

**CHALLENGES FACED AND THE ONLINE LEARNING STRATEGIES ADOPTED
BY ENGLISH TEACHERS DURING THE COVID-19 PANDEMIC AT SD FRATER**

BAKTI LUHUR, MAKASSAR



A THESIS

**Submitted to Faculty of Cultural Sciences Hasanuddin University in Partial Fulfillment
of the Requirements to Obtain a Bachelor's Degree in
English Literature Study Program**

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ENGLISH LITERATURE STUDY PROGRAM

**FACULTY OF CULTURAL SCIENCES
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LEGITIMATION

THESIS

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BY ENGLISH TEACHERS DURING THE COVID-19 PANDEMIC AT SD FRATER
BAKTI LUHUR, MAKASSAR**

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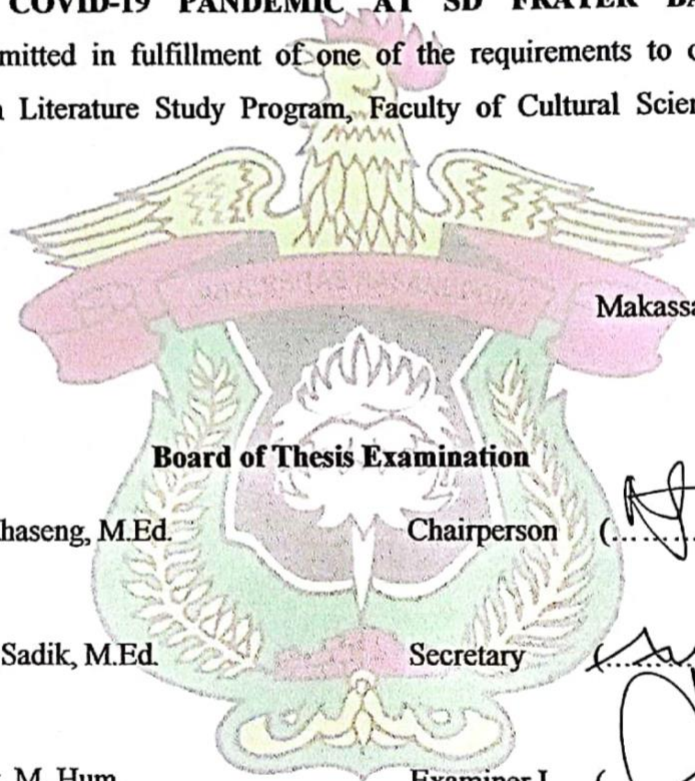
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AGREEMENT

On Thursday, 28th April 2022, the Board of Thesis Examination has kindly approved a thesis by Lin Naomi Tulak (No. F041181361) entitled **CHALLENGES FACED AND THE ONLINE LEARNING STRATEGIES ADOPTED BY ENGLISH TEACHERS DURING THE COVID-19 PANDEMIC AT SD FRATER BAKTI LUHUR, MAKASSAR** submitted in fulfillment of one of the requirements to obtain Bachelor's Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 28th April 2022



Board of Thesis Examination

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DECLARATION

The thesis by **Lin Naomi Tulak** (No. F041181361) entitled **CHALLENGES FACED AND THE ONLINE LEARNING STRATEGIES ADOPTED BY ENGLISH TEACHERS DURING THE COVID-19 PANDEMIC AT SD FRATER BAKTI LUHUR, MAKASSAR** has been revised as during the examination on 28th April, 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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APPROVAL FORM

With reference to the letter of Dean of Faculty of Cultural Sciences, Hasanuddin University No. 5880/UN4.9.7/TD.06/2021, regarding supervision, we hereby approve undergraduate thesis draft by Lin Naomi Tulak (No. F041181361) to be examined at the English Department, Faculty of Cultural Sciences.

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STATEMENT OF WORK'S ORIGINALITY

The undersigned,

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Hereby declare that this thesis is truly the researcher own work. It does not contain any works written or published by others except as references or quotations that follow the procedures as awriting scientific paper should.

Makassar, 28th Maret 2022

The Researcher,



Lin Naomi Tulak

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Makassar, 28th March 2022

The Researcher



Lin Naomi Tulak

ABSTRAK

LIN NAOMI TULAK. *Challenges Faced and the Online Learning Strategies Adopted by English Teachers during the Covid-19 Pandemic at SD Frater Bakti Luhur, Makassar.* (Dibimbing oleh **Nadira Mahaseng** dan **Andjarwati Sadik**).

Penelitian ini dilakukan dengan tujuan untuk: (1) mengetahui berbagai tantangan yang dihadapi oleh guru, terkhusus guru bahasa Inggris ketika mengimplementasikan *online learning* selama masa pandemi Covid-19; dan (2) menganalisis strategi mengajar yang digunakan oleh guru bahasa Inggris ketika mengadakan *online learning* selama pandemi berlangsung.

Kemudian, peneliti menggunakan metode penelitian kualitatif untuk mengolah data yang diperoleh. Dengan mengadakan interview secara langsung, data berhasil diperoleh dari responden, yaitu dua guru bahasa Inggris yang mengajar di SD Frater Bakti Luhur, Makassar.

Hasil penelitian menunjukkan bahwa terdapat enam tantangan yang guru temukan ketika mengajar secara *online* dan guru tersebut pun menerapkan lima strategi untuk menangani masalah yang dihadapi dan melanjutkan kegiatan *online learning* di tengah pandemi Covid-19.

Kata kunci: *Pandemi Covid-19, Online Learning, Tantangan, Strategi.*

ABSTRACT

LIN NAOMI TULAK. *Challenges Faced and the Online Learning Strategies Adopted by English Teachers during the Covid-19 Pandemic at SD Frater Bakti Luhur, Makassar.* (Supervised by **Nadira Mahaseng** and **Andjarwati Sadik**).

The objectives of this research were: (1) to find out various challenges that teachers, especially English teachers encountered when implementing online learning during the Covid-19 pandemic; and (2) to analyze the online learning strategies adopted by the English teachers during the Covid-19 pandemic.

Moreover, the researcher used a qualitative research method to collect and analyze the data obtained. By conducting a face to face interview, the researcher collected the data from two teachers who taught English at SD Frater Bakti Luhur, Makassar.

The results show that there are six challenges that the teachers found when teaching online and the teachers also implemented five strategies to deal with the challenges faced and to continue the online learning activities in the midst of the Covid-19 pandemic.

