

**TEACHER'S DIFFICULTIES IN TEACHING ENGLISH ON ONLINE
LEARNING**

(A Descriptive Study Of SDIT RR 01 Sidorejo)

THESIS

**This Thesis is Submitted to Fulfill
the Requirement for "Serjana" Degree of English Study Program**



**By
RIMA INDRIYANI
NIM : 13551077**

**ENGLISH TADRIS STUDY PROGRAM EDUCATION
TARBIYAH FACULTY
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2021**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 222 / In.34/I/FT/PP.00.9/04/2021

Name : RIMA INDRIYANI
NIM : 13551077
Departement : English Study Program
Title : Teacher's Difficulties in Teaching English on Online Learning
(A Descriptive Study of SDIT RR 01 Sidorejo)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Thursday, March 4th 2021
Time : 08.00 -- 09.36 p.m.
At : Room 2 Munaqosah IAIN CURUP

Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, April 2021

TIM PENGUJI

Head

Juzatuli Hidayah, M. Pd
NIP. 19780224 260212 2 002

Secretary

Sarwo Edy, M.Pd
NIDN. 20011038702

Examiner I

Hadi Subermanto, M. Pd
NIP. 19741113 199903 1 003

Examiner II

Henry Septia Utami, M.Pd
NIDN. 2016098903

Dean



Dr. H. Hualdi, M. Pd
NIP. 19650627 200003 1 002

Hal: **Pengajuan skripsi**

Kepada
Yth. Bapak Rektor IAIN Curup
Di
Curup

Assalamualaikum Wr. Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : Rima Indriyani

NIM : 13551077

Judul : Teacher's difficulties in teaching english on online learning.

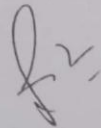
Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikianlah permohonan ini kami ajukan atas perhatiannya kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Curup, February 2021

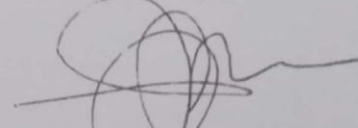
Pembimbing I



Jumatul Hidayah, M.Pd

NIP. 19780224 200212 2 002

Pembimbing II



Sarwo Edy, M.Pd

NIDN.200700810

STATEMENT OF OWNERSHIP

The writer sign below :

Name : Rima Indriyani

Nim : 13551077

Department : Tarbiyah

Study Program : English Study Program

State that this thesis is entitled " **TEACHER'S DIFFICULTIES IN TEACHING ENGLISH ON ONLINE LEARNING**" is pure and never proposed in IAIN Curup and other university.

This statement was truly made by the writer, if in the next day there are a lot mistake, the writer ready for responsibility with regulation.


Curup, February 2021

Writer

METERAI
TEMPEL

20990AHF865774615

6000
ENAM RIBU RUPIAH


Rima Indriyani
NIM.13551077

PREFACE

All praise to Allah SWT that the researcher had finally finished writing her thesis entitled by "Teachers' Difficulties in Teaching English in English Online Learning (A Descriptive Study in SDIT RR 01 Sidorejo)

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Tadris Study Program of STAIN Curup. The researcher realized that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being better in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, February 2021

Writer



Rima Indriyani
NIM. 13551077

ACKNOWLEDGEMENT

Assalamualaikum Warahmatullah Wabarakatuh Bismillahirrahmannirrahim

First of all, the researcher would like to say thanks to God, Allah SWT the glorious, the lord, the almighty and the merciful for the blessing and the guidance, so that the researcher could finish this thesis entitled “*Teacher’s Difficulties in Teaching English on Online Learning*”. Praying and greeting to Prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness.

This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of Tarbiyah of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, and motivation from others. In this chance, the researcher would like to express my deepest gratitude to:


1. Allah SWT for always given me healthy and blessing.
2. My Prophet Muhammad SAW.
3. Mr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup.
4. Dr. H. Ifnaldi Nural, as the head of Tarbiyah Department.
5. Mrs. Jumatul Hidayah, M.Pd. as the head of English Study Program.
6. Mrs. Jumatul Hidayah, M.Pd . as my academic advisor and also my advisor in conducting this thesis. For all time you give, Allah will give his bless for you.
7. Mr. Sarwo Edy, M.Pd. as my co-advisor conducting this thesis. For all time you give, Allah will give his bless for you.
8. Mr. Bayu Senjahari, M.Pd, M.Ed., as my academic advisor.

9. All of the lecturers and staff of IAIN Curup, especially in English Study Program, for their continuity support and knowledge.
10. All English Teacher in SDIT RR 01 Sidorejo.
11. My heartfelt thanks to go my family, my parents Mr. Mutono and Mrs. Anitawati , my parents in law Mr. Asmuni and Mrs. Nurbaya , My Husband Dwipayana Darisman Putra , my lovely son Umar Arham Abdiansyah ,my brother yulis fabianto and my sister Hetty Kurnia Sari, Vivi Anggraini, Lutfia Azka Hani, my , for them sincere love and prayers.
12. All of my friends at TBI 2013

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can be beneficial contribution to the development of education. For acknowledgement above and not mentioned, may Allah SWT give them the best reward. *Wassalamualaikum Warahmatullah Wabarokatuh*

Curup, February 2021

Writer



Rima Indriyani
NIM. 13551077

MOTTO AND DEDICATION

"The world is full of kind people. If you cannot find one, be ones."

"The things that you do should be things that you love, and things that you love should be things that you do"

"Allah always bless my way and know what the best for me, because I believe my plan is good but Allah's plan is perfect"

"Every problem has a solution"

This research will never accomplish without many helps. By saying *Alhamdulillah hirabbil 'alamin*, this thesis is dedicated to :

- Mamak (Anitawati) and Bapak (Mutono), thank you so much for all prays, support, effort, suggestion, motivation, loves, cares and attention you provided me through my entire life.. no words which can say how deep I love both of you..
- My brother yulis fabianto and sisters who always act like my mirror hetty kurnia sari ,vivi anggraini, and lutfia azka hani.
- My Husband Dwipayana Darisman Putra and my little prince, my half of me Umar Arham Abdiansyah. You are one of the reason i finished this thesis.
- My sweet children, my cousin and nephews syanala,kinanty syabil who always help me in taking care of Umar, and make me laugh in confusing situation. I always love you anak aunty.
- My parents in law , Ibuk Nurbaya and Ayah Asmuni who always asking when i will finished this thesis. Thankyou so much for your cares.

- My best Advisors, Mam. Jumatul Hidayah, M.Pd and Mr. Sarwo Edy, M.Pd . Thank you so much for all the times you spend on guiding me and your valuable contribution. May Allah always bless you.
- My best partner who always support and help anytime and anywhere and also in all circumstances is Uci Sherly Rimadanti
- My sisters until Jannah, Gerong, Keces' Family (Deni Setiawati, Mei Nurhayani, Putry Purnama Sary, Uci Sherly Rimadanti) and My Best friends, My Coins who always help and support me to finish this thesis (Kurnia Utami, Guci as my third co-advisor, ,as Tole, Bayu, Arif). Finally, I can finish this thesis.. Big thanks for everything.
- My classmate "A Class" English Study Program Academic Year 2013 (Deta, May, Khykhy, Buk Ayu, Mas Tole, Guci, Raka, Mutiara, Bang Meta, Ani, Fenti, Ayook Yanti, Semsay Riska, Bucik Karmila, Teteh Riski KM, Suyek, Vera, Ayin, Destria, Putry, Uci, Kurnia), I will miss everything about us, our crazy activity and our moments in all situation.. All of you are my family and friends.
- My humble and beautiful subject of the research in SDIT RR 01 Sidorejo
- GEMA which teach how to be a good and a humble teacher.
- All of English Study Program Students Academic Year 2013.
- My Almamater "STAIN CURUP".

ABSTRACT

Rima Indriyani. 2021. *“Teacher’s Difficulties in Teaching English on Online Learning (A Descriptive study in SDIT RR 01 Sidorejo)*

Advisor : Jumatul Hidayah, M.Pd.

Co-Advisor : Sarwo Edy, M.Pd.

The objectives of this research were to know the difficulties faced by the teachers on online learning and describe how the teacher effort in overcoming the problem on Online Learning. The researcher choose descriptive study as the kind of the research and presented the results in qualitative way. There were two teachers from SDIT RR 01 Sidorejo who had participated as the subject of the research. The researcher used technique of observation and interview to collect the data. Instrument of checklist observation was used to know what the difficulties faced by the english teacher during online learning. Then, interview was used to collect detailed qualitative data expressed in the respondent’s own words in order to describe teacher effort in overcoming the difficulties in teaching english on online learning. This study found that there are six difficulties faced by the english teachers in teaching english on online learning such as : 1) limited interaction with the student, 2) time requirement needed in preparation and delivery the online course. 3) Quality of courses, 4) Teacher’s performance in availability and response time. 5) Teacher-students’ feedback and 6) Connectivity of Teaching Media. In the end, this research is expected to be useful for English language teachers, readers, and schools to obtain information and be able to develop the quality of education.

