



Problems of Online Learning during Covid – 19 Pandemic in EFL Classroom

Sri Rahmadhani Siregar
Institut Agama Islam Negeri Padangsidempuan (IAIN) Padangsidempuan
srahmadhani15@gmail.com

ABSTRACT

Covid – 19 pandemic has changed face to face interaction in teaching learning process into online learning by visual interaction. The fact teacher and students struggled with problems in online teaching and learning. Therefore, the research focused on investigated problems of teacher and students in doing online learning. Qualitative method was delivered in conducting this research. There are three instruments to collect the data, which were observation, interviews and documents. The researcher analyzed the data through organize and prepare the data, look and read all the data, coding the data and interpretation the data. The finding showed that the teacher problems in teaching came from learning situation and students' understanding materials. Moreover, the students' problem in learning was affected by online learning situation.

Keywords : EFL classroom; Covid-19; online learning; students' problems; teachers' problems.

Introduction

Covid – 19 pandemic has changed face to face interaction in teaching learning process into online learning by visual interaction. The ministry of Education and Culture of Indonesia stated in Circular Letter of Ministry of Education number 4 tahun 2000, teaching and learning in all levels of education will be done by online learning by doing the learning process from home (Kemdikbud, 2020). Sun and Chen (2016) found that one of essential challenges in online learning to develop a sense of community. It covers the tools or may the way of communication apply.

Online learning is a learning system without directly face to face between teacher and students (Allen & Seaman, 2007). Moreover, online learning is access to learning experiences via some technology (Carliner, 2004; Chun, Smith, & Kern, 2016). Technology requires internet network. The teacher and students are all together learning in the same time but in different places.

Technological devices become among the essential tolls in the teaching learning process (Brewer, DeJonge, & Stout, 2001; Hartshorne & Ajjan, 2009). In the line with this, although technology is more gluttonous in this era, technology cannot replace the teachers' position (Cviko, McKenney, & Voogt, 2014; Early & Early, 2015; Turnage & Goodboy, 2014). It means, the use of

technology is only a tool for facilitating teachers in process of teaching. It cannot build the students character.

Several studies have found some research finding. In earlier study Efriana (2021) has analyzed online learning difficulties faced by EFL teachers and students, and student's parents during the Covid-19 pandemic era. It summarized that the implementation of the online learning during covid-19 pandemic especially in EFL learning caused various problems for teachers, students, and parents. In similar directions, the previous study from Mahyoob (2020) also determined the challenges and obstacles confronted by English language Learners (EFL) to online learning due to the Covid-19 pandemic. The study results show that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance.

Another previous study is Putri (2021). This study investigated the challenges faced by primary and secondary EFL teachers in conducting online English learning during this pandemic. The findings showed that productive skills, including speaking and writing skills become the most challenges in conducting e- learning for EFL teachers. Then, the recent research from Zboun and Farrah (2021) also examined students perspectives towards benefits and challenges of fully online classes. It can be known that the disadvantages are more than advantages. The weak internet connectivity, poor interaction, less motivation, less participation and less understanding are most challenges of online learning. However, they find online classes easy to access, convenient and easy to be reviewed for exams.

The last previous study also elucidated EFL students challenges, suggestion and needed materials during this online classes (Nartiningrum & Nugroho, 2020). The findings disclosed that EFL students' main challenges in attending online courses were the unsteady networks and the less direct interactions. Regarding all previous related studies, most of them got challenges in teaching EFL classroom in the middle of Covid-19 era. It gave some negative and positive perspectives even from teachers or students. In this research, the researcher needs to find what are the problems faced by the teachers and students in this online learning due to the Covid-19 pandemic era. In short, the researcher was interested in investigated the problem of English teachers and students in online learning during Covid-19 pandemic at SMAN 2 Plus Sipirok.

