The schools provided the facilities for students who do not have technology-based learning tools at home. This action was done as a strategy to minimize the problems in online classes. In SMPN 19, fewer students did not have enough facilities than students in SMPN 5. But both schools applied the same strategy in this case. Teachers let the students come to school and use computers and internet connections by following physical distancing rules because of the pandemic.

According to Giffin and Patten (1976), cited in Fatimayin (2018), communication is both the process of creating and ascribing meaning. The feedback or receiver response is the goal of communication, which is the exchange of ideas between sender and receiver. Teachers used communication as a strategy to discover the problems with students' parents. They communicated with the parents to solve the obstacles, such as the absent and un-submitted assignments. Teachers asked the parents to cooperate to reach the same goals in facilitating education to the students. The parents were asked to supervise and guide their children while learning at home.

In conclusion, the challenges that English teachers experience in teaching online classes come from both the teachers and the students, but commonly from the students. There are also different answers about challenges and strategies between teachers in SMPN 19 and SMPN 5. Teachers are also supposed always be prepared for changes in the teaching-learning condition and have an effective teaching-learning process. However, the education and students' need keep

changing from time to time related to the situations. Therefore, the teachers are expected to be prepared to face it all.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two sections, conclusion and recommendation. The first section explains the summary of the finding. The second section, recommendation, describes how this research benefits future research.

A. Conclusion

This study describes English teachers' experiences teaching online classes. Having an online class or online learning as the new system used during the pandemic changes the situation for teachers. It is believed that they certainly faced new things, such as challenging situations in teaching English. This research was conducted in two junior high schools, selected based on their accreditation value, SMPN 19 and SMPN 5.

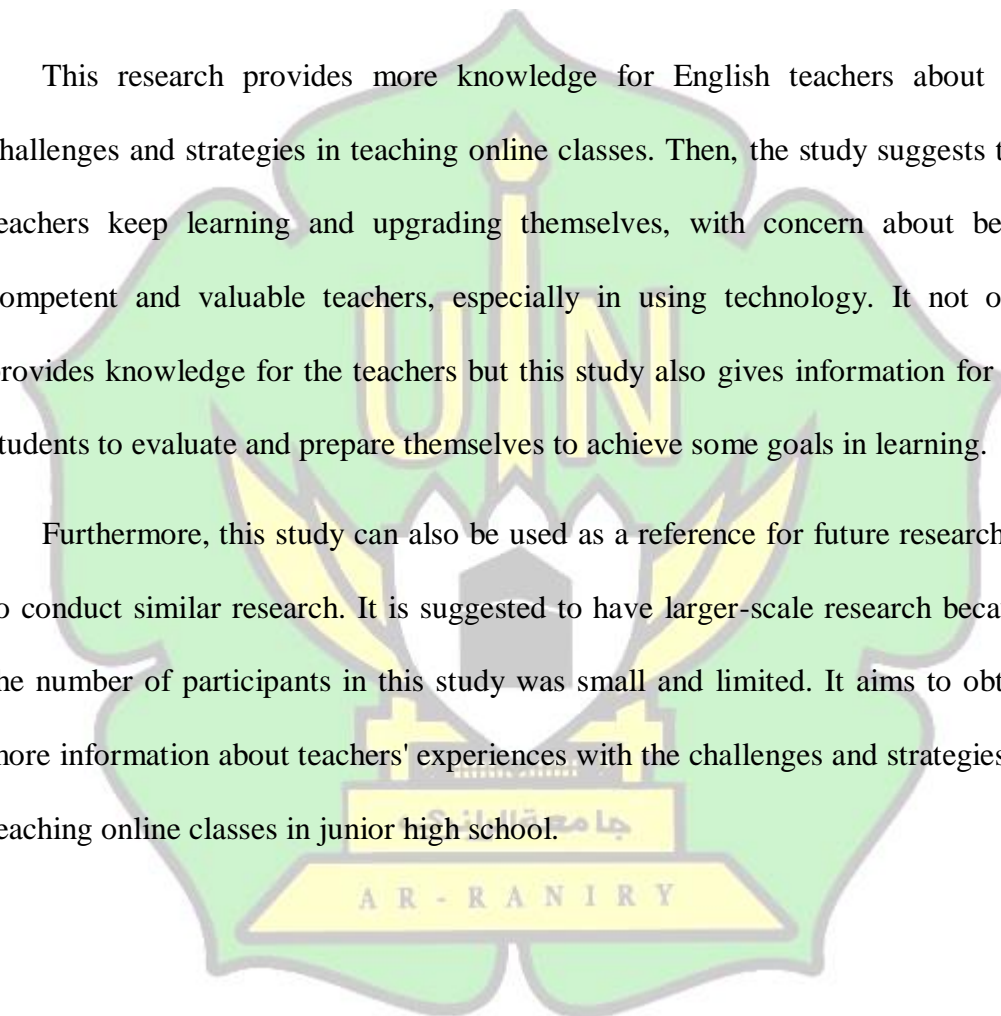
Based on the result of the interviews, it can be concluded the researcher has discovered the challenges and strategies of English teachers in teaching online classes. The teachers experienced challenges not only from the teachers but also from the students. Firstly, there are several challenges in teaching online classes, including lack of ICT skills owned by the teachers, selecting learning material, selecting appropriate method, selecting teaching-learning media, students' lack of motivation, internet connection problems, students' facility, students' lack of English background knowledge, and students assessment. Secondly, there are

several strategies used by the teachers to minimize and overcome these difficulties, including attending ICT skills training, delivering material using audio, visual, and audio-visual media, providing the facilities for the students and maintaining communication with students' parents.

