

Teachers' barriers on the implementation of English online learning during Covid-19 pandemic

Yoyoh Rohayati¹, Eva Fitriani Syarifah², Raynesa Noor Emiliyasi³
English Education Department, Universitas Majalengka¹²³

Corresponding author:
Email: yoyohrohayati429@gmail.com

Abstract

The COVID-19 pandemic has changed all activities in various fields, including education. Learning that has long been done conventionally, has now been done completely online. This presents various impacts in its implementation. The purpose of this study was to find out the barriers faced by English teachers during online teaching in the pandemic. This research was conducted in one senior high school in Majalengka Regency, with three English teachers as samples. The method used is qualitative research with a case study approach. The research instrument were observation and interviews. The results showed that there were various problems that barriers the online learning process. These barriers are caused by internal and external factors. Where internal factors are problems that come from within the teachers themselves such as (1) teachers have difficulty in building character, (2) lack of knowledge about ICT, (3) teaching styles such as methods and media that teachers use (4) difficulties in building good classrooms. effective, which is caused by learning burnout and lack of interaction, and (5) lack of time. Then the obstacles contained in the external factors are the obstacles experienced by students which can become barriers for teachers in teaching online, including: (1) economic problems and (2) lack of support. It can be concluded that online learning still has various barriers in its implementation so that further research is needed to find a solution, then the learning can be carried out optimally.

Keywords: *English online learning; teachers' barriers; pandemic covid-19*

INTRODUCTION

Currently, from 2020 until now, the world is dealing with a new virus that has been announced by the World Health Organization (WHO) which occurred on 11 March 2020 which was first discovered in Wuhan, China. This virus spreads very quickly, thus giving various impacts in several fields, one of which is on the education sector. The spread of the corona virus changes all human activities including the learning process (Darmalaksana et al., 2020). This causes learning to be done online. To avoid this outbreak, online learning during the Pandemic is an alternative solution (Basilaia & Kvavadze, 2020; Bauerlein, 2008; Laprairie & Hinson, 2006; Taha et al., 2020).

Online learning is a distance learning process, by utilizing e-learning as a learning facility. E-learning is considered quite effective because it can help teachers in building online classes according to learning conditions. Through e-learning, teachers and students can overcome the barriers of place and time that can become obstacles to learning. In

addition, with the use of E-Learning, teachers can take advantage of several learning media such as YouTube, Google Classroom, Google Meet, Zoom, Webex, and many more.

Many barriers experienced by teachers in learning process, such as bad signal conditions, that is can barrier the learning process. To overcome this problem, adequate internet access and effective internet connectivity is needed. The next barrier is learning techniques, where the teachers tend to be monotonous in delivering material, so this will cause boredom and affect student interest in learning. Hence, designing content interesting and practical are things that teachers must think about in the learning process. Apart from that, also on need facilities and infrastructure as well as ICT knowledge possessed by the teachers, as supporting factors in the learning process. Therefore, the teachers must be creative and technology literate, for goodness' sake implementation of maximum learning. Related to the technology as a support for online learning during the pandemic, Carrilo & Flores (2020:2) explains that the use of technology depends on three pedagogical factors. The main factors include student-centered learning, the teacher's role as a facilitator and the integration of knowledge. The second factor is the learning design which includes the flexibility of learning, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate technology tools. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, and attitude and commitment. So, according to this statement, it can be concluded that for the implementation of effective online learning, the three pedagogical factors in the use of technology must be carefully considered by the teacher before starting the classes. Such as creating student-centered learning, using technology in accordance with student needs, and making clear commitments, so that the students are more sensitive to a phenomenon, when the learning process takes place.

Then, the change in the learning system from conventional to online is also a challenge for teachers in applying appropriate learning methods. Especially in English learning, where there are some materials that must be explained directly, given the level of understanding of the students are different. Moreover, most of students think that the English is a difficult subject to learn, this is because English has a different pronunciation structure from other languages and a lack of confidence in using English. This will cause problems in the classroom, especially with the limited of time in teaching so that the teachers do not provide opportunities for students to use the language. According to Lai (1994) cited from Yulia (2013:2), specifically mentions "problems that occur in class such as limited time to use language and students' lack of confidence to speak in English (self-esteem, language anxiety and lack of opportunities)". This is in line with the opinion of Huang et al (2020:2) describing three main challenges in online learning during the pandemic. The first the limited time, in preparing and adjusting the material. Second, the lack of direct interaction which results in barrier the learning process. The third, the use

of pedagogy which is effective in motivating and luring students to be active in participating in online learning. From the two statements, it explains that limited time is a barrier to online learning. Therefore, it is the teacher's obligation to use time as effectively as possible, and how to motivate students to take online classes, so that communication and interaction will be established, because conditions of online classrooms make it difficult for teachers to know when students are lost or look confused and do not know when to speed up or slow down the lessons.