Keywords: *Covid-19 Pandemic, Online Learning, Challenges, Strategies.*

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CHAPTER I

INTRODUCTION

1.1 Background

Coronavirus Disease (COVID-19) is a new infectious disease that has emerged accompanied by a complex threat to human life. It was first identified on December 2019 in Wuhan, Hubei, China before finally spreading throughout the world in just a matter of months. On January 30th, 2020, the World Health Organization (WHO) ultimately declared the COVID-19 pandemic as a Public Health Emergency of International Concern (PHEIC) through the International Health Regulations Emergency Committee.

The spread of COVID-19 has a major impact on several countries, such as the United States of America, India, Brazil, The United Kingdom, Russian Federation, even in Indonesia, and almost all countries over the world, therefore, efforts are needed to prevent an increase in positive cases of COVID-19. For example, in Indonesia the prevention efforts were carried out based on the Presidential Decree of the Republic of Indonesia Number 11, 2020 concerning the 2019 Corona Virus Disease (COVID-19) Public Health Emergency stipulated by Joko Widodo as the President of the Republic of Indonesia. The Presidential Decree was then followed up by the issuance of Government Regulation Number 21, 2020 concerning Large-Scale Social Restrictions (*Pembatasan Sosial Berskala Besar*) in the Context of the Acceleration of Coronavirus Disease 2019 (Covid-19) to Overcome the Problem of COVID-19 in Indonesia. In addition, the World Health Organization (WHO) recorded that from the start of the spread of corona in Indonesia until April 14, 2021, the Government of the Republic of Indonesia had reported 1,583,182 people confirmed COVID-19. The total number of reported deaths of COVID-19 was 42,906 and the total number of recovered patients was 1,431,892.

It cannot be denied that the effect of Corona virus has affected all aspects of life, for example, health, social, economy, politics, spiritual/religion, and education. Although all aspects mentioned above are very important, however, in this research the researcher focuses only on the effects of Corona virus on education. The aspect of education is crucial for the development of a country because it can advance the welfare of the citizens. Therefore, people are needed to be taught and formed to be better with the intention of making them the agents of change.

For more than a year, education in Indonesia is not running very well in terms of teaching-learning process due to Covid-19 pandemic. Therefore, based on Government Regulation Number 21, 2020 concerning Large-Scale Social Restrictions in the Context of Handling Coronavirus Disease 2019 (Covid-19), one way of solving the teaching-learning process proposed by the government is Long Distance Learning (*Pembelajaran Jarak Jauh*). This term is used by the Minister of Education and Culture of Indonesia and also known as Online Learning because it requires an internet connection to use some digital platforms for the learning process. Online learning is implemented with the intention of decreasing the number of Covid-19 transmissions, provides opportunities for students to study safely and independently. It has been implemented in every school, college, and university in Indonesia for all subjects taught, including English.

It has been known that English is a very important language in this world, since it is an international language and as a tool of spoken and written communication. Therefore, several countries in this world, including Indonesia, recommend that English should be taught in every school. In Indonesia, English is taught from primary to university students. In other words, learning English is important for students in all levels of education, particularly university students in order to have a good and acceptable English. However, in this research, the level of education focuses only on the primary level. Besides, the

development of the use of English has a positive impact on the Indonesian generation. Because the more people are able to communicate in English, the faster process of transferring knowledge could be.

In order to develop the language for Indonesians' generation, teacher plays a very important role. However, it will not easy to teach the language to the learners because English is a foreign language for Indonesian. In addition, teaching English to young learners will be more difficult by applying online learning method during Covid-19 pandemic. For that reason, the researcher tries to conduct this research in order to find out challenges that English teachers might faced. Furthermore, since English teachers probably face many challenges, then, solutions are needed to attract and sustain students' interest in learning English. To achieve the goals, appropriate strategies need to be applied in the online learning activities. Strategy in teaching-learning process is an idea that should be well-planned by teachers with the aim of achieving some objectives they have. According to Oxford, strategy will make the learning process easier, faster, fun, independent, effective, and more transferable to new situations. In short, an appropriate strategy is needed in the teaching-learning process, especially when teaching English in online learning.

Moreover, the researcher has found several previous studies which are relevant to this research that can be used as references. The first study conducted by Jayanti (2020) entitled "*Strategi Pembelajaran di masa pandemi Covid-19 di TK Sartika II Sumurgenuk Babat Lamongan.*" In her study, she tried to find out the strategy that teachers used at TK Sartika II during the pandemic. After she collected the data from the Principal, teachers, and parents of the students, she finally found that the strategy used was blended learning (a learning that takes place online and offline).

Another study conducted by Hariyati (2020), she discussed about “An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School”. She has analyzed the perceptions of teacher and students at SMA Asuhan Daya Medan. Her findings indicate that both the teacher and the students have positive and negative perceptions on online learning as mentioned below. The positive perceptions of the respondents were they think that the online teaching-learning process is easier and it makes students more independent in learning. Meanwhile, difficulties in achieving learning objectives and in implementing English in online learning were the negative perceptions.

The last research conducted by Hidayatullah (2021) entitled “English Teacher’s Challenge of Online Teaching during the Covid-19 Pandemic”. He has investigated the challenges of English teachers and found three challenges, they were lack of communication and interaction between teachers and students, the least number of students who participate in the learning process, and teachers’ lack of ability in implementing online learning.

Those previous studies mentioned above had an interest in researching the process of teaching-learning activities that took place during the Covid-19 pandemic. Thus, those previous studies were used as references for this current research which interested in finding out the challenges and analyzing the strategies that teachers use during the pandemic. However, at this time, the researcher only focus on the teachers who taught English to primary level students.

Furthermore, based on the explanation above concerning the difficulties that teachers might encountered and the strategies used when implementing online learning, especially when the subject taught is English to young learners, the researcher finally decided to conduct a study entitled "**Challenges Faced and the Online Learning**

Strategies Adopted by English Teachers during the Covid-19 Pandemic at SD Frater Bakti Luhur, Makassar.”

1.2 Identification of Problems

Referring to the background’s explanation above, some problems can be identified as follows:

1. Due to the emergence of the Covid-19 pandemic, the learning system in Indonesia has been changed to online learning which is enforced in all schools in Indonesia.
2. In implementing online learning, especially when teaching foreign languages, for example English, teachers might have challenges and need appropriate strategies to use.
3. It is not a simple thing in implementing online learning because this is a policy that has been published by the government since the emergence of the Covid-19 pandemic in 2020.

