Efl Teachers' Pedagogical Challenges In Online Teaching During Pandemic Period (A Case Study at SMK Nurul Huda Baros)

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tantangan pedagogis yang dihadapi oleh guru Bahasa Inggris sebagai Bahasa Asing (EFL) dalam pengajaran daring dan bagaimana guru mengatasi tantangan pedagogis tersebut dalam pengajaran daring. Penelitian ini menggunakan studi kasus dengan teknik pengumpulan data melalui observasi, wawancara, dan analisis dokumen. Berdasarkan temuan penelitian, hasil menunjukkan bahwa terdapat empat tantangan yang dihadapi oleh guru Bahasa Inggris, yaitu: (1) Kesulitan dalam merancang dan menyampaikan materi; (2) Kesulitan dalam mengontrol interaksi dengan siswa; (3) Memerlukan lebih banyak waktu dalam mempersiapkan konten pembelajaran; (4) Kesulitan dalam memberikan tugas dan penilaian kepada siswa. Untuk mengatasi tantangan ini, temuan penelitian menunjukkan beberapa solusi dengan melakukan: (1) Membagikan materi sebelum pembelajaran dimulai; (2) Membangun komunikasi yang baik dengan siswa dalam proses pembelajaran daring; (3) Memberikan poin tambahan; (4) Menggunakan media pembelajaran dalam menyampaikan materi.

ABSTRACT

The This study aims to find out the pedagogical challenges faced by EFL Teacher in online teaching and how teacher overcome the pedagogical challenges dealing with online teaching. This study used case study with data collection technique through observations, interviews and document analysis. Based on the research finding, the results showed that, there are four challenges that faced by English teacher such as: (1) The difficulty in designing and delivering material (2) Teacher have difficulty in controlling the intereaction with student (3) Teacher need more time in preparing learning content (4) Teacher have difficulty in giving assignments and assessment for students. To overcome these challenge, the finding shows some solution by doing: (1) Shared the material before learning begin (2) build a good communication with students in online learning process (3) give extra point (4) Using learning media in delivering the material.

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1. INTRODUCTION

The COVID-19 pandemic, which began in late 2019, has severely disrupted global education by forcing schools to close in an effort to contain the virus. In response, educational institutions have had to transition to online learning, a shift that poses significant challenges for educators.

Hassan (2020), highlights the difficulties of online learning, which often hampers educational effectiveness. At SMK Nurul Huda Baros, teachers face the task of adapting their teaching strategies to a virtual environment.

SMK Nurul Huda Baros is one of the schools where learning has switched to online learning. By maintaining professional and educational abilities as a teacher, the learning system must be able to function properly, even if it needs to be online. That said, this is a new situation and teachers need to rethink how they can convey their teaching strategies to their students without having to be in the same room. According to Diana's research, success in this context depends on teachers' ability to innovate with materials, technology, and teaching methods. Preliminary studies, including interviews and observations of an English teacher, reveal the specific challenges of conducting online instruction during the pandemic.

Before writing this paper, the researcher carried out preliminary study by interviewing the English teacher and doing field observation. From the preliminary study, the researcher obtained the real information about the English teacher's challenge in teaching online during pandemic period.

Based on the interview, the English teacher reveals that the replacement of the learning system from direct learning to online learning made her has to reorganize the teaching materials and teaching media that will be used. She also has to learn to understand and master digital technology that will be used in online learning. In addition, in the process of giving assignment and even mid-semester test, sometimes she uses google forms as a medium to make it easier for students to access these assignments. For the assessments system in this online teaching, she mostly gives assignments and conduct individual assessments because it is difficult to make assignments and assessments in group in an online teaching.

Based on classroom observation, the researcher becomes an observer when the teacher teaches by using a WhatsApp group. Based on field observation when the learning took place and the teacher was giving the material, only a few students were seen responding to the teacher, while the others do not exist. In terms of responding to what the teacher explained, the students did not appear that they were excited with the learning, this was seen by the late response and when the teacher gave questions, none of the students tried to answer the question.

This study used case study with data collection technique through observations, interviews and document analysis. Based on the research finding, the results showed that, there are four challenges that faced by English teacher such as: (1) The difficulty in designing and delivering material (2) Teacher have difficulty in controlling the intereaction with student (3) Teacher need more time in preparing learning content (4) Teacher have difficulty in giving assignments and assessment for students. To overcome these challenge, the finding shows some solution by doing: (1) Shared the material before learning begin (2) build a good communication with students in online learning process (3) give extra point (4) Using learning media in delivering the material.

