

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

At this time, the world is being rocked by an outbreak of a disease that we know as Covid-19 (Coronavirus). Almost all over the world is affected by this epidemic, including Indonesia. Corona Virus Disease (Covid) is a pandemic that emerged in Wuhan, China, in December 2019. This virus is spreading very quickly to countries around the world (Hairunisa & Amalia, 2020). Meanwhile, Yunus in Wahidah et al., (2020:180) said that Coronavirus is a group of viruses originating from the Orthocoronavirinae subfamily in the Coronaviridae family and the order Nidovirales. Corona virus can attack animals as well as humans. Symptoms in humans can be seen in the form of infections similar to those of SARS and MERS, only that Covid-19 is more massive in development. So it can be concluded that Covid-19 is a pandemic caused by a virus originating from Wuhan, China which emerged in 2019 and spread to almost all countries in the world.

Covid-19 has had a huge impact on various sectors, including the education sector. In the education sector, Covid-19 has caused education not to run well, so the teaching process has changed, especially in the activities of the teaching and learning process which changed from face-to-face learning to online/Daring. Changes in the learning process are certainly experienced by teachers and students which pose various challenges in the learning process.

The challenges are found and faced by teachers and students after the implementation of online learning, namely: 1) Teachers mostly send material

without giving explanations so that students cannot fully understand the lesson (Yuzulia, 2021: 11 ). 2) Signal/network problems that result in slow access to information so that sometimes information is missed ( Bhuana & Apriliyanti, 2021: 114 ;Yuzulia, 2021: 11 ;Tukan, 2020: 145). 3) Educators should think again about the learning models and methods that will be used. The process of teaching and learning activities during the pandemic shows that not all students are accustomed to online learning. There are still many teachers who are not proficient in teaching using internet technology or social media and students do not yet have facilities that support online learning processes such as; mobile phones or smartphones, the digital infrastructure is not evenly distributed, the unpreparedness of educators regarding teaching materials, to the unavailability of devices to carry out the online education process(Gurung, 2021: 15 ;Tukan, 2020 : 146 ; Rosalina & Elyani, 2020 : 83).

The author also faced this challenge in the experience of the "Program Kampus Mengajar Angkatan 1". Kampus Mengajar is a government program that empowers students in helping the learning process in elementary schools in various villages/cities in Indonesia which are included in the isolated group. This program is implemented by presenting students as part of strengthening learning during the pandemic and becoming teacher partners in carrying out creativity and innovation in learning. The author is placed in a isolated school area which is very far from the city and the network connection problem is very difficult. The challenge faced by the author is the lack of facilities that support the online learning process which causes the teaching and learning process to be carried out offline. This is because students in the area are still few and come from the same

environment. And this is also experienced by the teachers of SMA Negeri 1 Siborongborong namely, teachers found difficulties to know students' abilities and to control students.

Therefore, based on the explanation above, the author wants to investigate more deeply the challenges and strategies of teachers in overcoming the obstacles faced in the online teaching and learning process at SMA Negeri 1 Siborongborong.

### **1.2 The Problems of the Study**

Based on the background of the study above, the problems of the study as follows:

1. What challenges are faced by teachers in online teaching and learning during the COVID-19 pandemic at SMA Negeri 1 Siborongborong?
2. What strategies are used by teachers in online teaching and learning during the COVID-19 pandemic at SMA Negeri 1 Siborongborong?

### **1.3 The Objectives of the Study**

Based on the problem of the study above, the objectives of this research are aimed to

1. To find out kind of challenges are faced by teachers in the online teaching and learning process during a pandemic, COVID-19 at SMA Negeri 1 Siborongborong.
2. To find out strategies are used by teachers in the online teaching and learning process during the pandemic COVID-19 at SMA Negeri 1 Siborongborong.

#### **1.4 The Scope of the Study**

Various media used in online learning include; Whatsapp, Google Meets, Zoom, Youtube and others. But in this research, the writer just focuses in analyzing the teacher's challenges and strategies in the online teaching process by using Whatsapp, Google Classroom and Google Meets. It will appear as if the teacher's experience is as long as teaching in online learning.

