

THE CHALLENGES OF ONLINE LEARNING DURING PANDEMIC COVID 19 IN SMKN 5 SAMARINDA

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Abstract

The success of teachers in conducting online learning in the Covid-19 pandemic condition is the ability of teachers to innovate in designing, concocting materials, media, learning methods, and suitable applications to the materials and methods. Moreover, teacher and students currently faced some challenges or difficulties in online learning. The challenges of online learning is difficulties faced by teacher and students which is all the factors involve in the challenges, such as the students or the teacher self and the technological that use in online learning. The purpose of this study is to find out the challenges of online learning during Pandemic Covid 19 in SMKN 5 Samarinda. This study used qualitative method. The result showed that almost all of the challenges that teachers faced in online learning (E- learning) are the unstable connection, the ability operation of the mechanism program, and the students' low interest or low motivation with online classes. However, the second major was communication barriers faced by teachers and students as the impact of unstable connection.

Keywords: *learning, vocabulary, video clips, Journal*

Introduction

Since the 2019 Coronavirus disease became Pandemic and entered Indonesia in early March 2020, several policies or steps related to handling and preventing this deadly outbreak have been implemented by Indonesia's Government. Starting from the application of Social Distancing, Physical Distancing, Selective Limitation, the Large-Scale Social Restriction (PSBB) policy was carried out.

Moreover, the goal is that the chain of the spread of COVID-19 can be immediately broken. Especially in the World of Education in Indonesia, the Ministry of Education and Culture (Kemendikbud, 2020) has asked all schools to provide Ease of Learning in the Covid-19 Emergency. Helping the government and the community to learn from home, work from home, and carry out social restrictions to break the chain of spreading Coronavirus Disease (Covid-19).

Furthermore, in changes to the learning system that is carried out online, teachers and students will experience several changes and adapt to them. Furthermore, Online learning is a series of

activities between students and teachers in the teaching and learning process in one subject, conveyed through a network or suitable media for knowledge exchange. This Pandemic causes fully online language Learning to occur in a sudden and completely unprepared situation. Whereas, particular research investigating fully online language learning is scarce (Ma et al., 2014), especially during a pandemic

Besides, teachers as facilitators of learning in the school environment must be more creative and innovative in creating a learning climate in the classroom so that students would be curious (Cargas et al., 2017). The success of teachers in conducting online learning in the Covid-19 pandemic condition is the ability of teachers to innovate in designing, concocting materials, media, learning methods, and suitable applications to the materials and methods. Moreover, teacher and students currently faced some challenges or difficulties in online learning. The challenges of online learning is difficulties faced by teacher and students which is all the factors involve in the challenges, such as the students or the

teacher self and the technological that use in online learning (Arkorful & Abaidoo, 2015).

To help the teacher and students can solve the problems they are needed to know what the type of challenges in online learning that is can help make or give solution in their problem. Therefore, the researcher will research about The Challenges of Online Learning during Pandemic Covid19. The study's purpose is to know The Challenges of online learning during Pandemic Covid-19 in SMKN 5 Samarinda.

Research Methodology

Research Design

Qualitative research is an appropriate approach to undertake this study because qualitative research is a means for understanding the meaning individuals or groups describe a social or human problem (Creswell, 2013). The qualitative approach is described and interprets events, conditions, or situations of the present. The purpose of this approach was to provide an in- depth understanding through data analysis of multiple sources of information describing all details of the challenges of Online Learning during Pandemic Covid-19. According to Wisdom & Creswell (2013), There are five areas of qualitative research: case study, ethnography study, phenomenological study, grounded theory study, and content analysis. These five areas are representative of research that is built upon inductive reasoning and associated methodologies.

This study researcher chooses a case study being a research design because the researcher will describe the challenges of Online Learning during Pandemic Covid-19. As stated by Creswell (2013), Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Moreover, as stated by Thomas-Gregory (2015), the case study design helps the researcher explain how or why the case happened.

Research Setting

The researcher will conduct this study at SMKN 5 Samarinda, and It is located in Jl. Wahid Hasyim I No.75, RT.08, Sempaja Sel., Kec. Samarinda Utara, Kota Samarinda, Kalimantan Timur. The researcher chooses this school after doing a mini-research.

Research Subjects

In collecting the data, the researcher chooses purposive sampling to select the participants. Purposive sampling (also known as judgment, selective or subjective subjects) is a subject technique in which the researcher relies on his or her judgment when choosing population members to participate in the study. Alternatively, according to Tongco, (2007), the purposive sampling method is able to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims.