Besides, the teachers also need to consider how they teach during the pandemic, which is not only in the context of delivering material or giving assignments, but it is expected to be able to be creative in choosing and developing methods, utilizing appropriate media, and conducive online classroom processing so that the material can be conveyed and understood by all students. Therefore, the presence of media is indispensable in online learning to overcome these problems. In responding to the teaching and learning process in this pandemic era, the use of media, especially in online classes, requires creativity as well as careful instructional considerations from the teachers. The use of media is an important part of responding to the learning process in this pandemic era (Lestiyanawati, 2020). In online learning, the use of media is very needed as a form of creativity and also mature instructional considerations from the teacher. Online learning media or often referred to as e-learning, is a medium to support education and can facilitate learning. Therefore, it is hoped that the educators can be more creative in class management and smart in choosing the right learning media to use in online learning now. In other word, the teachers are required to create teaching materials and teaching techniques that are good and interesting, while students must be active in learning.

There are many studies on the barriers caused by the application of online learning in non-pandemic situations, while in this study the authors investigated the obstacles experienced by teachers during the covid 19 pandemic. In a previous study, Febrianto et al, (2020) have conducted research related to the implementation of online learning and the obstacles experienced During the COVID-19 pandemic, he used quantitative methods to obtain data. The results of the study reveal that online learning is not effective, because there are still many obstacles, such as the difficulty of accessing the internet and signal factors. This is the similarity in this study, that the signal factor has always been the main obstacle in online learning. In line with that, a study related to online teaching during the pandemic in Indonesia was conducted by Atmojo and Nugroho: (2020). The study investigated teaching activities and challenges in secondary schools during the pandemic. Some of the challenges found were; some students do not have their own smartphones, the internet connection is not stable, some students are not able to meet the adequate internet quota. The number of studies that discuss the problems faced by students when learning online, for novelty, the authors try to examine the obstacles experienced by teachers in implementing online learning during this pandemic. This is because the

existence of these problems is important to conduct research on the problems faced by teachers, because teachers have an important role in the success of learning.

METHOD

This research was conducted at one of senior high school in Majalengka West Java. This research was conducted using a qualitative method with a case study design. According to Creswell (2014) "qualitative research is research with an approach to understanding the meaning of individual or group and exploring social or human problems". While the case study focuses on a single unit such as an individual, group, organization or program (Creswell (2012), Ary, Jacobs, and Soronsen 2010). To obtain data, observation and interview techniques have been carried out to three English teachers. This was done to find out the barriers faced by the English teachers in conducting online learning during the covid 19 pandemic. Then the researchers used reduction data, display data, and conclusion to analyze the data.

RESULT AND DISCUSSION

Barriers faced by the English teachers while teaching online during the COVID-19 pandemic

From the results of observations and interviews, it turns out that complex problems can be found that can interfere with English teachers when teaching. These problems are caused by internal and external factors. Where internal factors are problems that result from within the teacher himself, while external factors are problems faced by students but can hinder teachers in teaching.