#### **1.5 The Significances of the Study**

The results of this research are expected to be useful for other people. There are two kinds of significances in this study. Those are theoretically and practically:

##### **1.5.1 Theoretically**

Based on the explanation above, the writer concludes that this research is expected to enrich information and knowledge about kinds of challenges and strategies that of teacher used in online teaching

##### **1.5.2 Practically**

This study is expected to be useful:

1. Writer , it will be a source of data to do research about the challenges and strategies in online teaching and learning and to find a new model of teaching .
2. Student of English Department, this research is expected to provide references in conducting similar research study teacher challenges and strategies in online teaching process.

3. The other research, this research is expected to provide references in conducting similar research study teacher challenges and strategies in online teaching process.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Pandemic Covid-19

Corona virus disease 2019 (COVID-19) is a new name given by World Health Organization (WHO) of 2019 novel corona virus infection, reported at the end of 2019 from Wuhan, Cina, (Davies, 2002 : 119). The whole world is experiencing this one outbreak, or often called Corona. As a result of the outbreak, it had a major impact on the whole world and had an impact on various sectors, namely, health, economy and education. In the health sector there are 254,992,462 total cases in the world and 5,123,530 total deaths. The impact on the economic sector of the COVID-19 pandemic has forced various countries to reduce economic activity. As a result, the economic growth of all countries was again depressed and grew more slowly. In the education sector, the government suddenly closed or moved the learning process from school to home. Of course, it will have an impact on teachers and students, among others, teachers and students are not all accustomed to using technology, especially in areas that are still lagging behind.

The Covid-19 pandemic has caused schools in more than 165 countries to be closed, disrupting access to education for 1.5 billion students worldwide. UNESCO Director General Audrey Azoulay, in her statement said that Covid-19 had an impact on all sectors under the authority of UNESCO, such as education, culture, science and information and communication. However, he stressed that the most important learning is in the Education sector. Covid-19 encourages the acceleration of future education where education is a 'global common good'

(<https://kemlu.go.id/paris/id/news/7452/indonesia-push-unesco-prioritaskan-Pendidikan-dalam-hadapi-covid-19/> accessed on November 18, 2021, at 13:20 p.m.) . As stated by the Director General of UNESCO, the education sector is the sector that has the most impact and of course must find a solution. So that the Indonesian government does many ways to prevent its spread. First, the government provides internet quota assistance to facilitate teaching and learning activities for teachers, students, and lecturers. Second, program Kampus Mengajar. This program is implemented by presenting students as part of strengthening learning during the pandemic and becoming teachers' partners in doing creativity and innovation in learning.

## **2.2 Online Learning**

The emergence of covid-19 requires that all activities be carried out from home or "Work from Home (WFH) including teaching and learning. Schools are closed so that learning is carried out remotely as a solution or called Distance Learning (Online). Online learning means learning that is carried out online, using learning applications and social networks and is carried out without face-to-face, but through available platforms, (Entis Sutisna, Lina Novita, 2020 : 15; Zhu & Liu, 2020 : 697). Online learning is learning that uses the internet network with connectivity, flexibility and the ability to create various types of learning interactions (Sadikin & Hamidah, (2020: 216). E-Learning is an internet-based learning method or online learning that must be lived by all students at Indonesia and even all regions in the world that have been exposed to the Covid-19 pandemic in order to continue the face-to-face learning process which is constrained by social distance or not gather to help prevent the spread of Covid-19

(Dadang, 2021: 19-20). So it can be concluded that online learning is learning that takes place online, with learning applications and through platforms that are already available. Of course, teachers, students, lecturers, students and all education sectors make massive immigration from face-to-face learning to distance learning (online/online). As in the Circular Letter of the Minister of Education and Culture Number 4 of 2020 in the second point it is said that policies related to learning are carried out from home with an online system (on the network / online).

Learning can be done with various types of media. The media used to support online learning include, WhatsApp, Google Classroom, Google Meet, Zoom and other applications. This media must be skillfully mastered by educators and students so that the learning process runs effectively. Azkiya & Sari, (2017 : 65) Asserted that all kinds of media can be interesting when used skillfully. . Therefore, teachers will face more severe challenges. They must modify appropriate media, methods, and learning strategies. Where teachers must be able to create and transfer knowledge, online learning is the same as face-to-face learning. So teachers also have to choose the type of application for online learning so that it can be adapted to the various obstacles that will be faced.