2. RESEARCH METHOD

In conducting this research, the researcher used qualitative research methods and approach of this research used case study because this study wants to investigate how EFL teacher's challenge in online learning. Qualitative research can easily help researchers to dig deeper information related to a research topic which later the information obtained can be used to determine research objectives. This research will be conducted on twelveth grade of English teacher at SMK Nurul Huda which is located at Jl. Raya Pandeglang Km. 14 kampung sawah, Baros, Kabupaten Serang, Banten 42173. In gathering data, the researcher chooses to use interview as a data primary, observation and documentation as a data secondary. Researcher chose twelfth grade teacher as informants for this study because they expect to be more flashy in the classroom and online learning if they have to teach twelfth grade. This is an advantage that makes it easier for

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researcher to collect data. The interview will focus on the pedagogical challenges faced by EFL Teacher and how teacher overcome the pedagogical challenges dealing with online teaching. , the sequence of case studies consists of data acquisition, data reduction, data display, and conclusions. This study used case study with data collection technique through observations, interviews and document analysis. Based on the research finding, the results showed that, there are four challenges that faced by English teacher such as: (1) The difficulty in designing and delivering material (2) Teacher have difficulty in controlling the intereaction with student (3) Teacher need more time in preparing learning content (4) Teacher have difficulty in giving assignments and assessment for students.

3. FINDING AND DISCUSSION

In this chapter, the researcher explains and discusses the findings of the study. The study was conducted at SMK Nurul Huda Baros. Observation began on 17th March 2022. Researcher observed the twelfth grade of SMK Nurul Huda Baros and an English teacher as respondent. In this subchapter, the researcher will provide various data which obtain from observation, interview and document analysis. The findings of this study will be presented along with the research questions as follows:

1) What pedagogical challenges are faced by EFL Teacher in online teaching?

Online learning, characterized by the use of internet and digital media for instructional delivery, has emerged as a novel pedagogical approach for educators in Indonesia amidst the pandemic. The transition from conventional face-to-face instruction to virtual learning presents several unprecedented challenges. Research encompassing observation, interviews, and document analysis has identified four primary pedagogical challenges associated with online teaching. These challenges will be analyzed and discussed comprehensively in the subsequent sections.

a. The difficulty in designing the material

In online teaching, a significant challenge reported by the teacher was the difficulty in adapting offline instructional materials to an online format. The teacher struggled to ensure that the quality of online materials matched that of traditional in-person instruction. Despite efforts to use appropriate media, such as Google Meet, discrepancies arose between the intended teaching methods and the actual conditions faced by students, such as technical issues and inconsistent attendance.

Interviews and observations revealed that the teacher initially used WhatsApp to distribute materials and Google Meet for live sessions. However, issues like students frequently missing or being late to online classes highlighted the difficulties in maintaining effective online learning environments.

b. Teacher have difficulty in controlling the interaction with the students.

Online learning significantly diverges from face-to-face instruction, particularly in terms of direct teacher-student interaction and the assessment of student comprehension. The lack of in-person engagement impedes teachers' ability to evaluate students' understanding and provide immediate feedback, as evidenced by interview findings. Teachers reported difficulties in adapting instructional methods to online formats, struggling with correcting errors and addressing misunderstandings in real-time. This challenge is compounded by decreased student participation and activity in virtual environments. Supporting these observations, research by Gartika Pandu and Dewi Listia reveals that 86% of educators encounter issues with student engagement, noting that fewer than half of the students actively participate in online learning activities. This underscores the broader challenge of maintaining effective interaction and monitoring student progress in digital learning contexts interactions (Buana and Apriliyanti, 2021).

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c. Teacher need more time in preparing learning content.

Teaching online courses differs significantly from traditional classroom instruction, particularly in the preparation of course content. The researcher aimed to investigate whether preparing content for online teaching requires more time compared to classroom teaching. Interview results indicate that creating engaging and varied online content is time-consuming for teachers. They must design materials that capture students' attention and prevent boredom, which can be a lengthy process. Observations confirm that teachers utilize diverse resources, such as PowerPoint presentations, animated videos, and quizzes via applications like Kahoot, to enhance online learning.

The findings suggest that while developing online course materials is more time-intensive initially, these materials can be reused, potentially reducing preparation time for future courses.

d. Teacher have difficulty in giving assignments and assessment for students.

Student learning outcomes assess the degree to which students have achieved mastery of educational material following participation in teaching and learning activities. Initial observations of assignment submissions reveal a discrepancy: fewer students completed and submitted their individual assignments via Google Classroom compared to those who did not. Interviews with the teacher corroborate these findings, with the teacher noting difficulties in gauging students' comprehension due to inactivity and poor attendance during online sessions. The teacher reported that many students failed to submit assignments on time, complicating the assessment process and impacting the teacher's ability to evaluate student understanding effectively.