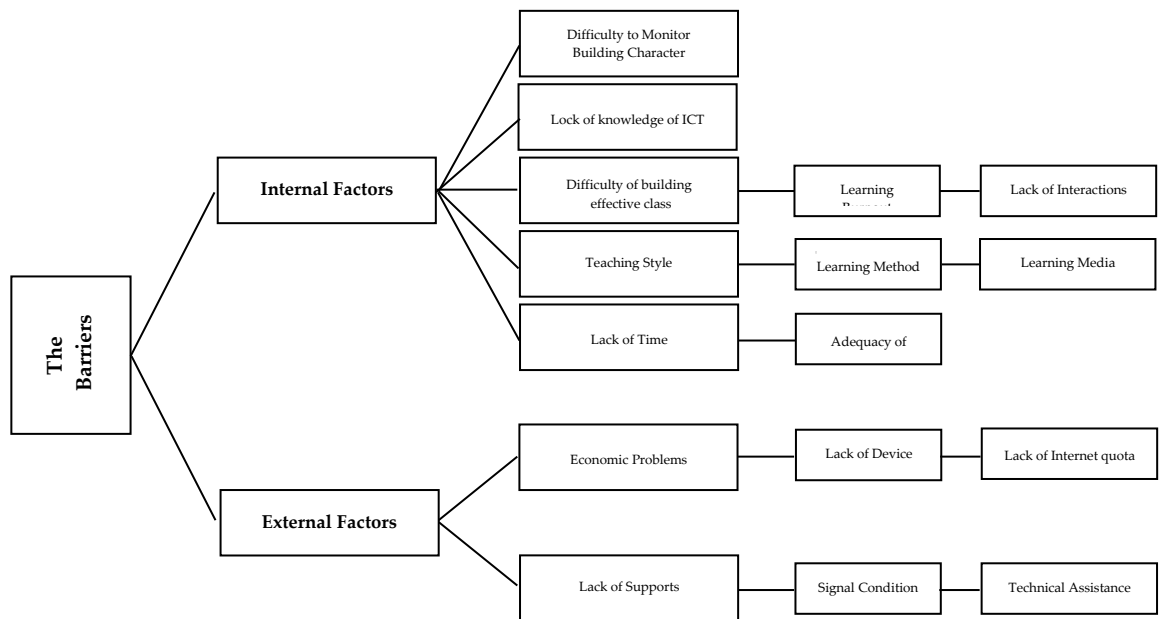


Figure 1. Barriers on teaching Online

Internal Factors

Difficulty to monitor building character

Difficulty in monitoring is one of the most difficult barriers faced by teachers in dealing with online learning during the pandemic. One of them is that the teacher has difficulty monitoring students in terms of delivering material. Teachers find it difficult to monitor whether students really understand the material well or not, because if only learn through the virtual world without any direct communication with the teacher, it will only make students only know, without any understanding of the learning material. So, the teacher must think of ways and modify the lesson plan in such a way that the method used is appropriate and understood by students.

However, actually this obstacle is not just on how teachers transfer knowledge, but the main obstacle is how to keep teachers focused on developing character education. Both in terms of empathy, emotion, honesty, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, and so on. This is because education is not only a transfer of knowledge but also a transfer of value where the teacher's role is needed and cannot be replaced with any sophisticated technology. In accordance with Friana, (2021) that the use of technology in education is only to facilitate teachers in transferring knowledge, not to build student character.

“During the implementation of online learning, I was constrained to monitor student character, how to create student character so that they become human beings who really have good character. In terms of emotions, empathy, and

behavior. I find it difficult to recognize the character of students so that the results cannot be monitored properly. Because children can cheat when doing assignments, the teacher cannot measure every student's ability because the result is only a piece of writing. So, it's very difficult when compared to face to face. So, I find it difficult to monitor character building. Be it student courtesy, discipline, caring, responsibility, and many other things."

Lack of knowledge of ICT.

All learning activities have been integrated by utilizing ICT as a liaison between teachers and students. Therefore, in order for learning to run smoothly, the teachers are obliged to better understand everything related to technology. However, it is still found that most teachers are still constrained by the use of ICT. It can be seen from the observation that teachers have difficulty operating several learning applications. Even teachers don't know how to get out of video conferencing. In addition, it was also found that teachers did not understand the use of the google classroom application, even teachers were not good at making Power Point. This problem was also expressed by the respondent during the interview stage. That he had difficulty using applications such as Google Classroom. This is due to the lack of ICT pedagogical training by teachers. In accordance with their opinion, Cuckle and Clarke (2002) state that at their university, lack of pedagogical ICT training is a significant barrier to the use of ICT in the classroom.

R1 : "There are still difficulties, if I don't understand how to use Google Classroom. Even though I've used, because it's comfortable in WhatsApp, I finally use WhatsApp Group "

It was also expressed by R2 that she did not understand how to use the Google Meet application.

"Yes, if I still don't understand how to create a room or create a link when holding a video conference in Google Meet, so I like to ask students for help and keep practicing".

Difficulty in building an effective class.

Learning Burnout

Prolonged online learning has a negative impact on student interest. Where students have started to feel bored and so lazy to follow the lesson. The learning burnout occurs in a period where their enthusiasm for learning begins to decrease. So that students are very tired and have no desire to continue learning. Learning burnout was also found in a study conducted by Alsaad et al, (2021) in Febriani (2021) that 50.8% of students had a high level of saturation during online learning.