1.3 Scope of Problems

Based on the previous explanation, the researcher limits the research and focuses more on the two problems as follows:

1. The challenges that English teachers encountered when implementing online learning during the Covid-19 pandemic at SD Frater Bakti Luhur, Makassar.
2. The online learning strategies adopted by English teachers during the Covid-19 pandemic at SD Frater Bakti Luhur, Makassar.

1.4 Research Questions

Based on the scope of problems, the researcher formulates the main problems to be answered as stated as follows:

1. What are challenges in online learning during the Covid-19 pandemic that English teachers faced at SD Frater Bakti Luhur, Makassar?
2. What are the online learning strategies adopted by English teachers during the Covid-19 pandemic at SD Frater Bakti Luhur, Makassar?

1.5 Objectives of the Study

According to the research questions above, the objectives of this study are as follows:

1. To find out the challenges that English teachers faced when implementing online learning during the Covid-19 pandemic at SD Frater Bakti Luhur, Makassar.
2. To analyze the online learning strategies adopted by English teachers during the Covid-19 pandemic at SD Frater Bakti Luhur, Makassar.

1.6 Significances of the Study

The significance of this research consists of theoretical and practical benefit as follows:

1. Theoretical Benefits

This study will provide information on the challenges faced by English teachers when implementing online learning in a pandemic situation. Besides, it also provides information about the appropriate teaching strategies that English teachers at SD Frater Bakti Luhur, Makassar adopted.

2. Practical Benefits

a) For English Teachers

Through the results of this study, English teachers may choose and apply the best strategy in online learning. In addition, this study will help them improve the quality of teaching English and even maintain and increase students' enthusiasm in learning English.

b) For Researchers

The results of this study are useful to broaden the researchers' knowledge about teaching strategies in online learning and will be useful too as a reference and guidelines for the next researchers who have an interest in the same case.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

When conducting this research, the researcher has found several previous studies that are relevant to this research. Some of those will be explained one by one and the researcher will show the similarities and differences between the previous ones and this current research.

First is a study by Utami (2020) entitled "An Analysis of Teachers' Strategies on English E-Learning Classes during Covid-19 Pandemic." The aim of her study was to find out the strategies used by teachers during the pandemic and to what extent those strategies help English teachers in e-learning classes. She used a qualitative research method and interviewed two English teachers at MTs Sudirman Getasan to collect her data. After analyzing the data she had collected, Utami found that the teacher used different strategies for writing and listening skills yet the learning style remains the same. For example, in teaching writing, the strategies used were planning, drafting, and editing. On the other hand, the strategies used in teaching listening were listening to a song, sing the song, and write the lyrics. The strategies could be different, but both of the teachers use the same learning style, which was based on a video and chatting via WhatsApp.

Another study that has a similar topic was written by Nabilah (2020) that conducted a thesis entitled "Teachers' Implementations of Distance Learning during the Covid-19 Pandemic at SMP N 3 Bringin." In her research, Nabilah aimed to identify the implementation of distance learning during a pandemic. She applied a qualitative research and collected her data research through an interview to five teachers at SMP M 3 Bringin. She concluded that distance learning has more disadvantages than advantages and the most appropriate strategy according to the results of her research was to assign students to watch

an educational show on television and report their activities via cell phones and then send it to WhatsApp.

Moreover, Audria (2021) in her study entitled “*Strategi Guru Dalam Membangkitkan Minat Belajar Siswa pada Sistem Pembelajaran dalam Jaringan Masa Pandemi Covid-19 di Sekolah Dasar*” described about the teacher's strategy in arousing the enthusiasm of primary school students in the learning system during the pandemic period. In her research, she used a qualitative research method and the techniques used to collect her data research were observation and documentation. She also interviewed the Principal and a teacher at SDIT Diniyyah Al-Azhar Jambi. Based on the data she collected and analyzed, the results showed that teacher's strategies are to present interesting designed material, provide rewards, pay attention and maintain communication with students, and others. Such strategies were applied and helped teacher to increase students' interest in the learning process.

The last study entitled “Teacher's Strategies in Teaching English of Using E-Learning Class during Covid-19 Pandemic at MAN 3 Tulungagung” conducted by Astutika (2020). She intended to describe strategies of teaching English by using e-learning. The method used was a qualitative research and she has collected her data research by doing observation, documentation, and interviewed a teacher and some students. In her research, she found that the English teacher at MAN 3 Tulungagung used independent teaching strategy. In that strategy, the teacher's role was to be a motivator and the students should learn independently to train their thinking skills.

The similarities of the previous studies above and this current research are they have the same interest in finding out the teaching strategies used by teachers during Covid-19 pandemic, using a qualitative method research, and the techniques used are the same. However, there are some differences that distinguish this current research from the previous

ones and the researcher will briefly explain them one by one. The first is the difference between Utami's research (2020) and this research. In Utami's research, the respondents are two English teachers who teach secondary school pupils in Central Java. Meanwhile, the respondents of this research are two English teachers who teach primary school pupils in South Sulawesi. Besides, Utami only analyzed the strategies of teaching English during the pandemic and did not analyze the challenges teachers might struggle with. Whereas, the researcher of this current research analyzed both of them.

Secondly, what distinguishes Nabilah's study and this research lies on the respondents also. Nabilah has interviewed five teachers in secondary school, but the subjects taught by those teachers were unknown. Unlike Nabilah, this current research collected the data from two teachers who taught English in primary school.

Next, the study conducted by Audria (2020) and the current research are different because Audria's focus was only on the strategy of increasing student's interest during online learning. Meanwhile, this research not focuses only on the strategies but also the challenges in online learning. Moreover, the main data source of Audria's study was collected by interviewing the Principal and a teacher in a primary school in Jambi. Besides, the subject taught by the teacher was unknown. On the other hand, this current research does not collect the main data from the Principal but only from the English teachers in a primary school in Makassar.

The last is the differences between Astutika's study and this research. The respondents of Astutika's study were an English teacher and secondary school students in East Java. In contrast, this current research only needs English teachers as the respondents and data from the students are not required. Also, the setting of this research is not in Java but in South Sulawesi instead.

In conclusion, those previous studies above did not discuss specifically about the challenges teachers faced when implementing online learning during Covid-19 pandemic. Therefore, this current research is not focus only on the teaching strategies applied by teachers in online learning, but also includes the challenges teachers faced when teaching during Covid-19 pandemic, especially in teaching English.