### **2.3 Learning Strategies**

Teaching and learning strategy is a plan in the selection of learning components consisting of stages or learning patterns to achieve learning objectives. This means that educators choose methods, strategies, learning media to achieve quality learning. Another opinion is that learning strategy is a method or approach used by teachers to organize students' materials, methods, media,



equipment and time so that the learning process can run well, (Ragin et al., 2020 58-59 ; Santosa et al., 2020 : 18). So it can be concluded that the teaching strategy is a method taken to achieve learning objectives.

In the online learning process, the teacher must have a different strategy than before. Various strategies that emerged after the pandemic from several studies. In Tukan, (2020 : 151) said that there were 5 strategies in online learning, including (1) Watching the video tutorial, (2) Choosing suitable Applications, (3) Arranging the new learning Schedule (4) Developing Creativity in designing the material, and (5 ) Giving the simple material and task to the students. According to Sutarto (2020 : 134) several strategies were found, including; giving students an understanding of the importance of learning in any situation, Prepare learning materials are short, clear, easy to understand and interesting, Choosing a simple and attractive learning media, evaluate learning regularly and continuously. Yandi, (2021 : 34 - 44), the strategies were ;1) Giving video material, 2) Accepting students' assignments anytime 3) Using concise and dense material, 4) Using Learning Games 5) Giving students the praise/reward, 6) Give evaluating learning process.

Based on the explanation above, can be concluded various strategies used in online learning during the covid-19 pandemic, namely (1) Choosing suitable Applications(2) Giving video material(3) Arranging the new learning Schedule (4) Prepare learning materials are short, clear, easy to understand and interesting. (5) Developing Creativity in designing the material(6) Giving students an understanding of the importance of learning in any situation(7) Accepting students' assignment anytime(8) Using learning games/ ice breaker(9) Giving

students the praise/reward (10) Evaluate learning process regularly and continuously.

## **2.4 Media in Online Learning**

In supporting the strategy, it is necessary to have media as a complementary tool that can be used for online learning. According to Djamarah in Arnesti & Hamid, (2015 : 88) "media is any tool that can be used as a channel for messages to achieve learning objectives". Various media are used today to keep learning going well, as according to Sunarti, (2020 : 3 - 4) that various online learning media are Google Classroom, WhatsApp, Zoom and Google Suite. Meanwhile, according to Yasni (2020 :) that some online learning media are Youtube, WhatsApp, Google, Google meets and Zoom. According to Andiani & Fitria, (2021) , the online learning media used are WhatsApp groups, learning videos by teachers, and power point slides. According to Wilson, (2020 : 66 - 69) there are 9 learning media, including; Whatsapp Group, Google Classroom, Edmodo, Zoom, Google Meet, Webex, Loom, Quizizz, Duolingo.

So it can be concluded that in this research media in online learning are as follow;

a. Whatshapp/ whatshapp groups

Whatsapp is one of the most popular communication platforms nowadays. Whatsapp may be used as an alternative for learning. This app can conduct online surveys with a limited number of participants as well as include text, music, and video. Whatsapp is a simple, safe, and easy application because there are many people using this application. A Whatsapp group is a group of people who use WhatsApp to communicate with one another. Whatsapp, as a social media chat

platform, makes it easy for users to stay in touch, interact, and discuss topics in real time without having to worry about paying a lot of money. Users can use text, voice, or video to communicate.

b. Google Classroom

Google Classroom, often known as Google Classroom, is an online learning environment that allows teachers to share information, store learning materials, and conduct assessments. With Google Classroom, learning can be delivered to all students online in the most efficient way possible. Aside from that, Google Classroom has the ability to generate automatic reports based on tasks that have already been completed by students. A teacher can assess a student's needs and provide feedback in a timely manner. The benefits of using Google Classroom for education include the ability to easily create online classes, manage time, organize all tasks, and ensure that communication and data are secure. Google Confronts.

c. Google meets

Meet is now enabled by default for G Suite for Education. This application allows users to have video chats with up to 30 other users each session. Google Meet is integrated with G Suite, allowing users to access their calendars and emails without having to leave the app.

## **2.5 Challenges in Online Learning**

The spread of COVID-19 has been running for almost 2 years, which has resulted in the learning process being carried out online as well. Zhu & Liu, (2020 : 697) Online learning is defined as the experience of transferring knowledge using video, audio, images, text messages, software, and the use of the Internet.

This online learning uses applications as supporting media such as; Whatsapp, Google Classroom, Google meet, Zoom and other applications.