According to Cresswell & Plano Clark (2011), purposive sampling is selecting individuals or groups of individuals who are exceptionally knowledgeable about or experienced with a phenomenon of interest. Purposive sampling helps the researcher to choose the participant in this research, which means the researcher has the purpose of selecting or choosing the participant to be subject in this study;

1. Teaching English subject has been two years
2. Use technology in online teaching
3. Teaching in different levels (grade 10,11, and 12)
4. Teaching online class
5. Therefore, the researcher chooses the subject is English Teacher in SMKN 5 Samarinda.

Research Instruments

Based on this research approach, qualitative research, the researcher chooses herself as the main instrument in this study, as quoted by Creswell (2013). The researcher is the one who collects the data by examining the documents. Besides, the researcher not the only one who is the main instrument. The researcher also uses another

instrument, which is an In-depth interview. Wherefore the researcher will use a semi-structured interview, and she prepared the list of questions or interview guide that she asked to the teachers. So, when the researcher conducted the interview with the teachers, she was ready with the guide so that the interview was right on target and the topic was not wide.

As Mitchell. et al. (2017) stated that an in-depth interview is an activity when researcher collects the informant's data by focusing on the informant's life, experiences, and self-perception towards the question based on his/her word. There is a characteristic of in-depth interview based on Mitchell. et al. (2017):

- a) A conversational process.
- b) Unstructured or semi-structured format.
- c) Typically conducted face-to-face also by voice call.
- d) Often involves repeated interviews with the same respondent.
- e) Typically, individual interviews but can be groups
- f) Conduct with a small subject, around two-five subjects.

Data Collection Techniques

Since the study employs a case study method, this study applies in-depth interview to collect the data Creswell (2013). However, the researcher shares information and communication online with WhatsApp application to help make more accessible the researcher conduct this study between subjects in Covid-19 situation. Furthermore, before conducting this research, the researcher conducted some stages to make this structured study information about online learning challenges during Pandemic Covid-19. The step as follows:

1. The first step is for the researcher will prepare the question related th indicator of challenges of online learning faced by the teacher.
2. The second step is the researcher will ask permission from the school to

conduct the research. After the school permitted to do the research, the researcher contacted both the teachers to make an appointment about when the researcher could ask for some interview questions online.

3. The third step is researcher will collect all the information from the subject one by one with the interview
4. The fourth step is the researcher will be recording while in the process interview.
5. After the researcher gets all information from the subjects, the researcher will code the sound recorded.

2.1.Data Analysis Techniques

Data analysis is the process whereby researchers systematically search and arrange their data to increase their understanding of the data and present the result to others. After collecting the data, the researcher listened to the interview recording while writing the transcription to make the researcher easier to read and re-read the data. This study researcher used data analysis techniques from (Miles et al., 2014). They consist of four concurrent flows of activity.

Data collection

Data collection is the result of the process of collecting data takes by the researcher. There are some data included; in-depth interviews and other empirical materials. By condensing make the data stronger. In this study, the researcher will give the question to subjects in the interview process. In doing the interview, the researcher did not separate which questions related to the challenges. Moreover, in this coding, the researcher put together the challenges mentioned by the teachers. Therefore, the researcher will easier display them in the findings.

Data reduction

Data reduction is the process of reducing the data that was not related to the research questions. So, the important

information had to be taken, and unimportant information had to be ignored. Data reduction is not something separate from the analysis. It is part of the analysis. Data reduction is a form of analysis that sharpens, focuses, discards, and organizes data so that final conclusions can be drawn and verified. In this study, the researcher will reduce and organized the data from data collection. As stated by Bingol et al., (2014), data reduction means summarizing, choose the important things, or focusing on the essential things in this study. In this case, the researcher reduced some unrelated information's that the researcher had grouped in the process of coding. Those information's were about the main challenges face by the teachers.

Data Display

The second major flow of analysis activity is data display. According to Huberman (2014), The display includes many types of matrices, graphs, charts, and networks. All are the design to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of the analysis the display suggests may be useful. Moreover, the researcher will put the result of this study using tables because of the instruments the researcher used in this study there is an interview, so researcher choose table design to make a more accessible display the result data in this research

Conclusion

The third stream of analysis activity is the conclusion. After all, data is found, the researcher concludes it. The data is then verified by double-checking all data collection, data reduction, and data display after collecting data. Moreover, in this case, the researcher can conclude data about online learning challenges during Pandemic Covid19. In displaying the data, the researcher did not separate which data gotten from the interview. So, the data will

explain narratively in general after the table. After it had been conducted, the researcher was able to draw conclusion and verify it to be meaningful data.