Research Methodology

The research was qualitative method. Qualitative method describes the result of observation with the data described from existing sources. In this research, the subjects were limited to the two English teachers and eight students at grade XI in 2019/2020 academic year at SMAN 2 Plus Sipirok. The classes consist of MIA1, MIA 2, MIA 3, IIS 1. Data collection used interview with the two English teacher and eight students. Interview was done face to face interaction by following health protocol. The researcher analyzed the data through some steps in analyzing qualitative data, they are: Organize and prepare the data, look and read all the data, coding the data and interpretation the data.

Finding and Discussion

Finding

The result of research is presented from data collected through interview with the two of English teachers and eight students. The result covers teachers' and students' problems in EFL classroom. In this research, the teachers cannot apply the strategies maximally because the system of learning that changed into online learning. In online learning, both of teachers gave the materials through WhatsApp Group, Zoom, and Google Meet for learning. The teachers separated the materials before the classes begin such power point and video as media to teach the students. Hence, the teacher also asked the students to read their text book first before the class started.

Teaching and learning process was not always can be success even though the teacher had planned the process of learning. Sometimes they found some problems in teaching process so that the purpose of teaching cannot be achieve perfectly. Teachers' problems investigated by interviewed the English teacher. The following are the result of interview.

The first participant said that there was not limited time talking about problems of teaching. The entire teacher has problems when they are teaching. Usually, the students who are categorized 'clever' will give much contribution. In contrary, the students who are categorized enough and we can say that as low categories, they will not giving contribution for the group work. The problem was more complex when online learning comes. The teacher cannot teach maximal because of different quality of internet networking, the time was limited and it was difficult to make the students give their full attention to the materials.

Moreover, the second participant also said that he is mostly getting problems when the system of learning changed into online learning. He cannot observe the students directly and he cannot believe that all his students understand with teacher explanation. Many of students turned off their camera when they did the learning by using zoom application, they don't know what they were doing behind. Hence, the process of learning is not enough, so the time also was the big problem for this

situation. Moreover, the materials cannot understand more by the students. As we know that, genre text is the materials for writing. The students have to be able to find out generic structures and language features of text.

The data collected from interview presented problems into two categories, problems in teaching and problems in materials. Both of problems were caused by the changes of learning situation into online learning.

Problems in Teaching Learning Process

Covid 19 has given a big effect for education in all over the world. Teacher in SMA N 2 Plus Sipirok forces to change face to face interactions classroom become online learning by using zoom application. The first problem was come from zoom application itself. It was only had 45 minutes in one presentation. The teacher admits that a short learning time in presenting power point cannot be achieving all the objectives of learning. The rest of time after 45 minutes was used to assess students through whats app group.

Online learning did not maximal because during teaching learning process, there are some students didn't want to open the camera video. The teacher must warn the students in every meeting. It showed that students did not give their full attention to the materials. Internets networking also affect online teaching learning process.

Problems in Materials

The second problem was about materials of teaching. Unfortunately, online learning was affect students' understanding about the materials. Based on lesson plan and objectives of teaching, the students can be able to create explanation text by following generic structures and language features. The teacher said some students' getting mistake when creating a text. The mistake was done because during learning by zoom, online class only identified about language features and grammatical structure of text.

Students' Problem in Online Learning

The data about students' problems in learning writing materials was collected from interview. There are eight participants in completing the students' problem when they learnt writing by following online learning. The first participant stated that the problem in learning writing is the grammatical rules. Sometimes he was giving the error grammar for writing task. He also getting problems with this pandemic situation, the internet connection in village is not stable and it made him so sad because sometimes was late for giving assignment. In sum, the problems are from students understanding about materials and from his networking.

The second participant shared that in writing activity, he usually get problems in finding ideas to start writing. The difficulties came from starting point ideas with poor imagination. He also said

that he cannot ask the teacher or friends directly about the assignment. Actually, the students' problem was not only from the materials but also from the creativity of students in expressing idea to become written text.