2.2 Theoretical Background

2.2.1 COVID-19 Pandemic

Novel coronavirus (2019-nCoV) as known as COVID-19 is a virus measuring 120-160 nm and it is said that this virus initially attacked animals such as bats and camels. Based on the results of phylogenetic analysis data, this virus belongs to the same subgenus as the corona virus that caused the Severe Acute Respiratory Syndrome (SARS) outbreak in 2002-2004. Hence, COVID-19 is categorized as one of the Corona Virus (CoV) family, which is a large family of viruses that cause illness from mild to severe symptoms. The corona virus is a zoonosis, which is a virus that is transmitted from animals to humans, such as Middle East Respiratory Syndrome (MERS-CoV) which is transmitted from camels to humans and Severe Acute Respiratory Syndrome (SARS-CoV) which is transmitted from civet cats to humans.

COVID-19 was first discovered in Wuhan, Hubei, China in December 2019, with the report of cases of pneumonia with unknown etiology. This virus spread rapidly in Wuhan and other city in China, even disperse widely to other countries. Therefore, this problem was considered an epidemic. Since cases by COVID-19 continue to increase and claim many lives in several nations, on January 30, 2020 the World Health Organization

(WHO) declared this outbreak as a Public Health Emergency of International Concern (PHEIC).

COVID-19 can reach other countries and even almost all over the world because the way this virus works in a person's body is very fast and sometimes people who are already infected by this virus are not aware of it, so that people around them will easily get infected too. According to World Health Organization (WHO), the infected person can transmit the virus through the mouth and nose by releasing saliva, respiratory, or droplets/aerosols secretions when they are coughing, sneezing, singing, talking, or breathing. People who are in close contact with the infected person, within 1 meter, will be easily exposed to COVID-19 because the aerosols or droplets might inhale or directly enter their eyes, nose, or mouth. Besides, this virus can spread indirectly through objects or surfaces that have been contaminated by droplets from a person infected with COVID-19. If people touch the contaminated objects and then touch their eyes, mouth, or nose, then they are at risk of being infected with the virus. Moreover, corona virus can spread in closed rooms, such as churches, mosques, restaurants, classrooms, offices, etc., it will be worst in rooms with poor ventilation, and also in crowded places, where people often spend a lot of time, such as in tourist attractions.

As explained above regarding how the virus transmitted and spread rapidly, it is possible to find cases of COVID-19 in several countries around the world. For example, one of countries in the world that is experiencing this outbreak is Indonesia. The spread of COVID-19 occurred in a relatively short time with the number of cases continuing to increase. Therefore, with the aim of reducing the rate of positive cases of COVID-19, Indonesian President, Ir. H. Joko Widodo issued a Decree of the President of the Republic of Indonesia Number 11, 2020 Regarding Corona Virus Disease 2019 (COVID-19) Public Health Emergency. And to follow up on this decision, the President also published

Government Regulation Number 21, 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating Corona Virus Disease 2019 (Covid-19). Based on that regulation, the Ministry of Education and Culture of Indonesia issued two circulars related to the prevention and handling of the virus. The first is Circular Letter Number 2, 2020 concerning Prevention and Handling of COVID-19 within the Ministry of Education and Culture and the second is Circular Letter Number 3, 2020 concerning Prevention of COVID-19 in Education Units. With the issuance of the two circulars, distance learning (*Pendidikan Jarak Jauh*) or what is currently known as online learning, has finally begun to be implemented in all schools and colleges in Indonesia.

2.2.2 Online Learning

Online learning is one of the learning methods that has existed for a long time and it has many other terms. According to Ally and Paul (2004; 2014), there are several terms used for online distance education, such as online learning, e-learning, web-based learning, distributed learning, virtual learning, technology-enhanced learning, mix-mode learning, tele-learning, Web 2.0. learning, mobile learning, hybrid learning, blended or flexible learning, computer-assisted learning, networked learning, and distance learning. With so many different terms that exist, people usually find it difficult to find a clear definition. However, by conducting a survey of 43 people, Moore, et al. (2010) concluded that e-learning, online learning, and distance learning are the same.

The terms used by people regarding online learning is varied due to technological developments. Based on Munir (2009), he explained that distance learning is not a new educational model. He continued that at first this educational model started with correspondence courses, then developed and began to build several Open Universities, of

which the University of Wisconsin, America, became the first or pioneer of distance learning since 1891. Then, due to globalization and information technology and communication continues to grow, distance learning finally starts using the internet and learning activities are carried out online. By utilizing media (e.g., computers) and internet networks, teacher or tutor and students can implement the online learning activities.

The researcher find it interesting that from the implementation of distance learning at Open Universities in America, now Open Universities with online learning systems continue to grow and have existed almost all over the world, including Indonesia. Based on the data from Indonesia Open University website, it is noted that there are 39 service offices of the Distance Learning Program Unit-Open University (UPBJJ-UT) throughout Indonesia. Some of them are located in Banda Aceh, Medan, Jakarta, Bogor, Bandung, Denpasar, Pontianak, Banjarmasin, Makassar, Kendari, Jayapura, Sorong, and Tarakan.

Although initially online learning was only applied at Open Universities and was unfamiliar to some students in Indonesia, nowadays it has even been implemented in all schools and universities in Indonesia, thus every student becomes familiar with online learning activities. This occurs due to the Covid-19 pandemic in Indonesia, so as previously explained, the government and the Ministry of Education issued orders and regulations to all teachers and students from every level of education in Indonesia to apply online learning with the intention of being able to break the chain of Covid-19 and it is hope that education in Indonesia can continue to run as it should.

Meanwhile, in understanding the online learning term, the researcher provides several definitions from several experts who have expressed their opinions regarding the meaning of online learning. In the first place, according to Ally (2004), online learning defined as an activity that uses the internet to obtain learning materials, to connect teacher,

students, and the content, acquires knowledge and builds personal meaning during the learning process, and is expected for participants to develop from the learning experience. Likewise, Benson (2002) argued that online learning is carried out with the aim of having a learning experience by utilizing the internet and other web-based technologies to use. Besides, Cole (2002) stated that online learning is a flexible learning activity because it provides opportunities for learners to learn anywhere and anytime. Furthermore, Moore and Clark explained that online learning is a distance learning that is implemented at a different place or time between the student and the instructor, which required communication media, both printed and electronic (for instance CD-ROMs, the internet, or intranet) in order to provide instructions (1990; 2002). Even though online learning is flexible because it can be done at different times or places, the learning process must still be carried out optimally and with best quality. Rosset (2002) asserted that online learning requires commitment and good resources, and the activities must be done properly.