Triangulation

Theory triangulation is used to make the result of this research as reliable, valid, and credible. In order to validate the data, the researcher uses theory of challenges of online learning ways to check for the accuracy of the findings through verification from two or more sources, according to Creswell (2013), examining the evidence from source and participants in the form of information. The validity of the data is very important; the researcher used theory triangulation. The strength of qualitative research is that there is much information that can be collected and can be used to another participant to make the weak information secure with other information. The purpose of triangulation is to increase the credibility and validity of the findings. Further, (Denzin 2012) stated that there are four techniques in triangulation.

1. Method triangulation refers to the use of more than one method for gathering data. As is known in qualitative research, the researcher obtains data from interviews, observations, and documents to obtain valid data.
2. Inter-researcher triangulation is done by using more than one researcher in data collection. This technique is recognized to enrich the in-depth knowledge.
3. Data sources triangulation gathers the data with some strategies or methods in collecting data. For example, besides using interviews, the researcher can use another answer with another method, such as observation or questionnaire, and test.
4. Theory triangulation compares the formulation of the information/ thesis statement of relevant theoretical perspectives to avoid the researcher's individual bias on the

finding or conclusion generated. Besides, theory triangulation can increase the depth of understanding if the research data are able to dig in-depth theoretical knowledge on the results of the data obtained.

5. In other words, the researcher will use the Theory Triangulation, as stated by Denzin (2012), because this type of triangulation is suitable for this study. This triangulation helps the researcher to check and make the result of the study reliable and valid.

Findings And Discussion

The Challenges of Online Learning During Pandemic Covid 19 in SMKN5 Samarinda

No.	Coding	Information
1.	T1	Teacher 1 (CC) English Teacher grade 10
2.	T2	Teacher 2 (DN) English Teacher grade 12
3.	T3	Teacher 3 (ZN) English Teacher grade 11
4	S1	Students 1 (grade 10)
5	S2	Students 2 (grade 12)
6	S3	Students 3 (grade 10)
7	S4	Students 4 (grade 11)
8	S5	Students 5 (grade 10)
9	S6	Students 6 (grade 11)
10	S7	Students 7 (grade 12)
11	S8	Students 8 (grade 11)
12	S9	Students 9 (grade 12)
11	Ds	Disadvantages in online learning (Arkorf and Abaidoo, 2020)
12	Ec	Economic Condition (Simamora, 2020)
13	Ab	Ability (Simamora, 2020)
14	As	Anxiety (Simamora, 2020)
15	Cs	Classroom Distracted (Abdulmajeed et al, 2020)

Table.4.1. The Challenges of online learning (E-learning) during pandemic Covid-19

For the result in-depth interview with the teacher and students, the researcher found some challenges faced by them. Furthermore, the researcher provided the table information for the information for the coding the challenges and the subjects of this research. For the subject 1 as T1 was the English teacher for grade 10, subject 2 as T2 was the English teacher for grade 12, and for subject 3 as T3 was the English teacher grade 11. Moreover, in this study use source triangulation to strength the result that were the students for each grade had 3 students and for the code was S1 until S9. However not only the subject that was code by the researcher, the challenges was code as Cs for the classroom distractions, Ax for the anxiety, Ds for Disadvantages online learning, Ab for the challenges ability, and Ec for the economic condition.

Therefore, Emergent themes occurred due to examining participants' unique and specific personal experiences and perspectives and completing open coding. Transcripts were re-read and compared to the participants' responses. The researcher identified key concepts, words or phrases, and perceptions that occurred. And then, the researcher studied the categories to determine emergent themes, including 1) Classroom Distractions; 2) Unstable Connection; 3) Classroom Distraction from the students, 4) The Ability, 5) Economy Condition, and 6) The Anxiety. The researcher was classification the challenges based on the result in-depth interview and the theory from the challenges online learning (E-learning) between researcher and the subjects.

Classroom Distractions

The researcher was found that the challenges that faced by teachers and students was the connection of internet while in teaching and learning in online class. Internet access and network connection become the primary needs to conduct an online teaching and learning activity. The data analysis revealed that one of the challenges encountered by the teachers and students was unstable internet

connection, especially experienced by their students. One of the participants said that the online teaching activities could not be conducted punctually according to the meeting schedule because of internet connection problem.