The third participant has problems in writing because she doesn't have much vocabulary. For those problems, she usually spent many times for searching vocabulary and it made her getting bored. It means that the problems came from students' ability because of less of words.

The fourth participants said that the situation of pandemic Covid – 19 make him feel uncomfortable with the process of teaching, she felt that the time was not enough and it was too short for comprehending the material. Her problem actually was same with teachers who stated that was difficult to manage the time for teaching during pandemic.

The fifth students has problem from two factors, material and the way of learning. Writing focused on genre text with language features and generic structures. One of the language features of text is tenses. Each text has tenses itself, and it makes her difficult to differentiate kinds of tenses based on types of genre text. Then, online learning makes studying different with usual and it make her getting bored. Learning was by using hand phone and computer. It cannot be denied that all students all over the world faced this learning situation.

The sixth participant said that she likes writing because she likes reading. She read such kind of novel and got inspirations to write in a free writing style. When writing for academic result, she still got to make in a good structure. In fact that, free writing and genre text was so different in structure and characteristics. Genre text needs writing based on structure.

The seventh participant usually gets in difficult to choose the suitable words for arranging sentences. It was more difficult when the process of learning becomes online system. Writing needs to practice in creating text and it will affective on learning process at the classroom.

Last, the eighth participants get in difficult to arrange words in appropriate order. The problem was getting more when online learning system. The internet networking is not good. Sometimes, the network was lost and it made him cannot attend the class actively.

The result of interview concluded that student' problems were the situation of learning. Students' statement looks like teacher statement that did not comfortable teaching and learning by online. The first problem from students was time to learn. The students said the timing for study was too short. They cannot practice more. The second problem was internet networking. The students often disturb because the connection is not stable. The third problem was doing exercise. They said that, they cannot ask or discuss directly with friends about the assessment. Finally, they state that sometimes feel bored while online learning cannot be maximal.

Discussion

As the finding showed, both teachers and students have some problems in teaching learning process. For the disadvantages side, the teachers feel difficult to give the material to students. Moreover, the students also feel bored, time is too limited, and they are difficult in doing exercise. It is similar with some previous studies that all findings showed the same result. First, Efriana (Efriana, 2021). The results showed that problems faced by teachers include weak mastery of IT and limited access from students. The student's problems are in the form of inactivity in following learning, limited supporting facilities, and internet network access. The second was by Mahyoob (Mahyoob, 2020). The study results show that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance.

Next previous study also give the same result. The findings disclosed that EFL students' main challenges in attending online courses were the unsteady networks and the less direct interactions (Nartiningrum & Nugroho, 2020). From all those previous study, it can be seen that the result give the same finding it is that most of the give the negative side. Even all the finding gave negative response but the problems are different each other.

Raharjanto research presented the different result for these problems. He stated that the problems came from understanding of materials (Raharjanto, 2016). The students' problems can be found on vocabulary, structures, and generic problems. In addition, the students' problems also have found in four aspects of writing, they are sentence construction, organizing text, paragraphing aspect and text cohesion aspect (Simanihuruk, Mora Yulina; Silalahi, Dumaris E.; Sihombing, 2021). They also used qualitative research to find out the data of students' problems. Various problems were identified in grammar, syntax, spelling, punctuation and in choice of vocabulary. In addition to these problems redundancy of content, mother tongue interference and genre identification were also identified in the study (Peter & Singaravelu, 2021).

Conclusion and Suggestion

The result of this research can be concluded as the teacher problems in teaching came from learning situation and understanding materials. Moreover, the students' problem in learning was affected by online learning situation.

Researcher suggests to English teacher can be modified some strategies in teaching EFL classroom during pandemic Covid - 19. Actually, online learning affected students' understand about the materials because teaching learning process cannot be done maximal. The important one for future is how to choose the suitable strategy in facing pandemic to solve the teachers and students problem. When these problems can be solved, the objectives and competence of the subject can be achieved maximally.

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