In the interview, the teacher expressed difficulty in verifying the authenticity of student work during midterms and final exams due to the lack of direct observation. This challenge is consistent with findings from a study cited by Almosa in the journal by Retno Puji Rahayu and Yanty Wirza, which highlights issues such as the difficulty in monitoring dishonest practices like cheating, and concerns over plagiarism and academic misconduct in e-learning environments. The study also notes that certain disciplines, particularly those involving practical components, are not effectively taught through online methods (Rahayu and Wirza, 2020).

2) How EFL teacher overcome the pedagogical challenges dealing with online teaching?

a. Shared the material before learning begin

To address challenges in managing online learning, the researcher gathered insights from interviews. The teacher often shares learning materials via WhatsApp groups prior to live sessions on Google Meet. This strategy allows students to review content independently if they are unable to attend the live class. By providing materials in advance, students gain a preliminary understanding, which facilitates a more effective explanation during the live session for those who do attend. This method also accommodates students who face issues such as limited data packages or poor signal quality, enabling them to access learning materials even if they cannot join Google Meet or are late.

Observations confirmed that the pre-distribution of materials significantly benefits the learning process. Students who review the content beforehand are better prepared, making it easier for the teacher to convey the material effectively during live sessions.

b. Build a good communication with students.

Engaging students and mitigating boredom in online learning presents a notable challenge for educators. To address this, the teacher endeavors to cultivate an engaging and supportive educational environment. Observational data indicates that the teacher initiates interactions with students at the commencement of Google Meet sessions by individually greeting them, inquiring about their well-being, and discussing their recent activities. This strategy serves to foster rapport and create a conducive learning atmosphere, there by enhancing student participation.

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c. Give extra point.

Encouraging student engagement and responsiveness in online learning presents a significant challenge for educators. To address this, the teacher implements a strategy of awarding additional points to foster active participation. Observations reveal that the teacher frequently poses questions related to the material and offers extra points to students who actively engage and respond during Google Meet sessions.

According to the interview data, the teacher uses random student selection to ask questions and incentivizes participation with additional points, aiming to motivate students to remain attentive and involved. This approach also includes targeting less active students to ensure inclusivity and address disparities in engagement. Furthermore, the teacher employs this strategy to mitigate issues related to incomplete assignments. By integrating informal assessments and rewarding active students, the teacher seeks to improve overall student performance and address gaps caused by missing or incomplete assignments. Additionally, students with grades below the Minimum Completeness Criteria (KKM) are required to take remedial tests to enhance their scores. Interview data corroborates that these pre-class interactions are aimed at improving communication and setting a positive tone for the lesson. By establishing an open and welcoming dialogue, the teacher seeks to enhance student comfort and motivation, which is critical for achieving a productive and engaging online learning experience.

d. Using learning media in delivering the material

Utilizing media as a learning strategy is a key approach employed by the teacher to address student boredom in online learning environments. Observational data indicates that the teacher effectively incorporates PowerPoints and educational videos to enhance engagement. The teacher also prepares content attractively and in clear, comprehensible language, and shares animated videos prior to lessons to spark students' interest and curiosity. Interview findings support this approach, with the teacher noting the use of PowerPoint presentations, videos, and interactive tools like Quizziz and Kahoot to make lessons more engaging. This strategy aims to capture students' attention and foster curiosity about the material. This practice aligns with previous research by Pandu Bhuana and Listia Apriliyanti, which highlights the use of PowerPoints, voice notes via WhatsApp, and YouTube videos in e-learning. The current study extends this by demonstrating the effective use of animated videos in addition to traditional media, underscoring the role of diverse media in maintaining student interest and enhancing the online learning experience.

From the finding and disccusion above, From the finding and discussion above, in onloine learning, teacher professionalism is very necessary because teachers cannot supervise their students directly. It is important for teachers to prepare various things such as interesting learning media to support the relevant learning materials by utilizing technology. In research that has been conducted with an English teacher, it appears that online learning is able to improve teacher competence, especially in utilizing technology for online learning. This can be seen when the teacher provides varied learning methods by utilizing various technological media such as Google meet, Kahoot application, quizizz and video animation. Thus, this can make students interested in participating in online learning.

4. CONCLUSION

The conclusion of this research deals with the answers of the research problem based on the result and discussion in the chapter IV. Based on the data analysis, the researcher found that the English teacher of the twelfth grade students at SMK Nurul Huda Baros has some challenges in the process of online teaching. The first finding shows that there are four challenges that faced by English teacher such as: (1) The difficulty in designing and delivering material (2) Teacher have difficulty in controlling the intereaction with student (3) Teacher need more time in preparing learning content (4) Teacher have difficulty in giving assignments and assessment for students.

Moreover, the second finding shows that the teacher overcome these challenges by doing:

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(1) Shared the material before learning begin (2) build a good communication with students in in online learning process (3) give extra point (4) Using learning media in delivering the material.

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