The problem is not only in the unstable internet connection, but also in the absence of the internet data. Providing internet data requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have adequate budget to provide the internet network, despite the fact students were given internet data from school but the internet data still not covered for the needs of student in learning because it is used for all the activities in learning. However, the classroom distraction challenge was faced by students and the impact for the students was lack of motivation.

The Unstable connection

From the question 1 the researcher was found several challenges that faced by teachers in online teaching during pandemic covid-19. Furthermore, for the Question 1: What are the challenges that you face in online learning? Especially in teaching English subject in SMKN 5 Samarinda?

Response T1: ".....For the challenges that I face, the internet that i have always had trouble or bad connection because the position of my place was have a bad connection..."

It's also supported by students:.....When I'm in an online class, the internet is bad because the network stops or lags, so some people don't understand, what does this mean, sometimes if you ask, sometimes the teacher, some teachers are a little slow to respond..."S5,

".....The difficulty may be that the network is not good when the teacher explains, and they frequently do not understand the material... because it is not clear at the time of delivery...(S1)"

"As for the difficulty, if we send something suddenly, why does the network stop or the connection drop? That means it's from the network, and if it's like that, it's from the

maintenance network, the mechanism from there, possibly an error S3"

"Unstable network problems and errors in the middle of the class usually and the problem is also okay because the networks are slowed. S4"

The Classroom Distraction from The Students

Moreover, lack of students' motivation in online learning activities seemed to be a serious problem that should be solved. From the data analysis it was scrutinized that the students could not understand the teachers' instructions although the instructions were given, even written clearly. It was simply because they do not carefully read and understand the teachers' instructions. They sometimes skipped the instructions that have written a bit longer.

Response T3: "... there are many challenges, one of them is the availability of data, so not all students are people who are present, then the second is a problem of knowledge that can be conveyed 100%. the name is online, sometimes we just textually send texts, so sometimes the children don't understand well and then there is also feedback from children, there is a tendency that they are not as active as if we study in class. So, if we give material, for example, we can't ask (Ds)."

It was supported by students: *"The challenge is that sometimes we don't understand the questions that are given but sometimes the learning teachers or the explanation material about what we want to learn are indifferent but this is specifically for learning English, yes. English is difficult, we haven't understood the material (S2)"*

Some students are not punctual to attend the online learning based on the schedule. It was not only because the unstable internet connection, but also because they did not have high motivation to join the online learning activities. One of the participants confirmed that:

".....I really don't understand it because I really don't like English so when the English is delivered I really don't understand... And

I don't really understand English so when I learn English, I have to translate first and it's slow. when translating them one by one it makes me lazy...(S1)..”

The Ability

Another challenge that was found in this study was the unpreparedness of teachers for online learning. The transition from conventional learning systems to online systems occurred suddenly because the Covid-19 pandemic was not preceded by mature preparation. A number of teachers low technology skills so they are unable to adapt the change, namely technology and information-based learning. Even though, it is inevitable for teachers to use technology to support their teaching. Especially during the Covid-19 pandemic, like or not, ready or not, the online learning must be implemented so that the learning process can keep running.

Therefore, when interviewed, it was stated that the teachers solved these challenges by using YouTube tutorials that aid in the teaching process during the online class and also in this school was provide team IT to guide the teachers in operating the application that was used in online class, which is zoom and google classroom. This statement was proved by the result of interview from teachers and supported by students' data interview:

Question 1: What are the challenges that you face in online learning? Especially in teaching English subject in SMKN 5 Samarinda?

Response T1 and T2: \..... Another challenges that i faced in online teaching was I have to be more active when this learning is done online or online and it makes me have to study and learn more about e-learning where we have to be teachers. understand how learning is made interactively and then it can be made more interesting for students when in online learning today. it's not active but there's still Interactive in between then while online it's really lacking Where they only listen through the screen where they are familiar

now with Zoom then classroom(T1)(Ab)...” and “.....At first I was very stressed because yes, I didn't understand how to use and operate technology, then I'm really do not understand, sis, so I don't really understand these things, so I had a hard time at first and now I'm starting to learn with the tutorials on YouTube....(T2)(Ab)...” and “ Yes, at first I had difficulties where I didn't know what to do but when I learned and I read the guide I was able to operate it until now. (T3)”

It was supported by students:

“.....During online learning, the teacher usually gives material in Google Classroom. So we can directly access it then and initially, it was only given via Whatsapp and the task was scattered with the number and it was for work twice, when I did it..(S1)”

“.....The explanation of the material given by the teacher is still not very clear, sometimes we are still shy, moreover, Sis rarely asks questions, I'm already in grade 12, I already know the teacher, the teacher sometimes varies, for this teacher test, which is specifically for learning English English for yourself alone...(S3)”

“.....the material and the slide was make me bored in online class so, sometimes i feel sleepy..(S6)”

The Economic Condition

Another challenge was faced by teacher is some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, androids, and the availability of an internet network. They are less concerned about the importance of EFL literacy and task submission. As a result, assignments that should have been submitted within one week period were often stretched to two weeks.

