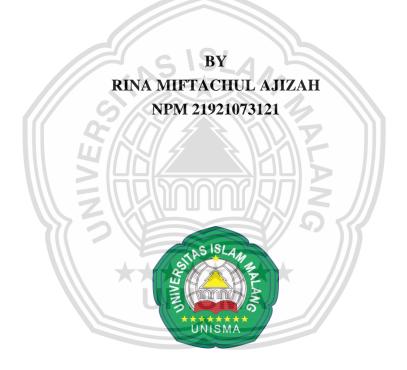# A DESCRIPTIVE STUDY: EFL TEACHERS CHALLENGES
AND STRATEGIES OF LEARNING DURING COVID-19 PANDEMIC
IN INDONESIA

SKRIPSI

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NOVEMBER 2021

A DESCRIPTIVE STUDY: EFL TEACHERS CHALLENGES AND STRATEGIES OF LEARNING DURING COVID-19 PANDEMIC IN INDONESIA

SKRIPSI
Presented to
Faculty of Teacher Training and Education
Islamic University of Islam Malang
in partial fulfillment of the requirement for the degree of
***Sarjana* in English Language Education**

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ABSTRACT

Ajizah, Rina Miftachul. 2021. *A Descriptive Study: EFL Teachers Challenges and Strategies of Learning During COVID-19 Pandemic in Indonesia.* Skripsi, English Education Department Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Kurniasih, S.Pd., M.A, Advisor II: Eko Suhartoyo, S.Pd., M.Pd

Key words: EFL Teachers, Challenges, Strategies, Learning, and COVID-19 Pandemic

Online learning is learning that is carried out online or remotely using the internet network where both parties are not in the same place. Although not done in the same place, online learning can be done at the same time (synchronous learning), but it can also be done at different times and places (asynchronous learning). During the COVID-19 pandemic, the Indonesian government required all schools in Indonesia to conduct online learning from elementary, secondary, to higher education levels. It is to prevent and reduce the spread of the epidemic. In carrying out teaching and learning activities with an online system, English teachers need to adapt to this situation.

This study aims to find out what are the challenges faced by English teachers in 34 high schools in various regions in Indonesia. Then, with these challenges, this study also find out how these teachers overcome them with their strategies. This study used descriptive qualitative method. Data collection uses two research instruments, namely through filling out questionnaires and focus group discussions (FGD). Analysis of the data using qualitative research methods using 5-point Likert scale measurements.

The findings show that 5 of the 14 questionnaire statements related to this, they stated that the percentages was between 40% - 59.9%, the other 9 statements they agree and strongly agree with the percentages above 60%. Then, for the questionnaire about the strategies they used to overcome these challenges, it resulted percentages above 70% which means that they agree and strongly agree with the 16 questionnaire statements regarding these strategies. Furthermore, in the focus group discussion (FGD) the results confirmed the results of the questionnaire which stated that the majority of them agreed and strongly agreed with the challenges they faced and strategies they use during online learning during the COVID-19 pandemic.

Based on the results of these findings, this research is aimed at English teachers in high schools in Indonesia regarding what the challenges are and how to

deal with online learning strategies during the COVID-19 pandemic. It is also necessary for them to reflect on the results of teaching during the COVID-19 pandemic and apply it if they experience the same situation and conditions of online teaching. Further research by future researchers on this topic is urgently needed given the changing times and technology that affect how online learning is carried out.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of research, the significance of research, scope and limitation of the research, and the definition of key terms.

1.1 Background of the Study

The spread of the COVID-19 pandemic in Indonesia has been very fast since the beginning of 2020, as stated in (Cucinotta & Vanelli, 2020) that the cases of COVID-19 in mid-March 2020 increased threefold in affected countries outside China. This outbreak has an impact on various fields of life, including the education sector, whose implementation system cannot be implemented face-to-face. This is because everyone is not allowed to gather or interact at close range to prevent the transmission of the COVID-19 pandemic. So, that all learning activities must be carried out remotely. Based on a circular from the Ministry of Education and Culture on March 17, 2020 (Kemendikbud, 2020), it was decided that teaching and learning activities at the primary, secondary, and tertiary levels should be carried out online.

Online learning is carried out in various ways such as virtual and independent asynchronous. The media used in implementing this method also varies from video conferencing applications such as Zoom, Google Meet, Google Classroom, Edmodo, etc

Teaching and learning activities that must be carried out online also affect the model or method of learning English as a foreign language as well. English teachers must be able to integrate online learning media with learning models that suit the internal and external needs and conditions of teachers, students, and schools. The ability of teachers to use e-learning technology and teacher creativity in teaching are aspects that determine the success of online learning.