Keyword: teacher’s difficulties, teaching english, online learning

CONTENTS

TITLE PAGE.....
STATEMENT OF OWNERSHIP	i
PREFACE.....	ii
ACKNOWLEDGEMENT	iii
MOTTO AND DEDICATION	iv
ABSTRACT	viii
LIST OF CONTENT	ix
CHAPTER I (INTRODUCTION)	
A. Background of the Research.....	1
B. Research Questions.....	5
C. Research Objectives.....	5
D. Significant of the Research.....	6
E. Delimitation of the Research	6
F. Operational Definition.....	7
CHAPTER II (REVIEW OF RELATED STUDIES)	
A. Review of Related Studies	9
1. Definition of Teacher	9
2. Teaching English	10
3. Online Learning.....	12
a. The descriptive of online learning.....	12
b. The characteristic of online learning	25
c. The types of online learning.....	17
d. The advantages of online learning	19
e. The disadvantages of online learning.....	19
f. Difficulties of online learning	21
B. Review of Related Findings	30
CHAPTER III (RESEARCH METHODOLOGY)	
A. Kind of the Research.....	33
B. Research Subject.....	34
C. Techniques of Collecting Data	36
D. Research Instrument.....	37
1. Observation	37
2. Interview	41
E. Data Analysis.....	44

CHAPTER IV (FINDING AND DISCUSSION)	
A. Finding.....	47
B. Discussion.....	52

CHAPTER V (CONCLUSION AND SUGGESTION)	
A. Conclusion	62
B. Suggestion.....	63
1. For Teacher.....	63
2. For Students.....	63
3. For The Next Researcher.....	63

REFERENCE

APPENDIXES

BIOGRAPHY

CHAPTER 1

INTRODUCTION

A. Background of The Research

Language is the part of human life that cannot be separated since the role of language is really important. The way people communicate with each other is through language. People share ideas, thought, feeling, experiences, and opinions through language. English as the language the most used in worldwide. The role of English as the language is used by the people in any country to communicate about their business, politic, and others. English still becomes the most renowned foreign language in Indonesian schools. It remains as the first foreign language. It has been officially taught in Indonesian secondary schools since a long time ago.

There will be development in globalization, such as free trade, political, foreign companies that build in Indonesia. Therefore, it is very crucial that people in Indonesia should master English, although it is not their first language. In this case, it is surely that English should be taught to the students from the elementary school to the next level. English as the foreign language in Indonesia, it is often difficult to teach or to learn in. The teacher or students often face challenges. In this case, the students need the teacher's role in teaching English, so that the students are fulfilled. Improving the teacher's knowledge and ability in the teaching- learning process is a must.

Coronavirus disease 2019 (COVID-19) originating from Hubei Province of the People's Republic of China has become a current pandemic over the world.

Many countries have been affected by this virus. In late January 2020, a global health emergency state was announced by the WHO Emergency Committee as Covid-19 confirmed cases have been increasing internationally.¹ More than 300 million students worldwide are having their education disrupted by the spread of Coronavirus. In 1 April 2020, the number of confirmed Covid-19 cases in Indonesia has reached more than 1.500 cases.²

The National Disaster Management Authority of Republic of Indonesia has decided to extend the period of disaster emergency caused by Covid-19 pandemic until 29 May 2020³. Schools and universities haven't faced this level of disruption in generations, In this uncertain environment, it's important that learning continues. but unlike any time in the past, we have the ability to continue education even when schools close. So that the global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning⁴.

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smartphones, laptops, and computers which require internet connection⁵. Online learning is also perceived as the utilization of internet in accessing materials, having interaction with contents, teachers, and other students, and gaining assistance in learning process to gain

¹ McAleer, M. *Prevention Is Better Than the Cure: Risk Management of COVID-19*. *Journal of Risk and Financial Management*, (2020). p.13(3).

² WHO, *Coronavirus Disease 2019 (COVID-19) Situation Report –*, (2020), P.72.

³ BNPB, *Keputusan Kepala Badan Nasional Penanggulangan Bencana Nomor 13.A*, (2020) P. 1–2.

⁴ Moorhouse, B. L. *Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online due to the COVID-19 Pandemic*. *Journal of Education for Teaching*. (2020)

⁵ Gonzalez, D., & Louis, R.S, *Online Learning*. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching (1st ed.)*. (2018).

knowledge, make meaning, and progress through learning experience⁶.

The traditional education, that is always conducted in the school become changed to online teaching-learning situations. It forces the many teachers to use the teaching online media which is not usually applied in Indonesia. Therefore, it causes new challenges in the teaching-learning processes conducted by the teachers, especially English language teacher. As one of the subjects that has a higher level of difficulty than other subjects, learning English by online also has a significant impact on both teachers and students. There are many complaints that are felt by teachers and students who teach English online learning.

The teacher should be adapted to the rapid changing of the technology since the teaching media need to improve and always update. It will give a new style for the teacher and also give them challenges on the teacher to master the technology. The presence of the gadget, namely computer, smartphone, or tablet can be used by the teacher to deliver the material or information to the students. Internet and social media are a part of the technology which connects the student and the teacher in teaching-learning situations. WhatsApp, Facebook, Youtube, and so on are part of social media.

According to Daniel Nations social media refers to the interaction of people with each other, sharing and receive information through the instrument of communication, like the internet. Social media are different from offline or the oldest media. among the common features of social media, the member or user is allowed

⁶ Ally, M, *Foundations of Educational Theory for Online Learning. In T. Anderson (Ed.), The Theory and Practice of Online Learning*,(Edmonton: AU Press,2008), P.15

to create content in various media types. Through its social media, the user, it can be both teachers or the students can share and receive information, idea through video, text, or call. Distance learning can be conduct by the teacher to take the advantage of it. It is possible and suitably applied by the teacher during the Corona Virus outbreak.⁷

The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for Covid-19 affected areas.⁸ Soon after that, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from 24 March 2020 due to the increasing spread of Covid-19 and maintaining the health of students, teachers, and all educational staffs.⁹

As a student participating in the Online Learning program, online school was confusing to adjust to as we had not been prepared through simulations or practices beforehand. Students reported the Online Learning program to be even more stressful than regular classrooms. Meanwhile the teachers in Indonesia carry out online learning in a sudden and completely unprepared situation due to the COVID-19 pandemic. It also sheds some lights on the challenges they encounter during their practices of carrying out online learning.

In Rejang Lebong Regency, since The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning ,there

⁸ Mendikbud. *Surat Edaran Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19)*, (2020) .

⁹ Mendikbud. *Surat Edaran Mendikbud: Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka Pencegahan Penyebaran Corona Virus Disease (COVID-19)*, (2020).

are so many trouble cause inside the learning process and also materials understanding. Based on the phenomenon above the researcher wanted to conduct this thesis entitled by “Teachers’ Difficulties In Teaching English On Online Learning (Descriptve Study In Sdit Rr 01 Sidorejo)”.

B. Research Questions

In this research, it is better to identify the problem covering the research. To make the research clear, the researcher identifies the problem as follows :

1. What are the difficulties faced by the English teachers of SDIT RR 01 Sidorejo in teaching English on online learning ?

C. Objectives of The Research

This research aimed are to find the answers for the questions stated in the research questions. Thus, the objectives of the research were:

1. To find out the teachers’ difficulties in teaching english on english online learning in SDIT RR 01 Sidorejo.

D. Delimitation of The Research

Based on the identification problems above conclude it is necessary to make a delimitation the problem so that the scope of the problem becomes clearer. In this research, researcher limited the research only to know what are the difficulties faced by the english teacher during implementation of online learning.

E. Significance of The Research

1. Theoretically

Theoretically, the results of this research are expected to enrich the knowledge related to the problems faced by the English teacher during online learning.

2. Practically

In Practically terms the results of this study are expected to be useful for :

- a. Students cause can give them information about the problems faced by the english teacher during online learning.
- b. English teachers cause can give them information about the problems faced by the english teacher during online learning.so they can try to find out how to fix them.
- c. Researcher cause can give new information about the problems faced by the english teacher during online learning. And can be developpe the subject to do the reseach in the future.
- d. Schools causes this research can be a tool as a guidelines to evaluate the significan of implementation of online learning.