In addition, the other challenges were that a number of students live in areas that do not have internet access. They cannot receive lesson materials and assignments delivered by teachers via the internet network. In addition, the duration of online

learning that has been going on for months has caused students bored and lazy. Therefore, this statement proved by result of interview for the with the English Teacher in SMKN 5 Samarinda:

Question 5: *How do you get students to understand that they need to keep up, meet dead Response T1: —.... In addition, at the time of collecting grades, we have to collect grades, right? Only a few students are active. and the others don't exist yet. Assignments haven't been collected. So that makes us stressed that we should have input values, but no one has collected (T1)*

Response T2: *“.....So far, I have had a hard time getting them to be on time because when I register, sometimes I remind them many times with the addition of enough time so that we as teachers give values of pity, so the value of giving compassion is like them. If for example there is nothing to fill in, we as teachers also have to input the value where the value is sent before the deadline given from the school, while students who do not give the value what we have to love and also with conditions like this, that's why we as teachers give mediocre values (T2)”*

Response T3: *“.....Yes, there must be Ms. because we can't force a situation where the students are in Hulu or outside the city, it's a pity that sometimes there is no network, so there's really not much motivation. or something like that, it can't be given online because yes, we sent it only as a textual or video conference, it's just words, we can't meet in person. But as time goes by, sis, now I see students getting bored with this online learning, it seems they are less active or less motivated it seems (T3) (Ec)”*

However, the results were supported by students:

“.... Sometimes it's difficult to pass the time limit for English subjects. (S3)” “.....When collecting assignments, sometimes the teacher gives the date of collection time, sometimes I'm slow in collecting them, because that was lines? because I was so relaxed and because there were a lot of assignments that the others had not

done...(S1)” and “ever because of forgetfulness. (S4).”

The anxiety teaching during pandemic Covid-19

The pandemic has not only affected the mental state of teachers but also affected for the students, which the statement was confirmed by result of interview:

Response T1: *“.....Yes, almost all of our teachers in my school, fell that online learning make me very stressful that because we are learning online, we must be more creative and understand technology in ways that we did not previously. Daring in such a way. (As)..”*

In addition, the statement was supported by Student:

“.....It is frequently (very stressful) because the subjects assigned are not limited to one, so what is the time limit, it is tight, and it is unclear what to do.... (S3).” And “.... I felt stress when the teacher gives assignments, rarely gives teaching materials for assignments, he says it's almost the same as what teacher did in the past. (S2).”

Discussion

During the COVID-19 pandemic crisis the world faced many challenges not only on the health scale and economic scale but also on the education scale. The sudden move to online teaching was a drastic step because not only the students were not ready for such a move, but the teachers and institutions as well. There were many challenges that have faced the teachers and students in the education process. To obtain data about teachers' and students challenges in online learning (E-learning) during pandemic Covid-19 the researcher was interviewed the teachers in this study and the result was supported by students.

According to the findings of the interviews, since internet access and network connection become the primary needs to conduct online teaching and learning, unstable internet connection and limited internet data invite another challenge. The researcher discovered that

the most challenge aspect of online teaching was the unstable connection. If the videos and audios of the students were kept off, the connection remains more stable, but that mode of teaching seems to teach to a blank wall.

The teachers confess that the internet connection problem hit student- teacher engagement in delivering materials. Additionally, the financial condition generates student's problems in participating in online learning. They could only afford a limited internet data that was not sufficient to comfortably join the online learning activities. This result in line with Simamora (2020) who investigate teaching through online during pandemic Covid-19. He found that the students are difficult to pay high-cost internet access. Moreover, the lack of students of motivation it happens regularly because this challenges the material was delivered by teachers not effective as the impact of the unstable connection.