As a result of changes in processes that occur in the world of education today, of course, it will cause various challenges faced by schools, educators, students and even parents. Several previous studies found challenges, According to Yusuf Siregar & Amiril Akbar, (2020 : 182) that online learning has a huge impact on teachers such as, not all teachers are able to use devices in online activities and need assistance. Meanwhile, Tukan, (2020: 145) teachers and students also have difficulty using the application, and a big problem for teachers is an unstable signal/network. So it can be concluded that in terms of implementation there are still several obstacles:(1) Students have limited gadgets/laptops/computers.(2) Internet access that cannot reach all areas.(3) High internet access fee(4) Internet access is available, but the signal is sometimes weak(5) Do not have access to electricity in certain areas.However, on the other hand, there is an opinion which states that online learning has positive advantages or impacts. (Nuraini et al., 2020 : 109; Sutarto et al., 2020 : 130) This online learning has several advantages such as; learning can be anywhere, lower cost of transportation, having lots free time.

Therefore, the challenges of the world of education during the Covid-19 pandemic have become an interesting phenomenon. In fact, all educational units inevitably have to implement distance learning. Creativity, innovation and mastery of technology are a must for educators (teachers). The task of teachers is not only to teach, but also to guide, train, and educate. The challenge of teachers in managing learning requires creativity and innovation in order to realize

meaningful learning. Usually face to face, now teachers are required to use technology. Therefore, teachers must be able to try to develop their skills in the use of various teaching media (Jacobs, 2013 : 16 ; Yulia, 2020 : 55). Like it or not, teachers must master technological tools/media as a learning support and prepare interesting strategies to realize the achievement of learning objectives.

## **2.6 Previous Research**

The writer found some references or similar studies related to the title and have the same field of study problem. It is used to guide this study and to evaluate wisely the strength and the weakness of this study with others study.

Tukan, (2020) conducted a research entitled “*Challenges and Strategies using Application in Online Teaching during Pandemic*”. It aims to describe the pattern of the to explain (1) the teacher’s challenges using the application in online teaching classroom during the COVID-19 pandemic, and (2) the strategies used by teachers in teaching using the application. The participants of the research were the English teachers at SMA/SMK/MA in Yogyakarta, Gunungkidul, Magelang, and Kebumen. A qualitative method was employed in this research and using interviews via WhatsApp as a data collection technique and the result showed that teachers had the challenges such as (1) operating the application during online learning, (2) developing the material, assessment, and evaluation in teaching, (3) developing the teaching method, (4) combining the material and application, and (5) motivating the students and parents.

Simamora, (2020) conducted a research “*the Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students*”. This paper aims to analyze student essays in the form of

perfectives or responses about the challenges of online learning during the COVID-19 pandemic and the result showed that many responses about challenges experienced by the students while studying online, such as, positive and negative impact of online learning economic conditions, anxiety during online learning, government should think and planned, the risk of user data security, face to face class to online learning, ability, finding effective online learning, and expectations.

Sutarto et al (2020) conducted a research entitled, “ *Teacher Strategies in online Learning to increase students’ interest in learning during COVID-19 Pandemic*”. It aims to focus on understanding and exploring the strategies used by teachers of SDIT Rabbi Radhhiyya Curup to increase student’s interest in learning and to express student’s responses in online learning during the COVID-19 pandemic and the result showed that the strategies used by the teacher to increase students’ interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media and to conduct regular and continuous evaluations

From the three studies above, it can be seen that there are some differences and similarities in this research. The three studies each discuss the challenges and strategies of teachers in using applications, student challenges in online learning, and teacher strategies to increase student interest in online learning. Meanwhile, this research was structured with a more specific discussion, namely, The Teachers' Challenges and Strategies in the Online Teaching Learning Process during the COVID-19. The purpose of this study is to examine and analyze how

the challenges and strategies of teachers in the online learning process during COVID-19