F. Definition of key term

The operational definitions of this research are :

1. Teachers' difficulties

Teacher is everyone who is in charge and authorized in the world of

education and teaching in formal education institutions¹⁰. A teacher has been defined differently scholar. Although all scholar refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process. A teacher has also defined as a person an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skill that will be used to face the challenges in life .¹¹So that, the researcher conclude that teachers' difficulties are conditions that make the teacher unable to teaching well .

2. Teaching English

Teaching is guidance of learning activities, teaching is for the purpose of aiding the pupil to learn.¹² Teaching here is how the teachers teaching English in elementary schools with some ideas that can make the students more interested and more funny when they are learn. Teaching is how the teachers able to teach their students with their ways in activities or others to rich the goals of teaching.

3. Online Learning

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smartphones, laptops, and computers which require internet connection. Online learning is also perceived as the utilization of

¹⁰ Hamzah Uno, *Profesi Kependidikan*, (Jakarta: PT Bumi Aksara, 2007), P. 15

¹¹ HakiElimu. "Who is a Teacher?" *Quality Teacher for Quality Education* , (Deer es Salam : Print Factory LTD,2009), P.9

¹² umar hamalik, *psikology belajar mengajar* , (sinar baru algasindo), p 58,

internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience¹³.

¹³ Gonzales. Louis, *Loc.cit*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

a. Definition of Teacher

A teacher has been defined differently scholar. Although all scholar refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process. A teacher has also defined as a person an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skill that will be used to face the challenges in life .¹⁴

The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.¹⁵

Based on the defination above, in the general sense, people have no difficulty in explaining who the teacher really is. In this sense, the meaning of teachers is always associated with the professions associated with the education of children in school, in educational institutions, and those who

¹⁴ HakiElimu. *"Who is a Teacher?" Quality Teacher for Quality Education* , (Deer es Salam : Print Factory LTD,2009), P.9

¹⁵ Sange. J, *School that Learn*, (New York:DoubleDayPG,2000) , P.3

have to know the teaching materials that exist in the curriculum. Therefore, Teachers can be defined as people whose job is related to business educating the nation in all aspects, both spiritual and emotional, intellectual, physical and other aspects.

. Throughout the world, a successful teacher is expected to have qualities stipulated in the following criteria like should be knowledgeable in term of what they are teaching. A good teacher is the one who knows exactly what they are teaching. The teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to one who does not know their subject matter.

Every day is a new day and the teacher therefore should appreciate the changes. Accepting change will help the teacher to have peace of mind since pupils expect much from him/her especially when it involves new things. A teacher is always in the learning process. A teacher is expected update theirself with the changes since every day there are new things that are put into use. The teacher should be a role model.

b. Teaching English

Teaching is guidance of learning activities, teaching is for the purpose of aiding the pupil to learn.¹⁶ Teaching here is how the teachers teaching English in elementary schools with some ideas that can make the students more interested and more funny when they are learn. Teaching is how the

¹⁶ umar hamalik, *psikology belajar mengajar* , (sinar baru algasindo), p 58,

teachers able to teach their students with their ways in activities or others to rich the goals of teaching.

According to Brown, the first of principle of language learning and teaching is cognitive because they relate mainly to mental and intellectual function. There are five principles; automaticity, meaningful learning, the anticipation of reward, intrinsic motivation and strategic investment. In teaching learning process, the teachers often face the different description of learners' types and styles. Every students have different English language knowledge from others students. Even when classes have been separated into different level, not everyone in group will have the same knowledge of English.¹⁷

According to Harmer we need to establish who the different students in our classes are. To ascertain their language level, for example, we can look at their scores on different tests, and we can monitor their progress through both formal and informal observation. This will tell us who needs more or less help in the class. It will inform our decisions about how to group students together and it will guide the type and amount of feedback we give to each student.¹⁸

¹⁷ Brown, H.D. *Principles of Language Learning and Teaching*. (New Jersey: Prentice-Hall:1980). P.23

¹⁸ Harmer. Jeremy, *The Practice of English Language Teaching, 3rd Ed*, (New York: Pearson Education Limited, 2001), P : 48

c. **Online Learning**

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smartphones, laptops, and computers which require internet connection.¹⁹ Online learning goes on to spread internationally since students and teachers feel comfortable and see possibility in setting up and accessing opportunities to learn alternatively.²⁰

Online learning means a set of learning activities in a subject delivered through network giving access and exchange of knowledge. This terminology has appeared specially to point out an approach of teaching and learning which involves internet technology.

1.1 The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purba, online learning is a form of information technology that is applied in the field of education in the form of virtual schools.²¹

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other

¹⁹ Gonzales . Louis , *loc.cit*

²⁰ White, *op.cit*

²¹ *ibid*

computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

Online learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants.²² Online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience.²³

There are many other applications which could be applied as the utilizing tool to support online classroom, such as: ZOOM, Google Meet, Facebook, and soon. The decision in choosing the appropriate learning tools must be chosen purposely, based on the teachers' ability in accessing technology, students' condition, and other support systems. The application of a supportive tool, then, is to help both teachers and students in managing the Online Learning system to conduct the teaching and learning process.

²² Krish, P, *Language Learning in the Virtual World: Instructors' Voices*. (International Journal of Pedagogies and Learning : 2008) , P.113–129.

²³ Ally. Mohammed , *Loc.cit*.

The Google Classroom is the second supporting application for e- learning. It is also a free application designed to help students and teachers communicate and conduct online classroom. As Azhar & Iqbal implied that using Google Classroom, the teachers can manage the classroom activity effectively and efficiently. However, some teachers perceive that Whatsapp is only a facilitation tool in managing document and basic classroom, without having a significant impact on teaching methodologies. Some limitations of using Google Classroom also should be taken into account, related to the need for supporting smartphone and the availability of mobile data in using this.

Another social media network to be utilized in the teaching and learning process is Youtube. The implementation of Youtube video into the classroom displays a great contribution to flexibility in instruction. The use of Youtube in teaching plays a leading role to help students understand the lessons, presenting a substantial influence on students' understanding, and also provide good materials for teaching.²⁴

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as

²⁴Almurashi, W.A. *The effective use of youtube videos for teaching english language in classroom as supplementary materials at taibah university in Alula.* (International journal of english language and linguistics research. Vol. 4, no.3 : 2016). P.32-47

the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco explaining the philosophical online learning as follows:²⁵

- a. Online learning is the delivery of information, communication, education, training online.
- b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process.

A similar statement was made by Nada Dabbagh and Brenda Bannan-Ritland who explained that today technological advances,

especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.²⁶

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

- a. Budget cost needed
- b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.
- c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.
- d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, Onno W Purba requires three things that must be fulfilled in

²⁶ Miller, M.D. *Minds Online : Teaching effectively with technology*. Cambridge, (Harvard University press : 2014) p.32-35

online learning design, which are "simple, personal, and fast".

1.2 The Advantages of Online Learning

Online learning has several advantages as follows:

- a. Learning is not limited by place and time so that anytime students can access the learning process.
- b. Students in this learning process must be active so that the online learning process is a student-centered process.
- c. Save on education costs (infrastructure, equipment, books, official travel).
- d. Train students to be more independent in gaining knowledge.
- e. Professional online help.

1.3 The Disadvantages of Online Learning

Online learning has several disadvantages as follows:

- a. Dissemination of information that is not appropriate, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing. Thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed, the teacher must indicate which sites contain

information that is really useful for students so that they must be "visited".

- b. Copyright, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.
- c. Very fast website growth, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.
- d. Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.
- e. Lack of quality control, user must be critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

d. Difficulties of Online Learning

Most of the studies that analyzed faculty opinions on Online Learning discussed perceived barriers to participants in the Online learning enterprise. Studies related to faculty attitudes toward online learning are hard to find, though there are studies on technology integration with faculty teaching. Jamlan used a questionnaire to assess faculty opinion at the University of Bahrain towards introduction of Online Learning, and found that faculty members tended to view e-learning positively, though expressed concern over its economic viability.

Newton reviewed related literature on development and integration of new technology in higher education and identified five distracting factors: increased time commitment for academic staff (both development and delivery time), lack of extrinsic incentives/rewards, lack of strategic planning and vision, lack of support in terms of training on technology as well as pedagogy, and philosophical, epistemological and social objections.²⁷

However, in a recent study concluded that faculty willingness to participate in web-based distance education was not related to effort and time needed to develop course materials rather that was a function of their perception of the recognition received. Many instructors feel that their online teaching achievements are not valued adequately at the institutional level.