In addition, the difficulties with online teaching were both technical and ideological. Most of the challenges were related to the students and their responses to the needs of online teaching, which include intermittent signal issues and lack of ability use the technology. Among others, level of understanding, lack of scope for meaningful interaction, the range for innovative teaching, and mechanical conduct of classes were the significant challenges reported by teachers. Which is this result also in line with the theory of Simamora (2020), moreover the challenges were caused because inability the teacher's technology or the obstacles operate the education technology to convey the material for students.

It was found that teachers were unable to read the face and mood of students, and thus difficult to change the teaching pattern. Besides, a lack of motivation as immediate feedback was not possible in this online teaching- learning transition phase perceived by both teachers and students. This result was supported by theory from Arkorful & Abaidoo (2015) that

means the lack of motivation of students was challenge for the teacher because the difficulties students have when participated in the learning process.

Furthermore, it was found that the most students came from remote areas of Hulu state with low socio-economic conditions of the family, therefore, during the lockdown period when they needed the internet data for online learning but they could not do so as they did not have desktop or laptop at home and the mobile phones were not found enough effective to participate in online classes, this is made students less motivation in participating online class. However, this result was suitable by Simamora (2020) which is the challenges was came from the economic condition. It is stated that the most serious difficulty or problem is the internet data and adequate technology that makes students and teachers have to pay the costs that at this time have to condition during the pandemic crisis.

In addition, from the result of interview the researcher found the communication barriers that means communication between teacher and student plays a vital role in effective learning outcomes (Zee & Koomen, 2016). Another challenge teachers faced in online instruction is the inability to interact face-to-face with students appropriately. Teachers cannot have tangible check-in with students on their understanding of lessons. Consequently, they find themselves incapable of adjusting their teaching activities and online discussion due to the fact they don't know what their students need. This challenge was come up because the unstable connection.

Because online teaching and learning in a time of pandemic is a new experience for teachers and students and therefore, they show the stressful situations they are in. Nevertheless, the teachers tend to give their students assignments that have to be submitted in a particular deadline. Soon, it becomes another great challenge, to check students' tasks daily, give score and

feedback is hard for the teachers. It was suitable with the theory from Alhubaishy (2020) stated that explanation, interpretation, practice in online learning was ineffective because it does not directly carry out the process and students had a lot confused about the material, which is made student does not understand of the material that convey by teachers.

Moreover, from the ineffective online learning created students did assessment in some plagiarism and cheating. In online learning, assessments are often carried online whereby instructors are limited to proxy supervision of learners making it impossible to regulate and control cheating (Arkorful & Abaidoo, 2015).

Based on the results, it can be seen that the students are stressed, lack motivation, and easy get bored or distracted during online learning. The teacher often gives them tasks that only require one day to collect, making them even more anxious that suitable with research was done by Aisyah, (2017), in her research was found the similarty result, which is the challenges coming from students' side including lack of vocabulary mastery, low concentration, lack of discipline, students' boredom, and speaking problem.

However, teachers develop their action plans for online teaching which vary slightly from teacher to teacher through tutorials on Youtube because the teachers should be digitally competent to meet the demands of new educational challenges (Gallardo Echenique et al., 2015). Most of the teachers started the learning process during the COVID-19 pandemic, teacher and student responses to online teaching and learning were collected through interviews during the lockdown period. It was found that most of the teachers faced similar challenges and problems.

From the discussions above, it can be found that there is a similarity in the results of previous findings about the challenges of online learning (E-learning) that on the unstable connection, lack of motivation, and the ability challenges. However, the

difference between this study and the previous study was that the teacher and students were able to adapt the challenge because they always encountered problems that they could solve, such as if they needed internet data, the school provided internet data for them, and if the teacher had problems with the program or application, they used YouTube tutorials and the school also has an IT team to assist teachers in managing the class, which is to helpful the teacher and students in reduce the challenges. And the new result was communication barriers was the second major challenges in this study because from the communication the learning process can be effective between teachers and students.

Conclusion

The results of the study reveal similar and different findings in comparison with previous studies and literature knowledge. By following the research findings, the researcher concludes that almost all of the challenges that teachers faced in online learning (E-learning) are the unstable connection, the ability operation of the mechanism program, and the students' low interest or low motivation with online classes. However, the second major was communication barriers faced by teachers and students as the impact of unstable connection.

Data from student interviews show that almost all students are stressed and demotivated because they are unable to interact directly in online class. Furthermore, it was discovered that students' difficulties with internet data and unstable connections also resulted in low motivation in English learning. Therefore, teacher was able to adapt ability challenges because they tried to develop their method teaching.

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