Furthermore, online learning or distance learning has characteristics that distinguish it from offline or face-to-face learning. According to Munir (2009), there are twelve characteristics of online learning as follows: (1) the program that is prepared must be adjusted to the level, type, and nature of education. Also the time used must be in accordance with the program; (2) there is no face-to-face meeting between teacher and students, so there is no contact between teacher and student physically; (3) learners must be able to learn independently; (4) the existence of educational institutions that regulate learners to learn independently. It means that the provision of learning materials, the provision of guidance to learners, and supervision and guarantee of the success of learners is carried out by the teacher; (5) the educational institution designs and prepares learning materials; (6) learning materials are delivered through learning media, such as computers with internet or with e-learning programs; (7) there is two-way communication between

students and teacher, students and other students, or students and the institution that organize the online learning; (8) students tend to accept learning or assignments individually rather than in groups; (9) the role of the teacher is usually as a facilitator who provides assistance or convenience to the students to learn, and the students act as a participant in the learning process; (10) students are required to be active, interactive, and participative in the learning process, because the learning system is independent. If there is a less active student, it will be easier for him to fail in the learning process; (11) sources of learning materials are materials that are developed intentionally according to needs and based on the curriculum; and lastly (12) the interaction between teacher and the students can be carried out directly (face-to-face) only if there is a required meeting.

From the explanations above, eventually the researcher concludes that online learning is a teaching-learning activity that can be carried out at different places and times. Also, the media and internet network assistance are necessary to connect the teacher and students. Moreover, the role of educational institutions is needed, so that the learning processes can take place properly and regularly. In addition, the instructor or teacher also has an important role in the successful implementation of online learning.

2.2.2.1. The Challenges of Online Learning

In implementing online learning, there are many challenges faced by the implementers, both teachers and students. The challenges have been found since past years ago by experts and the researcher of this research will describe some of those challenges. The first is the challenge of utilizing technology which is the most important instrument when conducting online learning. According to Conole (2014), when technology is used in education there are five main challenges, as follows: (1) slow absorption of technology; (2)

lack of theoretical foundation on policy and practice for the application of research findings in the field; (3) the need to combine practice, policy and research; (4) existing cultural changes; and (5) developing countries that face challenges or difficulties.

Meanwhile, Anderson (2004) stated that teachers working in online learning contexts have challenges to build a learning environment that are simultaneously learner-centered, content or knowledge-centered, community-centered, and assessment-centered. He explained more specifically that in learner-centered online learning, a teacher will make efforts to gain an understanding of the knowledge that students have now and that already exists. Besides, the teacher also needs to understand certain cultural attributes, especially language and forms of expression that the learner used to interpret and construct knowledge. Therefore, when learner-centered applied to online learning, it will be difficult for the teacher to do it optimally due to bandwidth constraints that limit the body language views and paralinguistic clues from students.

Besides, knowledge-centered in online learning provides students with wider opportunities to go deeper into the sources of knowledge on the internet, thereby providing students with almost limitless means to develop their knowledge and to find their own way around the knowledge discipline. Even though it looks fine, this is actually a problem because students may get too many resources from the internet and teachers need to give the big picture or more direction to students so they can grow their own knowledge and stay in discipline-centered discoveries.

In addition, there is community-centered in online learning that try to create and maintain learning communities at a distance and in a virtual meeting. In this case, the challenges that may arise include the lack of synchronicity, meaning that there is less mutual presence in time and place, and the lack of participation and attention.

And lastly, when assessment-centered is applied to online learning, there will be less opportunities for direct interaction between students and teachers and this ultimately reduces opportunities for process assessment. Therefore, the challenge of an assessment-centered learning system is the potential for an increase in the workload demanded of teachers who are busy with the online learning. So, the point of online learning is to provide assessments with high quantity and quality while maintaining student interest and commitment to learning.

Furthermore, Munir (2009) mentioned several weaknesses of online learning that might be experienced by the teachers or students during the implementation of online learning. First of all, he explained that the characteristic of online learning is a teaching-learning activity that is undertaken at a distance or time and it causes an impact on the limited interaction between teachers and students or between students and students. He added that the change in knowledge is not the only focus of education, but also on the attitudes of students. In the end, the impact of the lack of interaction between students and teachers will hinder teachers in forming attitudes, values, morals, and social towards students. In addition, when applying online learning, teachers who previously lacked technology knowledge are now required to know and be able to master technology-based learning strategies, methods, or techniques. Compared to teachers, students also experience challenges, for example, students are required to be able to study independently through the available internet, which can result in a failure in achieving the learning objectives. Moreover, some students or teachers may also experience software limitations and limited facilities, such as the absence of interaction tools (computers), electricity, or poor internet connection. However, when all the facilities are complete with a good internet connection, then capable and skilled human resources in operating the facilities and making optimal use of the existing internet are needed so that online learning can be successful.

In conclusion, several challenges that teachers and learners might face or experience in online learning include conducting a feasibility study to consider the implementation of online learning, the lack of ability of teachers to operate technology, limited facilities, the distance that makes the interaction between teachers and students reduced so that it has an impact on changing students' attitudes, difficult to achieve learning objectives and giving grades that are in accordance to the abilities of the students, student difficulties in study independently, and lack of student focus and attention in ongoing online learning.

2.2.2.2. *The Strategies in Online Learning*

As previously explained, online learning is a teaching-learning activity that connects teachers and students -at different locations or times- by utilizing media and internet connections. In its implementation, there are various challenges that can be encountered, therefore, appropriate strategies are needed to overcome them. The teaching strategy used in online learning must be able to build students' motivation, encourage interaction during the activity, produce good students, provide good quality learning, understand the individual differences, support throughout the learning process, and provide feedback (Ally, 2004). In addition, the use of technology is crucial in implementing strategies in online learning, therefore, the researcher provides several strategies that can be applied by teachers.

McGreal & Elliott (2004) provided several ways to use technology for teaching. They both called it the use of multimedia on the internet. Multimedia means a combination of text, audio media such as video or animation, graphics, in one device (e.g. computer or smart phone). By utilizing multimedia in teaching-learning, McGreal & Elliot designed several strategies and some of them are streaming audio, streaming video, audio chat and

voice, and instant messages. Streaming audio is the first strategy which originally emerged from live radio broadcasts and is now available on the Web under a variety of formats and names. It is often used for the delivery of learning materials in classroom-based and online courses, for example, lecture recordings. In addition, in music or English composition courses, teachers or students record their work's samples and other teachers or students can access them.