In online teaching and learning, the main factors are implementing the successful integration of technology by using it functionally, other teachers' assistance, access to technology and professional improvement (Ames, 2016). A similar situation is stated by (Lie et al., 2020) that teachers' knowledge of learning technology tends to be inadequate, so they have to try hard to learn it. That means the successful use of technology in learning can depend on the factors that support each other. Factors such as the type of platform used, the literacy level of teachers and students towards the media. This is as stated by (Gunawan et al., 2020) in their findings that WhatsApp is an effective platform to use when learning online because teachers and students have it on their smartphones. Then the ability of the teacher to coordinate with the school, students, and student's parents is also an important aspect of achieving this online teaching and learning process. The results of research conducted by (Dewi, 2020) show this situation. Online learning in school during the Covid-19 pandemic can be achieved according to plan when there is collaboration between teachers, students, and parents in learning at home. If several parties have problems in that coordination, it will hinder the online learning process. Students' limitations in accessing the internet and students'

economically disadvantaged family's backgrounds also affected the teaching and learning process online (Lestiyanawati & Widyantoro, 2020). That is what poses a challenge for teachers to be able to find the right strategies for online learning. For example, conditions in palembang stated by (Lie et al., 2020) Factors such as those mentioned above make the teacher must convey learning into one class at the same time. This is a challenge for teachers because synchronous classes conducted via zoom are constrained by unstable internet signals.

Based on this situation, this study aims to tell the process of online learning which concerns the strategies and challenges faced by English teachers who teach at high schools while teaching during the COVID-19 pandemic period in Indonesia. The experiences it can be used as a reflection for English teachers, especially English teachers in high schools, about what strategies and challenges are in learning English online. So, English online learning in the next can be carried out optimally by following the learning objectives.

1.2 Research Problems

Based on the discussion above, the problem in this study is formulated as follows:

1. What are the challenges faced by high school EFL teachers in online teaching?

2. How do high school EFL teachers overcome the challenges of online teaching?

1.3 Objective of the Study

This study aims to show:

1. The challenges faced by high school EFL teachers in online teaching

2. The strategies of high school EFL teachers overcome the challenges of online teaching

1.4 Significance of the Study

EFL teachers can use this research as a learning strategy, or for reflection or comparison with the online learning English they have carried out. So that it can be applied if there is a strategy that suits their needs, or they can come up with the same solution if they encounter similar challenges. Then, the results of this research can be used for additional sources for further study.

1.5 Scope and Limitation of the Study

This study focuses on how EFL teachers in English teaching online at senior high schools in Indonesia during the COVID-19 pandemic period in Indonesia, especially the two semesters in 2020. The aspects of the study are the challenges and strategies of teaching English online. These two aspects will be researched without measuring the effectiveness of the two aspects.

1.6 Definition of Key Terms

In order to avoid misunderstandings or get the same perception of the terms used in the study, the following definitions are given:

1. Descriptive Study

   Descriptive research in this research is a research design that describes the situation of teaching English online during the COVID-19 pandemic.

2. Challenges

   This term means the difficulties or problems faced by English Foreign Language (EFL) teachers in planning, and implementing online learning during the COVID-19 pandemic.

3. Strategies

   The strategy in this research is the plans that were prepared by English Foreign Language (EFL) to carry out online learning during the COVID-19 pandemic.

4. Learning During the COVID-19 Pandemic

   This term means the online teaching and learning conducted by English Foreign Language (EFL) teachers during the COVID-19 Pandemic

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter consists of conclusions from the findings of this research and suggestions for English teachers and future research.

5.1 Conclusion

From the findings of the research and the discussion in the previous chapter, it can be concluded that the findings are in line with two research problems. First, high school EFL teachers in Indonesia experienced challenges during online teaching and learning during the COVID-19 period. These challenges come from both internal and external sources. The challenges faced by high school EFL teachers in Indonesia occur at the preparation, implementation, and evaluation stages. At the preparation stage, the most important challenge faced by teachers is to design learning according to students' conditions, specifically choosing the most suitable media to be applied according to the material and the smoothness of the internet signal, as well as the number of quotas owned by students. Then, at the implementation stage, the biggest challenge is how to keep learning interactive and effective without reducing students' enthusiasm for the learning process. Then, at the evaluation stage, high school EFL teachers in Indonesia had difficulty checking students' honesty in doing assignments and exams. Their delay in submitting assignments is also a common problem.

Second, high school EFL teachers have strategies to overcome the challenges of online teaching and learning during the COVID-19 pandemic. In the preparation stage, teachers prepare learning management systems (LMS) skills for online learning. They select media to adjust students' conditions to save quota and minimize unstable signals, such as switching to WhatsApp if there are signal problems via Zoom and limited internet access. At the implementation stage, teachers use learning videos that they make themselves or take from YouTube so that students can repeat the video repeatedly while studying independently and can be more enthusiastic because they see the teacher's face firsthand. The limited-time during online learning is also being used as best as possible by the teacher so that learning remains effective. Teachers also try to provide time so that students can ask questions via private WhatsApp messages regarding lessons that they may not understand. Individual assignments are also given so that teachers can easily measure students' levels of understanding. Then, at the evaluation stage, the teacher provides deadlines and tolerance for the lateness if it exceeds the assignment collection limit and works closely with parents and homeroom teachers to monitor the progress of their assignments. Finally, the teacher gives exams independently and makes their own questions to minimize students' dishonesty in doing them.

5.2 Suggestions

These are suggestions for EFL teachers and next research based on the results of this research. High school EFL teachers can use the results of this study to reflect on the online learning that they have done regarding tHE challenges and

strategies of online learning during the COVID-19 pandemic. The existing

strategies can be applied to their online learning if they suits the challenges they

face. Then, they can also be applied when they want to apply different strategies

to the results of this study according to the condition of the students. The results

of this study can also be used by future researchers as a reference in their research.

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