Among many barriers to Online Learning, cultural and technical barriers are

²⁷Anderson, D.,Indieke,S. *Feedback please : Studying self in te online classroom*. International journal of instruction: 2011 . P.3-12

identified as predominant. While the cultural factors include faculty resistance to innovation and change, and negative attitude towards technology, the technical factors cover issues related to technology reliability, connectivity, adequate infrastructure and technical support.

Pajo and Wallace using factor analysis, identified three groups of factors: personal barriers (lack of knowledge, skills, training, role models and time), attitudinal barriers (no faith in technology, unwillingness to work with technology, concern about student access) and organizational barriers (inadequate technical support, hardware, software, instructional design, no recognition of the value of online teaching).²⁸

However, some faculty members express concern about limited interaction with students in an environment where they never meet the student face to face. Faculty satisfaction is generally high when the institutions values online teaching and has policies in place that support the faculty. Workload issues are the greatest barrier in the adoption of online learning because educators perceive the workload to be higher than compared to that of traditional courses. At least initially, faculty expect to spend more time on online course development and online teaching. Faculty are more satisfied when the institution provides release time for course development and recognizes that online teaching is time consuming.²⁹

Bower states, there are six difficulties which teachers Faced during online

²⁸ Anderson, D.,Imdieke,S. *Feedback please : Studying self in te online classroom*. International journal of instruction: 2011 . P.3-12

²⁹ Jocelyn Howard and Jae Major, *Op.Cit*, P. 104-107

learning as follows³⁰ :

1. Teacher-student relationships

The emphasis was on whether there would be a decrease of personal contact with students, thus inhibiting the ability to get a feel for the students' capabilities.

2. Time

The time requirements needed for preparation and delivery of distance courses was a major concern. In addition, there were concerns that time devoted to research will be sacrificed to accommodate distance teaching expectations.

3. Courses

Lack of an overall plan for distance education programs where distance courses are being offered sporadically rather than as part of a specific curriculum was noted as an issue. It was also questioned whether degree programs through distance education should be limited to Masters level courses only.

4. Teacher performance

The primary issue centered on faculty receiving credit for the work associated with distance delivery, which included both acknowledgment by peers and recognition through promotion and tenure processes.

³⁰ Bower, B.L. *Distance Education: Facing the faculty challenge*. (Online journal of Distance learning administration : 2009). p 61-62

5. Feedback

Lack of an overall plan for distance education programs where distance courses are being offered sporadically rather than as part of a specific curriculum was noted as an issue. It was also questioned whether degree programs through distance education should be limited to Masters level courses only.

6. Technical problems

Types of, and accessibility to faculty training centered around using the technology and designing the instruction for distance delivery.³¹

A few studies have concentrated on intrinsic and extrinsic motivators to Online Learning. In the study by Schifter ‘concern about faculty workload’ was the top barrier to use Online Learning, while ‘personal motivation to use technology’ was the top motivating factor. Maguire categorized this as intrinsic factors that also include ‘feeling of self-satisfaction from teaching online’.

The above review of literature reveals that faculty attitude toward online learning has never been looked at before as a separate entity from a psychological perspective. The available studies focused more on barriers and motivators to Online Learning assessed through opinions and perceptions. It is interesting and useful also to note that barriers to Online Learning could be attitudinal personal and organizational. Removing personal and

³¹ Anderson, D., Imdieke, S. *Feedback please : Studying self in te online classroom*. International journal of instruction: 2011 . P.3-12

organizational barriers coupled with a positive attitude may not be sufficient conditions for introducing e- learning in an organization. It is also necessary to create conditions that reinforce the motivating factors.

B. Review of Related Finding

Here, the researcher has provided three studies which are related to this research. Each results can be taken as the examples and guidance for this study. The first previous research belongs to Sri Hariyati entitled “an analysis of online english learning in the covid-19 pandemic at senior high school” This research just limit to investigate the analysis how is teacher’s perception and how are students’ perceptions of online English learning in the Covid-19 Pandemic.

The result of this research, she conclude The findings from the data analysis, teacher give positive perception to online English learning, the process of learning English is easier with online learning but online English learning can not makes the English process more effective in achieving the learning objectives.³²

Second research is Yulia, Y. has conducted a study entitled “Teaching Challenges in Indonesia: Motivating Students and Teachers’ Classroom Language”. This study describes the main challenges English language teachers face in teaching in Indonesia. This study showed that the students’ motivation is more of an instrumental motivation. In addition, the data showed that the teacher felt that English is difficult to be used or taught in class.³³

Songbatumis has conducted a study entitled “Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia”. This study

³² ³² Gay, L.R & Airasian, *Educational Research : Competencies for analysis and application (6th ed)*, (Upper Saddle River, NJ : Prentice Hall, 2000), P.175

³³ Altman DG, *Practical Statistic for Research*, (London: Chapman & Hall, 1991), P. 76

tried to investigate English teaching challenges as well as the solution taken by the English teacher at MTsN Taliwang. This result of this study showed that the challenges partly come from the students, teacher, and also the school facilities.³⁴

Based on some previous research above, The researcher concluded from the three previous studies above help so much to the researcher to conduct and wrote this study as well as possible. The similarity of the research namely aimed to find the challenges or the problem faced by the teacher. This research mainly focuses on identifying problems faced by the teacher and students during the pandemic, meanwhile, there is no previous study which is focused on the problems faced of teaching online during the pandemic.

³⁴ Jocelyn Howard and Jae Major, *Op.Cit*, P. 104-107

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

In this research the researcher use descriptive qualitative. According to Hancock qualitative research is concerned with developing explanation of social phenomena. It describes social phenomena as they occur naturally³⁵. Descriptive research means a research focused on describing any situation or condition in population systematically, factually and accurately³⁶. According to Gay dan Airasian state that descriptive research determines and describes the way things are, thus this research reported the result of research just as it was found³⁷. It means the researcher presented this research based on the real data which found in the field without some addition or assumption of the researcher.

Danim states that the characters of descriptive qualitative research are the data which come from the words, pictures, non-numerical. Even though, there is numerical data but it is just the supporting data³⁸. It means that this research is kind of descriptive research with qualitative approach where this research is describe teachers' difficulties in teaching English on online learning.

³⁵Beverley Hancock, *Trent Focus for Research and Development in Primary Health Care : an Introduction to Qualitative Research*, (Trent Focus, 1998), P. 2

³⁶NurulZuriah, *MetodologiPenelitianSosialdanPendidikan*, (Jakarta : BumiAksara, 2007), P. 47

³⁷ Gay, L.R & Airasian, *Educational Research : Competencies for analysis and application (6th ed)*, (Upper Saddle River, NJ : Prentice Hall, 2000), P.175

³⁸SudarwanDanim, *Menjad iPenelitian Kualitatif*, (Bandung : PustakaSetia, 2002), P.16

From the explanation about the researcher conclude that descriptive qualitative research is research which has characteristic and purpose to overcome the actual problem nowadays and to collect the data and information to formatting, explaining, and analyzing. Usually in this research the researcher make as form analysis where there is no number but the information explained as form analysis and make conclusions based on the data collected. This research designed to investigate teachers' difficulties in teaching english on online learning in SDIT RR 01 Sidorejo. The reason why researcher designed to investigate the teachers' in SDIT RR 01 Sidorejo, because in this school they do the online learning with explain about the materials too. Not only giving the task and assessment but also give the explanation clearly by video, power point or resume. While in the others elementary school they just giving the task and assignment without explaining the material before or after.

B. Subject of The Research

Subject of the research or somewhat known by study population refers to the people who are the focus of the study³⁹. Peter Airasian gives detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case which exists in social situation⁴⁰. In this research the researcher focus to the population all of English teachers in SDIT RR 01 who teaching by online learning.

The researcher took the subject of the research in SDIT RR 01 Sidorejo which school has applied online learning since 14 march 2020. During

³⁹ Stephen D. Lapan and Mary Lynn T, Quartaroli, *Qualitative Research : An Introduction to Method and Design*, (San Francisco : Jossey-Bass, 2012), P. 83

⁴⁰ *Ibid.*, P. 47

Online learning, this school give materials and also exercise by whatsapp or smart school applications. Meanwhile the others school only take the exercise every weekend without giving explanations about the material.