The second is streaming video. It is easy for students to stream learning videos from home using a computer or other devices. There are various video streaming formats available and each format requires a different application. In other words, people nowadays using a smart phone or laptop to stream some videos on the internet in various applications. One of the most popular video streaming applications today is YouTube. In addition, streaming video often serves as an additional resource for teaching in the classroom as well as online course. If this strategy is implemented properly, students will not get bored easily, especially in online learning.

Furthermore, audio chat and voice is a strategy that uses internet phone calls to conduct audio chats. Many people are interested in internet telephony because it is simple to use and does not require a lot of money. Moreover, this strategy provides an opportunity for students to be able to talk to other people, around the world, at any time, and of course can help them practice their foreign language skills. On the other hand, internet telephony facilitates communication between teachers and students to discuss assignments or learning materials.

The last strategy is instant messaging. It is an application that is used to exchange messages in a very fast time. An example of an application is ICQ (I seek you), which is an application that is distributed over the internet and allows users to communicate in short

messages (text, voice, or video) that are sent electronically from one computer to another. Applications that are similar to ICQ and are often used today are WhatsApp or Telegram. Besides, communication can be done in the form of groups and the exchange of messages is usually very quickly sent and replied to. Therefore, this strategy can help teachers and students to communicate with each other through synchronous text exchange.

In addition, Munir (2009) provides several ways to implement online learning and three of them are video conferencing, e-mail, and teleconference. In video conferencing, teachers and students are given the benefits and convenience to take place online learning activities. By using this strategy, interaction can be carried out in two-way communication at different places and at the same time. Teacher and students can interact with each other, one student interacts with other students, students with learning content, as well as students with existing sources of information. For example, video conferencing that is often done in the field of education is virtual meetings between teachers and students and another example is distance seminars or what are often called webinars.

Next, e-mail is used to exchange written messages such as notes or memos, even documents. Many people use e-mail because it is very cheap and able to send information on a large scale. Therefore, e-mail can be a bridge between teachers and students in online learning. Usually e-mail is used by teachers by asking students to send assignments to the e-mail address that the teacher gave.

Another strategy that is often used in online learning is teleconference. By using media such as computers, laptops, or smartphones, communication between many people without being limited by distance, place, and time can be carried out. This is called a teleconference. The learning process using this strategy can take place through audio conferences, video conferences, or with other electronic meeting facilities.

As mentioned above, there are several strategies that can be used in online learning such as streaming audio, streaming video, audio chat and voice, instant messages, video conferencing, e-mail, and teleconference. In summary, these strategies use audio, images, and text in their implementation. Furthermore, combination of devices such as computers, laptops, or smart phones with a good internet connection are needed to achieve success in online learning.

2.2.3 Teaching

Teaching is a process of providing knowledge to learners, giving instructions, guiding them to learn, and helping them to do or understand something. According to Brown (2000, 1), he stated that teaching is an activity carried out by providing guidance to learners and facilitating learning, helping them learn, and setting good conditions or atmosphere for learning.

Differs from Brown's opinion, Rajagopalan (2019) stated that teaching is a scientific process that has three main components, such as content, communication, and feedback. He also pointed out that there were seventeen characteristics of teaching and five of them are (1) teaching must be well designed or prepared, and teachers should make learning objectives, methods, and evaluation techniques; (2) teaching means that teachers should suggest and not dictating; (3) teaching should be democratic, meaning that teachers respect students, encourage them to ask questions, answer questions, and discuss various things together; (4) teaching provides guidance, direction, and encouragement to students; (5) teaching will stimulate students' thinking power and direct them to be able to learn independently. Moreover, teaching can be done in two ways, namely autocratic and democratic teaching (Harmer, 2007). Autocratic teaching is a teaching process that is

carried out with a leadership style, where the teacher will control the class from the front. On the contrary, democratic teaching is done by allowing students to participate in making decisions together.

Similar to the views of Rajagopalan and Harmer regarding democratic teaching style, Melby (1994) also suggested that teaching does not only focus on giving or having lessons, but it should involve and giving students the opportunity to fully participate in the teaching and learning process. Based on this definition, the researcher concludes that teaching is an activity between teacher and learners, in this case, the teacher must guide the learners and help them learn and understand what is being taught, the teacher also required to provide good content or learning materials, and encourage learners to develop by involving them in the learning process. So, it can be seen that the teacher has an important role in a teaching activity carried out.

Furthermore, according to Harmer (2007), he said that in general, teacher acts as a facilitator. However, more specifically, he divided the teacher's role into five. He stated that in the language learning classroom, the teacher has many roles to play. In the first place, the teacher acts as a controller who is responsible for the class and all activities that occur and is usually the one who becomes the leadership, in other words the teacher being a controller from the front. The teacher will take notes, tell students things, organize exercises, read aloud, and in many other ways demonstrate the quality of teacher-led classes.

Unlike the controller, teacher as a prompter usually encourages students to think creatively. Instead of keeping learners glued to the words of the prompter, this role will sometimes try to offer a word or phrase, suggesting student to say something or giving them advice about what they can write next in the paragraph they are working on.

Moreover, the teacher can also act as a participant. In this case, the teacher wants to be involved from within as a participant in the activities carried out while at the same time trying to liven up an interesting learning atmosphere. This looks better than the teacher having to always request or manage from outside the group or act only as a resource.

Next, teacher who acts as a resource for the students usually do several things, such as helping students who want to find out information in the midst of ongoing activities or maybe students just want information from the teacher about where they can get something (for example: books, websites, etc.), and some students may ask how to pronounce or write a word or phrase. It was at that time that the teacher will be one of the most important resources that students have.

The last teacher's role is being a tutor, which is a combination of the prompter and resource roles. In this role, the tutor works with individuals or small groups and tries to lead or give them directions may be to get interesting ideas or to direct them to something they have not thought of before. Although this role is good because it is a combination of two roles, balance is needed instead. The point is that the tutor needs to pay attention to each person or small group because if only a few are noticed by the tutor and others don't, then they will feel unfair or disadvantaged.