## 2.7 Conceptual Framework

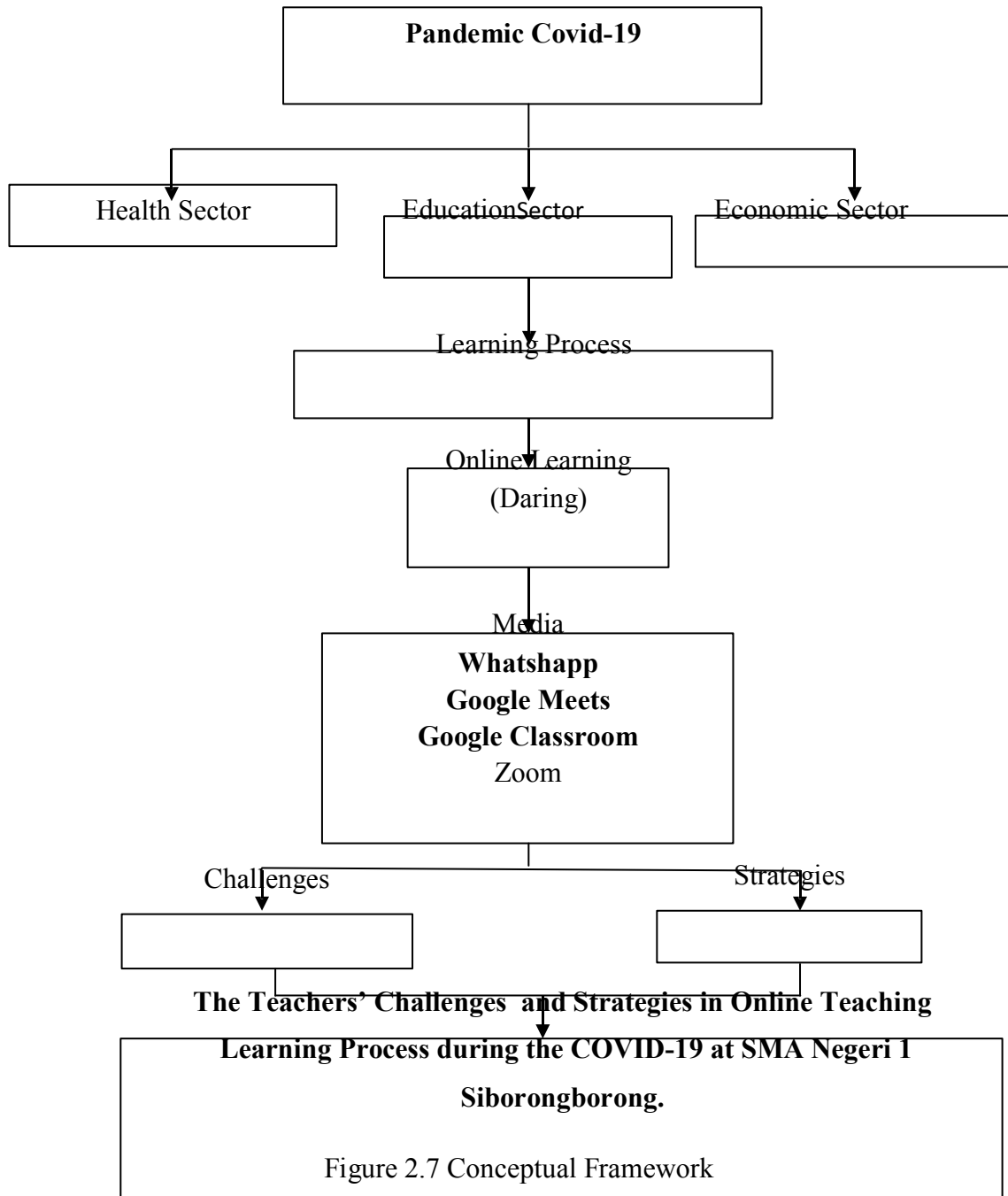


Figure 2.7 Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research design was a qualitative descriptive research. Research design was the strategy chosen by the researcher thoroughly integrate the research components in a logistical and systematic way to discuss and analyze what the researcher focuses on. This type of research was used to obtain in-depth data. To solve a problem in a phenomenon that has occurred, field studies were used in this type of research. This means that data collection was done by visiting the research location directly. This research is a qualitative research and data collection techniques are carried out by triangulation (combined), and the results of qualitative research are more meaningful than generalizations (Sugiyono, 2017: 9). So, in conclusion, the type of research used in this study was qualitative research. Where the research carried out directly in the field by going directly to the field to give the questionnaire informant.

#### 3.2 Subject of the Research

The writer chose the teacher at SMA Negeri 1 Siborongborong as the subject of this research. The writer chose English teachers as the subject of the research. The writer observed three English teacher to see their challenges and strategies in online teaching learning process.



### **3.3 The Instrument Collecting Data**

Instrument was a tool to collect the information as the data of the research. Arikunto (2010) said that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. In this research, the writer collected the data used questionnaire and interview.