Therefore, the researcher focused on English teachers who giving the english material by online It means that the teachers not only giving the exercise to teaching their students but also explain the materials related with the learning topic as the sample and use purposive sampling as technique for taking the sample. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the research⁴¹. The researcher choose purposive sampling because first the researcher look for schools which applied english online learning and second the researcher look for teachers who giving the explanations of the materials by online learning. Therefore, based on that rules, the total sample of this research are 2 teachers.

C. Technique for Collecting Data

In collecting the data, the researcher used observation and interview as the instrument in collecting data.

a. Observation

Observation is done by observing directly about research sample behaviour and its interaction in research setting.⁴² It means the researcher is involved directly in researcher uses Passive Participation Observation. Susan Stainback in Sugiyono's book argued that "Passive Participation means the

⁴¹ Altman DG, *Practical Statistic for Research*, (London: Chapman & Hall, 1991), P. 76

⁴²Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*. (Bandung : Alfabeta, 2015), p. 184

research is present at scene of action but does not interact or participate”.⁴³ It means that the researcher observed the teacher’s activity, but did not participate in the teacher’s activity.

This technique is for make sure the teacher’s give the material for their student by online learning. The observation checklist consist of six indicators as shown below. Each indicators consist each sub-indicators. By the checklist observation, the researcher checklist in yes or no column to find out about the difficulties faced by the Teacher.

b. Interview

In qualitative interview, the researcher conducts face-to-face interviews with participants, telephone interviews or engages in focus group interviews.⁴⁴

Interview is a question-answer activity between one person and another person.

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. Interview permit the researcher obtains data and compare it with the data from observation.

Interview has purpose to know about opinion, feeling, emotion and the other things which is related to a person a group. It means that interview helps the researcher to know what the research subject thinks about the research. The research can be done by interview the teachers about the difficulties which faced when they teaching English on online learning. And what are their strategy to finishing their lesson. It can be done by using the guidelines of interview and also using tape recorder for taken the result interview.

⁴³ Ibid., p. 183

⁴⁴ John W. Creswell, p. 140

D. Research Instruments

Qualitative researcher collect data themselves through examining documents, observing behavior and interviewing participants. The may use a protocol-an instrument for collecting data but the researchers are the ones who actually gather the information⁴⁵. To support the data, the researcher used observation and interview in collecting the complete information about the difficulties faced by the teachers during online learning

Qualitative researcher collect data themselves through examining documents, observing behavior and interviewing participants. The may use a protocol-an instrument for collecting data but the researchers are the ones who actually gather the information⁴⁶. To support the data, the researcher used checklist and interview in collecting the complete information about Teacher's Difficulties In Teaching English On Online Learning.

1. Checklist

Checklist is a list of items you need to verify, check or inspect⁴⁷.

So, the researcher just need to write checks (√) on the blank. In this research, the checklist constructed by using Bower theory about Teacher's Difficulties In Teaching English On Online Learning. He declared that there are six difficulties in teaching english on online learning. By understanding the guidelines provided by the experts

⁴⁵ John W Creswell, *Qualitative Inquiry & Research Design Choosing Among five Approaches (2nd Edition)*, (Lincoln : Sage Publication inc., 20017), P.38

⁴⁶ John W Creswell, *Qualitative Inquiry & Research Design Choosing Among five Approaches (2nd Edition)*, (Lincoln : Sage Publication inc., 20017), P.38

⁴⁷ Jonathan Brum, *What is a checklist?*, <http://nimonik.com/2011/10/what-is-a-checklist/>, accessed on July 17th, 2017

above, the researcher was able to construct the checklist below for analyzing the teacher's difficulties in teaching english on online learning.

Table 1. Blueprint of checklist observation

Teachers' Difficulties In Teaching English on Online Learning

No	Participant	Variable	Indicators	Sub-Indicators	Yes	No
1.		Teacher-students relationship	<ul style="list-style-type: none"> Limited Interaction with student 	<ul style="list-style-type: none"> Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face Teacher has difficulties in controled students performan ce in an environtm ent where they never meet the student face-to-face Teacher express concern 		

				about students' Feedback by the materials course		
2		Time	<ul style="list-style-type: none"> • Time requirements needed for preparation and delivery the online course 	<ul style="list-style-type: none"> • Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online class 		
3		Courses	<ul style="list-style-type: none"> • Quality of courses 	<ul style="list-style-type: none"> • Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional learning. 		
4		Teacher' performance	<ul style="list-style-type: none"> • Teacher's performance in availability and response time. 	<ul style="list-style-type: none"> • Teacher have difficulties in responses students' 		

				question right on time		
5		Feedback	<ul style="list-style-type: none"> • Teacher-students' feedback 	<ul style="list-style-type: none"> • Teacher incapability in giving feedback on assignments • Teacher incapability in giving motivation in online learning • Teacher incapability in giving feedback in timely manner 		
6		Technical problems	<ul style="list-style-type: none"> • Connectivity of Teaching Media 	<ul style="list-style-type: none"> • Teacher has difficulties in connective the learning media on online learning 		

2. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.⁴⁸ It used when the researcher interviewed the the students as participant to get the information about teacher's difficulties in teaching english on online learning. It uses in order to attain standardized comparable data from each

⁴⁸*Ibid*, P.292

respondent. All interviews must be conducted in essentially the same manner.

Table 2

Interviews Guidance

Teachers' Difficulties In Teaching English on Online Learning

No	Indicators	Sub-Indicators	Items number
1	<ul style="list-style-type: none"> • Limited Interaction with student 	<ul style="list-style-type: none"> • Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face • Teacher has difficulties in controled students performance in an envirotnment where they never meet the student face-to-face • Teacher express concern about students' Feedback by the materials course 	1,2 , 3
2	<ul style="list-style-type: none"> • Time requirements needed for preparation and delivery the online course 	<ul style="list-style-type: none"> • Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online class 	4 , 5
3	<ul style="list-style-type: none"> • Quality of courses 	<ul style="list-style-type: none"> • Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional 	6

		learning.	
4	<ul style="list-style-type: none"> Teacher's performance in availability and response time. 	<ul style="list-style-type: none"> Teacher have difficulties in responses students' question right on time 	7
5	<ul style="list-style-type: none"> Teacher-students' feedback 	<ul style="list-style-type: none"> Teacher incapability in giving feedback on assignments Teacher incapability in giving motivation in online learning Teacher incapability in giving feedback in timely manner 	8.9.10
6	<ul style="list-style-type: none"> Connectivity of Teaching Media 	<ul style="list-style-type: none"> Teacher has difficulties in connective the learning media on online learning 	11

3. Recorder

The researcher used recorder to do this interview. There are some advantages of using recorder are it can concentrate on listening to what they say and it can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee. After that, the recorded data about the teaching learning activities, material teaching and class condition are changed into written transcript text.

E. Technique of Data Analysis

Gay and Peter Airasian state that there are some steps in analyzing the data,

they are as follows⁴⁹

1. **Data Managing**

Data managing involves creating and organizing the data collected during the research. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcripts observer's comments, memos and reflection. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analysing and interpreting the data. In this research, the researcher will managed the data from the result of interview and observation during online learning.

2. **Reading / Memoing**

After managing the data, the researcher will read the data many times for a better understanding of them. From the result of interview the researcher made a transcript of it about teacher difficulties in teaching English by online learning..

3. **Classifying**

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data. In this research, the researcher will divide the data into two parts there are the data from the interview and document analysis. The researcher starts to classify each of data into several categories based on research questions and indicators.

⁴⁹ L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company, 2000), P. 224

4. **Description**

The researcher will describe the data from the interview and document checklist pour into some paragraphs based on the result of interview of English teachers. In this step, the researcher starts to describe all the data that can help the researcher to do the next step in analysing the data.

5. **Interpreting**

Interpretation is also a part of process of writing the result of the research. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher will interpreting, data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from another.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the findings from the observation and interview. The aim of this research were to investigate what are the difficulties faced by the English teachers of SDIT RR 01 Sidorejo in teaching English on online learning and also how are the efforts by the English teachers of SDIT RR 01 Sidorejo in overcoming the difficulties in teaching English on Online Learning. In colleting the data, the researcher used interview guideline for interview and checklist for observation. This chapter consists of research finding and discussion that are combined into one discussion.

1. Research Finding

SDIT RR 01 Sidorejo is one of the religion-based schools in Rejang lebong. Since the spread of the corona issue in Rejang Lebong, SDIT RR 01 sidorejo has started to implement an online system in the school environment. different from other schools that also implement the same system, this SDRR tries to keep providing their best facilities in online learning, namely by continuing to provide online learning and also providing feedback on children's assignments, where other schools also carry out online only in the form of a shuttle task only.