The use of each role depends on what the teacher wants the students to achieve and also depends on the students themselves (Harmer, 2007). Some students may like the teacher who acts as a participant, but there are also those who feel more comfortable if the teacher only acts as a prompter. Thus, it is not only one role that teachers need to master, but they are required to be able to use every existing role and wisely to switch each role according to class conditions or the needs of the students. This suffices to explain that being a teacher is not an easy job to do and this is just one of the other challenges that teachers

face in teaching. However, it should also be noted that each of the roles described above apply to all teachers in the various subjects taught, including English. Therefore, in the following, the researcher will explain the challenges that teachers may face and the strategies teachers used in teaching, especially English subject.

2.2.3.1 *The Challenges in Teaching English*

It has been known that English is the most essential international language, since it is considered as a communication tool that can be used all over the world. Therefore, many governments and ministries of education believe that it is important for students to learn English (Baker & Westrup, 2000). For example, one of the countries where the government and the ministry of education recommend that every school should teach English to its students is Indonesia. According to Setyaningrum (2016), she stated that the use of English in Indonesia has a positive impact on its generation because if more people are able to use English for communication, the knowledge transfer process will be faster. Hence, in order to produce a generation of Indonesians who are able to speak English, the role of the teacher is needed to make it happen. Nevertheless, it will not be easy for teachers because English is a foreign language in Indonesia. Consequently, English teachers may find several challenges when teaching English to Indonesian students.

Songbatumis (2017) has discovered seven challenges in English teaching and they are severe shortage of training, crowded class, lack of vocabulary, lack of English exposure, limited resource accessibility, linguistic problems, and psychological problems. It is quite similar to Songbatumis, Lynch (2008) also pointed out that there were three most crucial challenges in teaching-learning English and it can be described as follows: (1) lack of

motivation; (2) insufficient time allocation, resources, and materials; and (3) over-crowded class.

Moreover, Nunan (2010) has addressed five main challenges in teaching English, especially to young learners. The first challenge is a cognitive development. In the journey from childhood to adulthood, learners must experience significant developmental changes. Therefore, when at this stage the teacher tries to design a learning experience or create assignments and materials, the teacher needs to consider the psychological and social characteristics of the students. Second, motivation is also one of the challenges and Nunan further explained that the decline in motivation occurred due to a number of factors, such as unclear learning objectives, students sometimes felt that the efforts they made to master the language made little or no progress, and students may think that a foreign language was irrelevant to their daily life. Besides, the third challenge is attention. Because children have a limited attention span, it is necessary to prepare a variety of activities so that students can focus on learning. In the fourth place, multi-level groups is also a challenge in teaching English. We will know that student groups will automatically have diversity when there is more than one student. In this case, the level of language ability of each student must be different, for that reason, teacher needs to find out each student's ability level so that the learning process can be successful. The last challenge is assessment. In the process of assessing students, teachers use techniques and procedures to collect and analyze students' ability in using the English language, and determine what students can and cannot do. The purpose of doing an assessment is to place students in appropriate classes, try to diagnose their strengths and weaknesses, certify them, etc.

On the other hand, Westwood (2008) has mentioned several challenges he has encountered in teaching reading comprehension. Those challenges include limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, the

difficulty level of the text, inadequate use of effective reading strategies, and weak verbal reasoning.

Some of the challenges have been mentioned and explained. So, it can be concluded that in teaching a foreign language, in this case teaching English, there are several challenges that will be faced, such as the lack of student motivation in participating in teaching and learning activities, the differences in the level of ability of each student, classes that are too crowded, teacher abilities that need to be developed and improved in mastering the language being taught, and interesting material needs to be prepared to be able to grab students' attention.

2.2.3.2 *The Strategies in Teaching English*

In the field of education, teaching strategies are a plan consisting of a series of activities that have been prepared and are ready to be implemented with the aim of achieving learning objectives. According to Brown (2000: 5), strategies are methods specifically made to approach problems, it is an operation of tactics to achieve particular objectives, a plan designed to control and manipulate particular information. Besides, strategies are possible to change from time to time, so teachers must have various ways that can be used to solve certain problems given or encountered.

Similar to Brown, Kusumawati & Maruti (2019) defined teaching strategy as a general pattern of planned interactions between students and teachers with other learning resources in learning environment to achieve a certain educational goals. They continued by explained that not all teaching strategies can be used to achieve all learning objectives and learning conditions. In other words, each learning objective has its own strategy, according to the learning conditions.

Besides, according to Haidir & Salim (2012) learning strategies divided into two definitions of which consist of broad and narrow definitions. In a broad sense, learning strategies include methods, approaches, selection of sources (including the media used), grouping of learners, and measuring success. Whereas, in a narrow sense, they stated that learning strategies include techniques or methods, that is ways of delivering learning materials to students and aiming to achieve predetermined learning objectives.

Since teaching strategy is crucial in achieving learning objectives, students' motivation and interest in learning should be increase. Thus, it is important for all teachers to think more creatively and innovatively in developing interesting and fun teaching strategies, especially in teaching second language, for instance English.

Furthermore, Brown (2000) has divided strategies used for learning a second language into two strategies, namely learning and communication strategies. He said that learning activity categorized into three, which consist of metacognitive, cognitive, and socio-affective strategies. Therefore, learning strategy is more dominant or tends to provide intake, memory use, storage, and recall. Meanwhile, communication strategy is a strategy that aims to create productive information communication by using verbal or non-verbal mechanisms. If learning strategies divided into three, communication strategies divided into two, namely avoidance and compensatory strategies.

Moreover, there are four important skills that must be developed, namely listening, speaking, reading, and writing. However, Brown (2000) asserted that some curricula usually only focus on two skills. Likewise, Harmer (2007) argued that the four English skills are divided into two types. Firstly, receptive skill, which is a combination of reading and listening skills. Secondly, a productive skill, which is a combination of speaking and writing skills, where students are required to be able to produce the language being studied.

The strategies of teaching four skills mentioned above will be elaborate of as follows:

1) Listening

In order to be proficient in using a language, what must be done first is mastering listening skill because people are only able to speak when they have heard a few words or sentences (Kurniasih, 2011). Brown (2000) also asserted that universally, listening competence is more crucial than speaking competence. He added by saying that since the 1970s listening has become a major component in language learning and teaching.

According to Harmer (2007), he noted that to obtain students who have good listening skills, it is necessary to combine extensive and intensive listening materials and procedures. The first strategy is extensive listening in which students are given the opportunity by the teacher to listen to what they have chosen for themselves. The activities can be done outside the classroom, whether it's at home, in the car, or on an MP3 player. In other words, they can do it anywhere. Yet, the teacher must also explain what the benefits of extensive listening are, what kind of listening students need to listen to, and how much they need to listen to it.