#### **a. Questionnaire**

The research conducted by a questionnaire . A questionnaire that was prepared without providing answers so that the informant answers according to their ability. The questionnaire consists of some questions that were provided by the researcher and given to the teachers directly.

#### **b. Interview**

In this interview, in order to obtain information that supports the data from the questionnaire. If the questionnaire data or answers that are not clear, it asked again in the interview.

### **3.4 Technique for Analyzing the Data**

After the data is collected, the writer analyzed the data. In this study, data processing and analysis were done by using descriptive qualitative. In this study, after the respondents answered the questions in the questionnaire given by the author, the writer analyzed the data obtained from the answers of the informants.

Miles (2014 : 26-28) Activities in data analysis, namely data reduction, data display and conclusion drawing/verification

Activities in data analysis was the following steps:

#### **1. Data Reduction**

Data reduction is the first step in analyzing the data. Miles (2014:10), data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

a. Selecting

In this step , the researcher chose which information has meaning and was related to the challenges and strategies of teachers in the online learning process during the pandemic.

b. Focusing

At this stage, the researcher focused on data related to the formulation of the research problem. Researchers limited the data based on the formulation of the problem. The focus of this research data were first, namely, What challenges are faced by teachers in online teaching and learning during the COVID-19 pandemic at SMA Negeri 1 Siborongborong. Second, What strategies are used by teachers in online teaching and learning during the COVID-19 pandemic at SMA Negeri 1 Siborongborong.

c. Abstracting

At this stage, the data that has been collected were evaluated. If the data obtained was sufficient and appropriate, then the data were used to answer the problem under study.

d. Simplifying and Transforming

The data that has been obtained would then be simplified and transformed through a summary or description, classifying the data in a broader pattern.

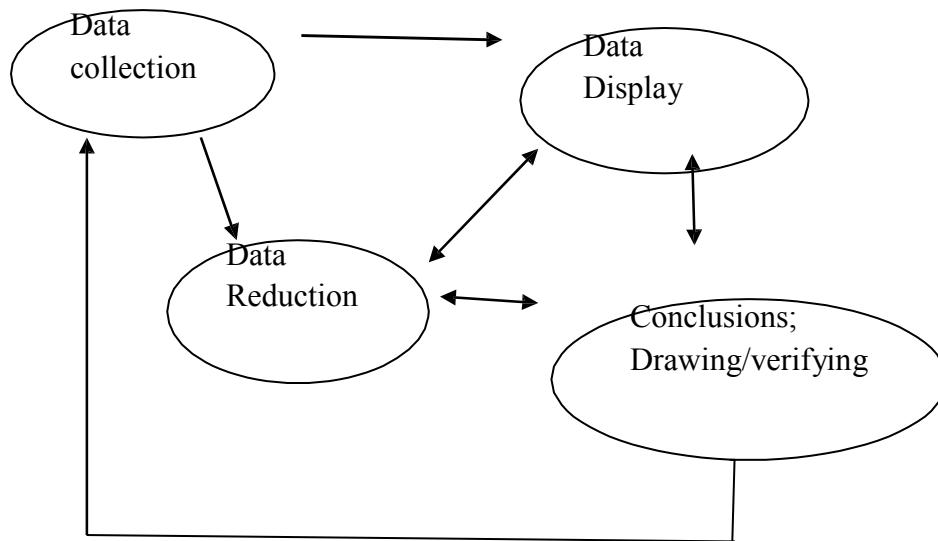
## 2. Data Display

Miles (2014:11), stated generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. The presentation of data was done with the aim of making it easier to see the overall picture or an important or specific part of the research. The researcher presented the data in the form of a complete and detailed description that were described the analysis about challenges and strategies.

## 3. Conclusion Drawing/verification

The last steps to analyze the data in this research was drawing conclusion. According to Miles (2014:11), final conclusion may not appear until data collection was over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.

Researchers concluded the data in accordance with the formulation of the problem that has been stated. The data that has been described was concluded in general terms. The conclusions include, kind of challenges are faced by teachers in the online teaching and learning process during a pandemic, COVID-19 at SMA Negeri 1 Siborongborong. strategies are used by teachers in the online teaching and learning process during the pandemic COVID-19 at SMA Negeri 1 Siborongborong.



Qualitative descriptive data analysis model of Miles dan Huberman (Miles & Huberman, 2014)