In this part, the researcher presented the finding what are the difficulties faced by the English teachers of SDIT RR 01 Sidorejo in teaching English on online learning and also how are the efforts by the English teachers of SDIT RR 01 Sidorejo in overcoming the difficulties in teaching English on Online Learning. In collecting the data, the researcher used interview guideline for interview and observation

checklist for observation. Then it answered research questions in this research. The research question will be answered by checklist observation and the second question will be answered by Interview.

Based on the observation which the researcher did by seeing the whatsapp history on online learning on 15th january 2021 until 25th january 2021, the researcher find the difficulties faced by the teacher when teaching in online way, the researcher analysed about the difficulties face by the teacher which has gotten from several theories and then the researcher conclude that become eight major of difficulties face by the teacher in online learning. After that the researcher matched the theory with the English teacher through the observation checklist. and researchers divide them into difficulties face and not face. as shown in the table below:

Table 1. Teachers difficulties faced and not faced in online learning By

Teacher 1

No	The difficulties faced by the teacher	The difficulties not faced by the teacher
1	Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face	Teacher have difficulties in responses students' question right on time
2	Teacher has difficulties in controled students performance in an envirotnment where they never meet the student face-to-face	Teacher incapability in giving feedback on assigments

3	Teacher express concern about students' Feedback by the materials course	
4	Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online class	
5	Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional learning.	
6.	Teacher incapability in giving motivation in online learning	
7.	Teacher incapability in giving feedback in timely manner	
8.	Teacher has difficultes in connective the learning media on online learning	

Based on the table above, it can be concluded that the difficulties which is shown troughout the observation by the teacher 1 in consist of eight difficulties faced by the teacher 1 in SDIT RR 01 Sidorejo from the ten difficulties which is appears often trough online learning. And there are two difficulties by the theories which is not faced by the teacher 1 during teaching English on online

learning ini SDIT RR 01 Sidorejo, they are difficulties in responses students question and teacher incapability in giving feedback on assignment. because from the observation it shown that teacher 1 always responses the student's question right on time. And the tacher 1 always giving a feedback of the students assignment continuously.

Table 1. Teachers difficulties faced and not faced in online learning By

Teacher 2

No	The difficulties faced by the teacher	The difficulties not faced by the teacher
1	Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face	Teacher have difficulties in responses students' question right on time
2	Teacher has difficulties in controled students performance in an envirotnment where they never meet the student face-to-face	Teacher incapability in giving feedback on assigments
3	Teacher express concern about students' Feedback by the materials course	Teacher incapability in giving feedback in timely manner
4	Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online	

	class	
5	Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional learning.	
6.	Teacher incapability in giving motivation in online learning	
7.	Teacher has difficulties in connective the learning media on online learning	

Based on the table above, it can be concluded that the difficulties which is shown throughout the observation by the teacher 1 in consist of seven difficulties faced by the teacher 1 in SDIT RR 01 Sidorejo from the ten difficulties which is appears often through online learning. And there are three difficulties by the theories which is not faced by the teacher 1 during teaching English on online learning in SDIT RR 01 Sidorejo, they are difficulties in responses students question, teacher incapability in giving feedback in timely manner and teacher incapability in giving feedback on assignment.

From the observation it shown that teacher 2 always responses the student's question right on time. And the teacher 2 always giving a feedback of the students assignment continuously and in timely manner. The researcher conclude that for teacher 2 they do not have any difficulties about time management in student's feedback.

The two tables above, provided the answer for the first question of this research, “What are the difficulties faced by the English teachers of SDIT RR 01 SIDOREJO in teaching English on online learning. as stated on the third chapter, there were two teachers picked as the subject by the researcher. The complete data could be seen in Appendix 1 to 2 in form of the result gotten by checklist.

Related to the objectives of the study, the researcher would describe the findings related to: (1) identify the difficulties in teaching online and (2) describe the way the teachers face the difficulties itself on teaching online English subject in SDIT RR 01 Sidorejo. The researcher also employed interviews to support the data. The interviews were intended to find out the teacher’s opinion about the the difficulties in teaching online.

The researcher employed an interview which the result can be seen in the table below: The data appeared by the interview with the teachers in SDIT RR 01 Sidorejo. The researcher do the interview by using whatsapp voice note because in pandemic era we cannot meet somebody freely and after that researcher save the voice note and make it become transcript of interview. In addition, the researcher also stated additional findings.

2. Discussion

In this part, the researcher would like to discuss about the finding of the Difficulties in teaching english on online learning. This research was composed by the participant of the research: they were the English teacher of SDIT RR 01 Sidorejo that had been observed.

1. Teacher’s difficulties in Teaching English On Online learning.

By analyzed the result of observation about teacher difficulties faced and unfaced by the teacher, limited interaction with student become a problems faced by both teacher. Actually in learning process ,To create a good environment in learning process, interaction from teacher and student became one of the important point. But in the online teaching it became a one potential problem which usually appear. As one of the respondent state :

“if we talking about interaction concern. Of course I concern about that. Because it is the first experience to me to teaching on online way. I concern about is my student understanding about the materials since we have lack of interaction or not. Because in online learning we cannot see if the student totally understand with the materials or not. We do not have interaction each other. Even I said to them if there are something that they not understand they can ask me by whatsapp. But there are no reaction.”

1.1 Limited Interaction with student

Teacher has a difficulties in online learning because of the limited interaction which they got during the Online learning. Because without interaction teacher unavailable to see the student responses. Wheter they understand or not about the materials given by the teacher. The limited of interaction by the teacher and the student also occur because the limited of media of learning. Because in online learning, teacher give materials by media of learning without see directly. The student did interactions only by limited whatsapp. As the respondent state :

“yes I concern about the interaction between me and my student because in online learning we can not do interaction maximally because of limited access of learning media and all thing that connect with that.”

From the answer of my second responden above researcher can conclude that teacher also has a difficulties in online learning because of the limited interaction which they got during the Online learning. Because in online learning they can not

do interaction maximally with their student. So that the teacher feel that limited interaction between teacher-student is one of difficulties in teaching online.

Limited interaction occur because of limited access of learning media and all things that connect with that such as internet connectivity, media. Because some students of elementary school did not have smartphone for itself. Students of elementary school usually using their parents smartphone. So the students need assistance by their parent in using the smartphone.

Student performance controlled also became the one of difficulties which is face from my respondent.as my responden stated from the interview: “.... It’s so difficult to control my student tasking while online learning. especially student of elementary school because while online learning process the student need to assist by their parents,teacher can give the materials also assignment but teacher can not controlled the student performance directly. Is the task which is teacher given is actually made by the student or their teacher.it actually happen when the assignment which collect like different ,like the parents made their children task ”

1.2 Teacher’s difficulties in controlling students performance

Student performance controlled also became the one of difficulties which is face from my respondent.as my responden stated from the interview:

“.... It’s so difficult to control my student tasking while online learning. especially student of elementary school because while online learning process the student need to assist by their parents,teacher can give the materials also assignment but teacher can not controlled the student performance directly. Is the task which is teacher given is actually made by the student or their teacher.it actually happen when the assignment which collect like different ,like the parents made their children task ”

From the statement above, the teacher has incapability to control the student performance in online learning. because the elementary school student

needs parents assistance in online learning process but sometimes they do not fair in making the assignment. Like the parents made their children task and made it like the children do. That make the teacher feel difficult to decide if it is the teachers work or the parents work because the teacher cannot see it exactly.

“ yes, of course I have difficulties in controlled the student while online learning process because this learning process we face something that called “ distance”. Where we cannot see each other, look each other and I cannot see if they serious or not in my subject.”

1.3 Teachers students feedback

And teacher has any concern about the students’ feedback toward the materials course that teacher giving by them. This stated by both of the responden as shown below:

“I concern about is my student understand about the materials since we have lack of interaction or not. Because in online learning we cannot see if the student totally understand with the materials or not. We do not have interaction each other. Even I said to them if there are something that they not understand they can ask me by whatsapp. But there are no reaction.”

As the respondent stated :

“yes, i have any concern about my student’s understanding of the materials because there are no feedback that i got since the online learning process. The student seems so quite even i always said to ask me by whatsapp if they ave problem or other question. But again, there is no responses.”

Based on the statement above, students’ feedback also become one of the difficulties that faced by english teacher in online learning. because of the limited interaction which they got during the Online learning. Because without interaction teacher unavailable to see the student responses. Wether they understand or not about the materials given by the teacher. By the question which shown in interview season about time needed in preparation and delivery the materials course, researcher got some

points consist in the answer by the respondents such as shown below:

“of course making the material course in online learning is different with the traditional course or face-to-face course. Here, the preparation needed more time beside the teacher should teach and also need prepare the materials every meeting. For me it is difficult.”