The second strategy is intensive listening which consists of several activities such as listening using audio material, live listening, movies & videos, and listening to music. In using audio material, teachers usually use media such as tape recorders, CD players, or hard disks. When the activities are carried out synchronously, the teacher needs to play the audio more than once so that students can hear clearly and get benefits from it.

In addition, live listening is an interesting strategy in intensive listening. The activity of live listening is to hear directly from the teacher or guests to students. Several activities include reading aloud, story-telling, interviews, and conversations. In interviews and conversations activities, the teacher as much as possible invites someone from outside (guest) to be a resource person or teacher's partner. There are few possibilities for students to be able to take part in this activity. They are just need to watch and listen to the teacher and the guest in front of the class.

The next intensive listening strategies are movies and videos. Not only to improve students' listening skills, but by using the strategies students at the same time could learn the intonations, expressions, and movements in showing the meaning of certain phrases. Moreover, the teacher needs to give assignments to the students so that they can focus on listening to what they are watching. In addition, sources of the movies or videos can be obtained from the internet or digital platforms, for example YouTube.

The last of intensive listening is listening to music. Music can stimulate student engagement in the class activity because music contains emotions and involves the brain to analyze it. Therefore, it is interesting to use music as a tool to improve students' listening skills. Students can do activities such as listening to their favorite music or music that describes themselves, then they can discuss about the music they have heard with their classmates. In this way, students will enjoy learning activities more.

It can be concluded that by combining extensive and intensive listening materials and procedures, the strategies in teaching listening skills become more varied. The explanation above also shows that in applying those strategies, media or devices are needed such as tape recorders, CD players, hard disks, MP3 players, or nowadays

computers, laptops, or smart phones are more often used. All these devices will be used to play audio material, watch movies and videos, or listen to music.

2) *Speaking*

After students know the language they are learning -in this case English- by starting with listening activities, then students can develop their speaking skills now. In order to make students able to speak English fluently, they need to learn the correct pronunciation, stress and intonation in a word or sentence as well. For this reason, in developing students' speaking skills, interesting and appropriate strategies are needed.

There are several strategies suggested by Harmer (2007). In the first place, he suggested using scripts for acting. By using scripts from dramas, textbooks, or scripts written by students themselves, the teacher can ask students to act out scenes according to the script. Moreover, another strategy is communication games. This strategy can create an interesting and fun learning atmosphere and makes students interested in getting involved in the activities. In its implementation, it takes some equipment to be used. For example, the teacher provides some pictures or things in a box and students have to describe them using their own words. Besides, other interesting strategies that can be used to teach speaking skills according to Harmer are discussions, prepared talks, questionnaires, as well as simulations and role-plays.

By applying those speaking skills teaching strategies, teachers can help and encourage students to improve their speaking skills in an enjoyable and exciting way. In addition, there will be some errors that can be made by students, but when that happens the teacher must react casually and followed by giving praise.

3) *Reading*

Besides listening and speaking skills, reading is also one of the important skills in learning English. By developing reading skills, students can get a lot of information from various sources. Therefore, teachers are required to help students improve their reading skills by using appropriate teaching strategies. The following are strategies that can be used by teachers in teaching English, especially in reading skill.

Brown (2000: 18) argued that the most important strategies in teaching reading were skimming and scanning. Skimming can be interpreted by reading quickly or at a glance to get the gist of the text being read. For example, students can skim when they want to predict the main topic or supporting idea of a text. Whereas, scanning is reading quickly to find certain or more specific information than skimming. For instance, students scan when they are trying to find a name, a date, or look for a definition of a key concept. By scanning, students will more easily get the specific information they want to get without having to read the text thoroughly.

In addition, in order to succeed in reading activities, students should be involved in extensive and intensive reading (Harmer, 2007). Extensive reading is important to do to improve word recognition to students. The activities are usually done outside of class time, where students can freely choose the books they want to read. Because students are allowed to choose and read books according to what they like, so to keep students focused when reading, the teacher can give assignments to students to report their reading results.

Unlike extensive reading, intensive reading activities are usually done in a classroom. Therefore, students are given a time limit in reading the existing text. Students also cannot choose what books or texts they want to read because in intensive learning the teacher will choose and give the texts to the students instead. In addition,

the activity will direct students to focus on the linguistics or semantics of a reading. Moreover, the teachers need to involve students in intensive reading activities. For example, students are asked to discuss together the subject of the text they are going to read.

The strategies mentioned above increase students' reading skill and build new habits for students. With the help and guide from the teacher, students can develop their reading skills through readings texts or books that they liked even those they don't like

4) *Writing*

The last skill that needs to be learned in English is writing skill. Writing skill is a skill that must be improved intentionally by students and needs the help of a teacher to guide it. In teaching writing skill, perseverance and creativity are needed so that students are not easily bored in learning. Therefore, below are some strategies in teaching writing skills from Harmer (2007) that can be used by English teachers.

The first strategy that the researcher will elaborate on is writing by genre. When the teacher wants to apply this strategy in the classroom, the teacher needs to prepare several things in advance, such as a text related to the chosen genre. After that the teacher gives it to students to study, then, students can start writing. For example, when the teacher asks students to make an advertisement, the teacher must first provide several examples of advertisements so that students can understand the use of words and the structures of sentences that are appropriate for the genre.

Next, creative writing is a strategy that stimulates students' imagination in developing their writing skills. Creative writing strategy presents several activities such as writing poetry, stories, or dramas. In applying this strategy, students will enjoy the given task more because they can express their feelings directly through writing.

Students can also write a story based on their personal experience. Because they write based on their personal feelings or experiences, students will automatically try harder to use various and interesting words to describe what they want to convey in their writing.

Another strategy that can be used is cooperative activity. Teachers usually use this strategy to make students work together with their friends to produce wider and better writing than if they write individually. By using this strategy, students and their groups combine various opinions to obtain something new and extraordinary.

The last strategy that can be used in developing and building writing habits for students is games. Teachers can use pictures or cards to create interesting games. For example, the teacher gives a picture to each student and they have to describe the picture by writing it on their notebooks. Students can also write postcards based on the pictures they get.

Finally, it can be concluded that in teaching writing skills, there are several interesting and fun strategies that can be used. Teachers can apply individual and group activities, even they can teach writing skills while playing games.