B. Recommendation

This research provides more knowledge for English teachers about the challenges and strategies in teaching online classes. Then, the study suggests that teachers keep learning and upgrading themselves, with concern about being competent and valuable teachers, especially in using technology. It not only provides knowledge for the teachers but this study also gives information for the students to evaluate and prepare themselves to achieve some goals in learning.

Furthermore, this study can also be used as a reference for future researchers to conduct similar research. It is suggested to have larger-scale research because the number of participants in this study was small and limited. It aims to obtain more information about teachers' experiences with the challenges and strategies of teaching online classes in junior high school.



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APPENDICES

Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7123/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022

MEMUTUSKAN


Menetapkan :
PERTAMA : Menunjuk Saudara:
 1. Prof. Dr. Muhammad AR, M.Ed. Sebagai Pembimbing Pertama
 2. Syarifah Dahllana, Ph. D. Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : **Dinda Ramadhanita**
 NIM : **180203134**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **English Teachers' Experiences in Teaching Online Classes in Junior High School**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sejak akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 22 Juni 2022
 Dekan,


Muslim Razali

Tembusan
 1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;
 5. Arsip.

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : [0651-7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : B-15309/Un.08/FTK.1/TL.00/11/2022

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMP Negeri 19 Percontohan Banda Aceh
3. Kepala SMP Negeri 5 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DINDA RAMADHANITA / 180203134**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Lam Tinyi, Dsn Lam Lumpu Lhok, Kec Peukan Bada, 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 *English Teachers' Experiences in Teaching Online Classes in Junior High School*

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

Banda Aceh, 30 November 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 31 Desember
2022*

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

Appendix C


PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
 JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
 E-mail: dikbud@bandaacehkota.go.id Website: www.dikbud.bandaacehkota.go.id
 Kode Pos : 23125

SURAT IZIN
NOMOR: 074/A4/6095
TENTANG
PENELITIAN

Dasar : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-15309/Un.08/FTK.1/TL.00/11/2022 tanggal 30 November 2022, perihal penelitian ilmiah mahasiswa.

MEMBERI IZIN

Kepada :
 Nama : DINDA RAMADHANITA
 NIM : 180 203 134
 Prodi/Jurusan : Pendidikan Bahasa Inggris
 Untuk : Melakukan penelitian pada SMP Negeri 5 dan SMP Negeri 19 Percontohan Banda Aceh dalam rangka penyusunan skripsi dengan judul :

"English Teachers' Experiences in Teaching Online Classes in Junior High School"

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 1 s.d 24 Desember 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
6. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 1 Desember 2022 M
 7 Jumadil Awal 1444 H

a.n. KEPALA DINAS PENDIDIKAN DAN
 KEBUDAYAAN KOTA BANDA ACEH
 KABID PEMBINAAN SMP,


DWI SUSANTI, S. Pd, M. Si
 NIP. 19760113 200604 2 003

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
2. Kepala SMP Negeri 5 dan SMP Negeri 19 Percontohan Kota Banda Aceh.

Appendix D

Interview Guideline

I. Introduction and Opening Statement

1. Introduction the interviewer
2. Explaining the purposes of the study
3. Explaining the use of information in this study, the procedure, and the ethical issues, such as the confidentiality of the interviewees

II. Background Information on the interviewees

1. Demographic information
2. Experiences teaching online classes

III. Interview Questions

1. Have you ever applied online class to your students before the pandemic?
2. Based on your experiences, what is the difference between face-to-face and online classes?
3. Which one do you prefer online or offline classes? and why?
4. How is the implementation of online class in English teaching-learning?
5. What are difficulties or challenges you find in teaching online classes?
6. Why do these difficulties happen?
7. Do you find any challenges in using technology in online classes?
8. Are there any difficulties in selecting learning material for online classes?
9. There are some differences between face-to-face and online learning,

do you apply the same method in online classes?

10. What are the challenges in using that method in online classes?
11. Since online classes use technology, are there any difficulties in selecting teaching-learning media for online classes?
12. Are there any other challenges besides the ones you have mentioned?
13. Do these challenges in online classes only come from the teachers?
14. What strategies do you use to overcome those situations?
15. Why do you choose these strategies?
16. What strategies do you apply related to ICT skills?
17. How is your strategy in choosing appropriate and effective learning material for online classes?
18. How do you choose the appropriate teaching-learning method for online classes?
19. What do you do to consider the appropriate teaching-learning media for online classes?
20. How often do you use these strategies in online classes?
21. Are there any other strategies besides the ones you have mentioned?
22. Are those strategies helpful enough to provide a better teaching-learning process and outcomes?

IV. Closing

1. Future correspondence for clarification and cross checking
2. Thanking interviewees

AUTOBIOGRAPHY

1. Name : Dinda Ramadhanita
2. Place/Date of Birth : Banda Aceh/ January, 10th 2001
3. Gender : Female
4. Religion : Islam
5. Nasionality : Indonesian
6. Address : Lamlumpu, Peukan Bada, Aceh Besar
7. Marital Status : Single
8. Occupation/NIM : Student/180203134
9. The Parent
 - a. Father's Name : T. Sudirman
 - b. Mother's Name : Yusniati Panggabean
 - c. Occupation : Civil servant
 - d. Address : Lamlumpu, Peukan Bada, Aceh Besar
10. Siblings
 - a. Older sister : Dara Yuliana
 - b. Older brother : Irwanda T. Sudirman
11. Educational Background
 - a. Elementary School : SDN 1 Banda Aceh (2006-2012)
 - b. Junior High School : SMPN 19 Percontohan Banda Aceh (2012-2015)
 - c. Senior High School : SMAN 1 Banda Aceh (2015-2018)
 - d. University : UIN Ar-Raniry Banda Aceh (2018-2022)

Banda Aceh, 20 Desember 2022

Dinda Ramadhanita