R₃ : "Because online learning has been going on for a long time, so many students feel bored and lazy so many students don't send assignments and really miss meeting their friends".

Lack of Interaction

During the pandemic, the implementation of learning has completely changed to an online method, so it is more difficult for teachers to create interactive communication in online classes when compared to conventional classes. This is because the interactions that occur in conventional classes are different from those that occur in online classes. So it takes effort to create a good interaction between teachers and students, because it will greatly affect the course of the learning process. However, the teachers find it difficult to create good online classroom interactions, so this is another challenge for teachers. This is in line with the opinion expressed by Huang et al (2020: 2) that there are three main challenges in online learning during the pandemic. Where one of the challenges is the lack of direct interaction which results in the inhibition of the learning process.

R₁ : "Sometimes there are times when students are enthusiastic about participating in learning, but more often students get bored easily. Sometimes all students attend, and sometimes half of them are absent from online classes, this is a problem for me. and this feeling of boredom also affects the interaction in the classroom. they are just silent, indifferent so class conditions become ineffective."

Teaching Style

- *Learning Method*

From the results of observations, it shows that in practice the teacher uses various learning methods such as discussion methods, lectures, and exercises. However, the teachers have difficulty using the discussion method, because the interaction is so lacking that there is no discussion. It was caused by a lack of preparation and lesson planning. According to Emiliasari, (2019) stated that some research in the context of EFL show that teachers have difficulty in designing lesson plans, one of which is in determining learning media and methods.

R₃: "When teaching I have used the same learning method as I used it when learning face-to-face, such as lecture method, discussion, and practice methods. It's just that I have difficulty in the discussion method, because the class does not interact and is not as expected".

- *Learning Media*

Regarding the media, the teacher revealed that they had no difficulty in using learning media. The teacher explained that they had used a variety of varied learning media such as you tube, WhatsApp, Google Classroom, Google Form, Zoom and Google Meet. The teacher added that they only had difficulty because of signal problems when using learning media such as zoom and google meeting. This is because the application requires a strong internet network so that students are often disturbed, especially those in remote areas. So that teachers only use learning media whose network is stable and low in quotas. This is done so that all students can follow the lesson well without any obstacles.

R2 : " I don't have a trouble. Because online-based learning has been done for a long time, I have started to get to know various learning media. I use you tube for student practice activities, because by making practice videos it can be seen clearly how they speak and pronounce them as well as from body styles and explanations of the material. I also use Google meet, WhatsApp can use voice notes, Zoom, and Google classroom".

Then R1 also explained that he had used learning media according to teaching needs.

R1 : "No. During online teaching, I use learning media such as YouTube for teaching materials, WhatsApp Group for discussions, Google Forms for student training, Google classroom, Zoom and if I practice making project videos".

Lack of Time

Limited teaching time becomes the next problem for teachers. Where the teachers are challenged to be able to manage and use time optimally so that teaching can still be delivered properly. Lessons that were previously conducted every two weeks for four hours, now learning is only done once a week for two hours, and that too for the whole class. This becomes an obstacle for teachers, because teaching cannot be channeled optimally, so this will affect student understanding. According to Lai (1994) in Yulia (2013) Specifically mentions "problems that occur in the classroom such as limited time to use language and students' lack of confidence to speak English (self-esteem, language anxiety and lack of opportunities). in learning the language because there is not enough time for teaching.

R1: "Not enough, because the limited time the space for students to be more flexible in learning the language. So that I am also confused, if the material will not be understood by students well".

R3 also explained that the lack of time complicates the teachers' condition

R: 3 "Not enough. In online learning teaching hours have been reduced. if in conventional learning students study twice a week, while in online learning the teacher can only teach once a week. If online 2 hours for the whole class. while face-to-face 4 hours for classes. It's like relieving the teacher but actually the teacher is having a hard time because there is a bigger responsibility. And students may not necessarily be able to understand the material ".