Meanwhile the other respondent stated :

“for me it is difficult. Prepare the materials in online learning is harder than prepare the materials for face to face course. Why ? because for online learning, we faced by media. Because in online learning teacher delivery the materials by the application such as whatsapp, zoom, or other application. And for the materials is cannot by the picture only. Especially for us as english teacher, we use media like kinemaster to make the videos for speaking and vocabulary teaching. And it consume the time. Otherwise we also has to teaching and giving the feedback. It is like 24 hour is not enough for me.”

1.4 Time requirements needed

By the result of interview above, time requirement needed by the teacher for preparing and delivery the material of online learning courses. Because for making the english material for online learning is harder than making the materials for face-to-face learning. Using media also became the difficulties in preparing materials for preparation and delivery the online course online learning. From the information above researcher got a new information about the media using by the teacher in making the courses materials is kinemaster. And for the delivery the materials, the teacher use whatsapp as the media of learning.

1.5 Teacher perceive the workload of online learning is higher than traditional learning.

“yes, the institution always pushing me to make the materials in every meeting and the materials must be by videos or power point. I have workload higher than the traditional courses.”

“or course the workload is higher in online learning than the traditional one. But for me it is not the big problems. I can face it and i am not making this issues as the problem”

Based on the information above, the teacher 1 perceived that higher workload in online learning is one of the difficulties that faced in online learning, the teacher feel burderned when the school encourage to make the best materials in every meeting of online learning since lack of time is be perceived. But for the teacher 2 the workload issues is not a big problems since the teacher 2 can make a deal with that.

The adding information that findings during the interviews are :

Sixth , communication between the teacher and the students need good internet access in order the process of online teaching-learning is going well. Meanwhile, several students in SDIT RR 01 Sidorejo faced poor internet access. The students have not covered well the signal, problem with the internet data packages, so they cannot access the internet, even some students do not have a smartphone.

The participant said that the first thing of the challenges is the internet access.

Below is the conversation on the interview section between participant and the researcher :

“The first is students are difficult to access the internet, so the students are difficult to get the materials, understanding materials given by the teacher, and difficult to send the assignment to the teacher.”

The Seventh things which is become the difficulties in teaching online is the Internet connects people to communicate. People connect with each other through an internet connection that needs media as a tool. It can be a smartphone, tablet, or computer. Meanwhile, several students in SDIT RR 01 Sidorejo are do not have a

smartphone. The other participant Also said that there is a problem with internet access.

“Several students don’t have a smartphone, while the students that have it are difficult to access the signal and the internet data packages.”

The class conducted between online and offline is different. Managing class can affect the teaching-learning process. Both teachers students in a good situation are easy to succeed in the teaching- learning process. The participant 1 stated that prefer to conduct an offline class. Participant 1 also stated that the teacher cannot clarify directly to the students’ understanding of the material given by the teacher through WhatsApp. Besides, the students respond to the material given by the teacher slowly. Meanwhile, there is no problem with the teaching atmosphere of participant 2

“ The online class is not the same as the offline class. It means that I prefer to teach in an offline class that is in school, directly meet. An online class is not effective since the teacher difficult to deliver the materials and giving on the students’ score since the teacher does not know the way students cheating or not when they do the assignment.”

“Of course, yes. The teacher does not much know the students’ understanding of the materials that I have given to them since they respond are not directly as good as in the classroom. The male students have less response to my materials not as good as the female. The male students especially are less of a respond in WhatsApp and often late to send the assignment. The students are rarely asked to me and tent to be lazy when learning online unlike in a normal class that I can supervise directly.”

The researcher conclude that the major difficulties faced by the english teacher in online learning are limited interaction of the student, lack of feedback, internet access, workload issues and time requirement needed in making the materials of online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher conclude the result of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusions

Based on finding and discussion in the previous chapter, the researcher finally conclude that:

Based on bolliger, martindale and bower which provide the theory about difficulties in teaching online and after that the researcher conclude that into several points which faced by the teacher, there were ten points showed the difficulties faced by the teacher during online learning. Based on the cheklist observation there are some points of difficulties that appears in teaching process in SDIT RR 01 Sidorejo and some points did not appears as a difficulties.

The difficulties of the teaching english on online learning which is faced by the teachers are limited interaction with their student, teacher difficulties in controled student performance in online environment, teachers difficulties in preparing and delivery the materials of the course which is consuming the time a lot, workload issues which is higher than face-to face learning , teacher feel burderned when the school pushing to make a fresh materials in every meeting,teacher difficulties in giving feedback to the

student. Teacher difficulties in responses student question , and connectivity of the online media by the student. And also researcher have gotten the new information about the difficulties in arrange the lesson plan and implement the lesson plan in online learning.

From the interview the researcher also get adding information about how the teacher effort in overcoming the difficulties faced by the english teacher on online learning, such as for handle the limited time in online learning. They make some videos for several materials, and they combined zoom video and whatsapp learning once a weeks to controlled students partisipation.

B. Suggestions

Based on the result of this research entitled by “Teacher difficulties in teaching english on online learning the researcher suggests:

- a. For students, the researcher suggest to be more active and creative in follow the learning process and understand the materials because the teacher has done design the materials based on students’ skill and needed. The teacher has give the best effort in giving the materials during online learning.
- b. For teacher, in every problem has the solution. Even the online learning is quite difficult and consuming time but there are the solution for making the lesson better.
- c. For other researcher, the researcher suggest if they should make the other research which is better than this one and this researcher can be

used as a guided or related finding because this research did in some famous schools with subject of the research were the professional English teachers as subject of the research.

REFERENCES

- BNPB, *Keputusan Kepala Badan Nasional Penanggulangan Bencana Nomor 13.A Tahun 2020*
- Brown, H.D. *Principles of Language Learning and Teaching*. (New Jersey: Prentice-Hall, Inc. 1980)
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. *The Psychological Impact of the COVID-19 Epidemic on College Students in China*. (Psychiatry Research, 2020),
- Gonzalez, D., & Louis, R. St. *Online Learning. The TESOL Encyclopedia of English Language Teaching (1st ed.)*. (2018)
- Harmer, Jeremy, *The Practice of English Language Teaching, 3rd Ed*, (New York: Pearson Education Limited, 2001)
- Krish, P. *Language Learning in the Virtual World: Instructors' Voices. International Journal of Pedagogies and Learning* . (2008)
- Mendikbud. *Surat Edaran Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19)*. (2020a)
- Mendikbud. *Surat Edaran Mendikbud: Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka Pencegahan Penyebaran Corona Virus Disease (COVID-19)*. (2020b)
- Moorhouse, B. L, *Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online due to the COVID-19 Pandemic. Journal of Education for Teaching*, (2018)
- Muhammed. Ally, *Foundations of Educational Theory for Online Learning. In T. Anderson (Ed.), The Theory and Practice of Online Learning* . 2nd ed. (Edmonton: AU Press.2008)
- Plaisance, M. *Online Course Delivery. In J. I. Lintas (Ed.), The TESOL Encyclopedia of English Language Teaching (1st ed.)*. (2018)
- Sange, J. *School that Learn, DoubleDay Publishing Group* (New York, 2000)
- Sugiyono, *Metode Penelitian Pendidikan. "pendekatan kualitatif, kuantitatif, dan*

R&D (Bandung: Alfabeta,2011)

Sugiyono, *Metode Penelitian Pendidikan* , (Bandung:Alfabeta,2010)

White, C. *Innovation and Identity in Distance Language Learning and Teaching.*

Innovation in Language Learning and Teaching, (New York, 2008)

WHO. *Coronavirus Disease 2019 (COVID-19) Situation Report – 72.* (2020).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 09 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
- Surat Rekomendasi dari Ketua Prodi nomor : 51/FT.2/PP.00.9/TBI/2021
 - Berita Acara Seminar Proposal pada Hari Kamis, 10 September 2020.

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Jumatul Hidayah, M.Pd** 19780224 200212 2 002
 - Sarwo Edy, M.Pd.** 200700810

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rima Indriyani**

N I M : **13551077**

JUDUL SKRIPSI : **Teachers' Difficulties in Teaching English Online Learning (Descriptive Study in SDIT RR 01 Sidorejo)**

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 25 Februari 2021





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Prima Indriyani
 MAHASISWA :
 NIM : 13551017
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Sarwo Eddy, M.Pd
 JUDUL SKRIPSI : Teachers Difficulties In teaching English
 on Online Learning
 (Descriptive Study In SDIT RR. 01 Sidarejo)

- Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing I dan pembimbing 2.
- Diajarkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan.
- Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Prima Indriyani
 MAHASISWA :
 NIM : 1355 1017
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Sarwo Eddy, M.Pd
 JUDUL SKRIPSI : Teachers Difficulties In Teaching English
 On Online Learning
 (Descriptive study In SDIT RR. 01 Sidarejo)

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi LAIN Curup

Pembimbing I

Pembimbing II

Jumatul Hidayah, M.Pd
 NIP. 1918 0224 200212 2 002

Sarwo Eddy, M.Pd
 NIP. 2007 008 10



No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	7/9	Proposal		
2.	15/9	Chapter 1,2,3		
3.	21/9	Revisi Chapter 1,2,3		
4.	23/10	Revisi Instrument		
5.	16/20	Acc Penelitian		
6.	22/12	Bab 4 & 5		
7.	13/20	Bab 4 & 5		
8.	9/20	Acc Uraian Skripsi		



No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	7/9	Proposal		
2.	15/9	Chapter 1,2,3		
3.	21/9	Chapter 1,2,3		
4.	23/10	Revisi Instrument		
5.	16/20	Acc Penelitian		
6.	22/12	Bab 4		
7.	19/20	Bab 4 & 5		
8.	9/20	Acc Sidang Skripsi		

Table 1

Teachers' Difficulties In Teaching English on Online Learning

No	Participant	Variable	Indicators	Sub-Indicators	Yes	No
1.		Teachers' Difficulties In Teaching Online	<ul style="list-style-type: none"> Limited Interaction with student 	<ul style="list-style-type: none"> Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face Teacher has difficulties in controled students performance in an environtment where they never meet the student face-to-face Teacher express concern about students' Feedback by the materials course 		
			<ul style="list-style-type: none"> Time requirements needed for preparation and delivery the online course 	<ul style="list-style-type: none"> Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online class 		
			<ul style="list-style-type: none"> Quality of courses 	<ul style="list-style-type: none"> Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional learning. 		
			<ul style="list-style-type: none"> Teacher's performance in availability and response time. 	<ul style="list-style-type: none"> Teacher have difficulties in responses students' question right on time 		

			<ul style="list-style-type: none"> • Teacher-students' feedback 	<ul style="list-style-type: none"> • Teacher incapability in giving feedback on assignments • Teacher incapability in giving motivation in online learning • Teacher incapability in giving feedback in timely manner 		
			<ul style="list-style-type: none"> • Connectivity of Teaching Media 	<ul style="list-style-type: none"> • Teacher has difficulties in connecting the learning media on online learning 		

Table 2


Interviews Guidance

Teachers' Difficulties In Teaching English on Online Learning

Indicators	Sub-Indicators	Items
<ul style="list-style-type: none"> Limited Interaction with student 	<ul style="list-style-type: none"> Teacher express concern about limited interaction with students in an environment where they never meet the students face-to-face Teacher has difficulties in controled students performance in an envirotnment where they never meet the student face-to-face Teacher express concern about students' Feedback by the materials course 	<ul style="list-style-type: none"> Do you have any concern about limited interaction with your student during online learning ? give your reason ! Do you have any difficulties in controled your student performance during online learning ? give your reason ! Do you have any concern about your student's feedback toward the material course ? give your reason!
<ul style="list-style-type: none"> Time requirements needed for preparation and delivery the online course 	<ul style="list-style-type: none"> Teacher has difficulties about the time for prepare the materials of the course is consuming time while the teacher should delivery the new subject in every online class 	<ul style="list-style-type: none"> Does preparing online material take up your time ? give your reason ! Do you have any difficulties about time managing for prepare the material course while teaching online ? give your reason !
<ul style="list-style-type: none"> Workload Issues 	<ul style="list-style-type: none"> Teacher perceive the workload of online learning is higher than traditional courses. Teacher feel burderned when the school encourage to always make the best materials in every meeting since lack of time is be perceived. 	<ul style="list-style-type: none"> Do you have any concern about the workoad of online learning is higher than traditional courses ? give your reason ! Does your institution encourage to always construct the best materials in every meeting since lack of time is be perceived ? give your reason ! Do you feel burderned when the school encourage to always make the best materials in every online meeting ? give your reason !
<ul style="list-style-type: none"> Adequate compensation and Equitable reward system 	<ul style="list-style-type: none"> Teacher concern about the lack of compensation for online learning which costs a lot Teacher concern about a 	<ul style="list-style-type: none"> Do you have any concern about the lack of compensation for online learning which costs a lot ? give your reason ! Do you have any concern about a fair reward in accordance with the workloads

	fair reward in accordance with the workloads given	given ? give your reason !
<ul style="list-style-type: none"> • Policies that clarify intellectual Property 	<ul style="list-style-type: none"> • Teacher concern about the ownership of course and teaching materials developed within distance and online environments, as course materials can easily be shared or copied without author's consent. 	<ul style="list-style-type: none"> • Do you have any concern about the ownership of the course and teaching materials that have given ? • Do you have any concern about your course materials can be shared or copied without your consent ?
<ul style="list-style-type: none"> • Quality of courses 	<ul style="list-style-type: none"> • Teacher concern about student understanding as expressed in Online learning evaluation tends to be lower than that in traditional learning. 	<ul style="list-style-type: none"> • Do you concern about student understanding as express in online learning to be lower than traditional learning ? give your reason !
<ul style="list-style-type: none"> • Teacher's performance in availability and response time. 	<ul style="list-style-type: none"> • Teacher have difficulties in responses students' question right on time 	<ul style="list-style-type: none"> • Do you have any difficulties in responses students' question right on time ? give your reason !
<ul style="list-style-type: none"> • Teacher-students' feedback 	<ul style="list-style-type: none"> • Teacher incapability in giving feedback on assignments • Teacher incapability in giving motivation in online learning • Teacher incapability in giving feedback in timely manner 	<ul style="list-style-type: none"> • Do you have difficulties in giving feedback on students's assignment ? give your reason ! • Do you have any difficulties in giving motivation in Online learning ? give your reason ! • Do you have any difficulties in giving feedback in timely manner ? give your reason !
<ul style="list-style-type: none"> • Connectivity of Teaching Media 	<ul style="list-style-type: none"> • Teacher has difficulties in connective the learning media on online learning 	<ul style="list-style-type: none"> • Do you have any difficulties in connective the learning media on online learning ? give your reason !

Validator

←  Teacher 2
online

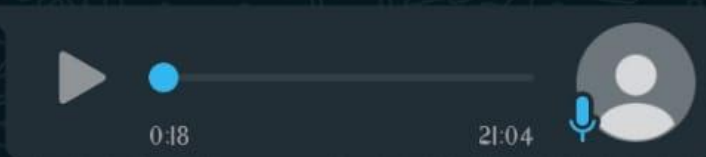
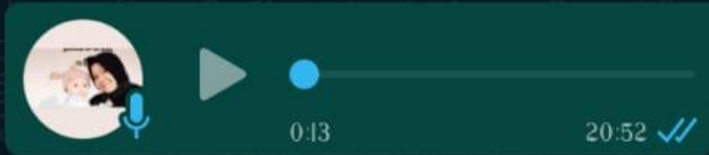


Ayuk ko nak masukkan bukti chatnyo ke lampiran kelak Yo? 20:46

Iyo dek 🤔 20:46 ✓✓

Eh idak ding. Kan ayuk ubah ke transkrip gek. Buktinyo record aj 20:47 ✓✓

Okeh yukkk 20:47



← Teacher 2



FEBRUARY 11, 2021

0:32 21:19 ✓✓

1:15 21:25

0:20 21:31 ✓✓

1:46 21:34

0:23 21:38 ✓✓

0:38 21:55

0:10 21:58 ✓✓

FEBRUARY 12, 2021

0:55 06:12

Type a message





BIOGRAPHY

The researcher's full name is Rima Indriyani. Her nickname is Rima . She was born in Curup on January, 29th 1996. She lives in Air Meles Bawah. She is the fourth daughter from Mutono and Anitawati. She has one brother and three sisters.

She finished her elementary school on SD Negeri 06 banyumas in 2001. In 2007, she entered to SMP Negeri 2 Curup and finished her study in 2010. Next, she was graduated from MAN Curup in 2013.

In 2013, she entered to STAIN Curup and choose English Tadris Study Program in Education (*Tarbiyah*) Department until 2021.