External Factors

Economic Problems

Lack of Device and Lack of Internet Quota

Economic factors are very influential on the ongoing online learning process during the pandemic. This is because the economic situation is a supporting factor for the ongoing learning process. Where students and teachers need quotas to be able to connect to the internet, and require devices such as computers and mobile phones as learning facilities and support. Therefore, economic conditions really affect the course of the learning process, especially during the current pandemic. Simamora (2020: 86) Explains that learning also has an impact on economic conditions because they cannot afford internet quota to access online learning media, and complains that cellphones do not support online learning. In this study, it was also found that students were constrained by learning tools and internet quotas. Where most students do not have a personal cellphone so they have to take turns using it with their brother or sister. This causes most students to not be able to take online classes. So that teachers are also hampered in distributing teaching.

R2 : "Another problem is the lack of device owned by students. Most of the students do not have a personal cellphone so they must be used interchangeably with their brother or sister. If study schedules clash, one of them cannot attend the lesson. In addition, there are also those whose cellphones are damaged or do not allow connecting to the internet. "

This is also revealed by R3

R3 : "Most students don't have a personal cellphone. So, you can't attend online classes. In addition, students are also constrained by quotas, especially for students belonging to low economic conditions".

Lack of Supports

- *Signal Condition*

Since online learning was introduced, both teachers and students have been affected by limited access to technology and connectivity where both are indispensable. These limitations will influence each other and are interrelated with each other. So that it will have an impact on the fluency of today's learning. The internet has an important role in an online learning activity. Where a stable signal condition is very influential on the smoothness of a teaching. In order to be able to connect to the internet smoothly, it requires adequate connectivity and internet network. However, in reality online learning cannot run effectively. That's because the signal conditions are not supportive and inadequate. Mohalik & Sahoo (2020) stated that most of their students have problems connecting to the internet. This incident causes students to not be able to fully accept learning.

R2: "When using video conferencing students are often constrained by the network so that learning is disrupted. This is due to poor signal conditions especially for students who live in remote areas."

R3: "Signal conditions really interfere with learning, especially for students who live in rural areas where it is difficult to get a network. So that learning cannot be conveyed completely. "

- *Technical Assistance*

Poor signal conditions also affect the number of technical problems in teaching online classes. This will make it difficult and at the same time become barriers for students in taking online classes, especially for those who find it difficult to get a network. Technical assistance can be found when students have difficulty using complex learning applications. For example, can't connect to Google Meet, the sound is interrupted while doing a video conference, or the video suddenly turns off while learning is taking place. This causes students' focus to be disturbed and they cannot listen to the lesson well. It is not uncommon for students to experience boredom and think that online learning is not of high quality. This is in accordance with a study conducted by Nambiar (2020) which showed that students considered online classes to be of poor quality. That's because there are so many distractions in the classroom, such as technical problems, which reduces the effectiveness of online classes. Therefore, it can be concluded that many problems in online learning, such as technical problems, are an obstacle in online learning, so that teaching success cannot be achieved.

R2: "When using the Google Meet or Zoom application, poor signal conditions greatly interfere with learning activities. Many students complain that they cannot enter video conferences, or cannot hear voices clearly. So I have to reconsider the right media to be used in online learning"

CONCLUSION

Barriers can also be called obstacles to something that makes something difficult to progress. Based on the results of the analysis and discussion of the barriers faced by the English teachers in the implementation of online learning during the pandemic, complex problems were found caused by internal and external factors. Internal factors are factors caused from within the teacher himself. Which consists of difficulties in monitoring character building, lack of knowledge of ICT, difficulties in building effective class due to lack of interaction and learning burnout, teaching style which consists of learning methods and media used by teachers. While external factors are problems faced by students but become barriers for teachers when teaching. Which includes economic problems where students are constrained by lack of devices and internet quotas, then lack of support such as poor signal conditions and technical assistance, the last one is lack of time, namely sufficient time when teaching online. Many problems were found, so further research is needed to find solutions to overcome these problems.

REFERENCE

- Alsaad, A., Alkhalaf, A. B., Alali, K. M., Jumanah, H., & Almahdi, I. S. (2021). Burnout prevalence and associated risk factors among KFU students, Alhasa, Saudi Arabia. 25(107)
- Atmojo, AEP & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49-76. doi: 10.18326/rgt.v13i1.49-76.
- Basilaia, G., & Kvavadze, D. (2020). Transisi ke Pendidikan Online di Sekolah selama Pandemi SARS-CoV-2 Coronavirus (COVID-19) di Georgia. *Penelitian Pedagogis*, 5(4), 1-9. doi.org/10.29333/pr/7937
- Bauerlein, M., (2008). Melek online adalah jenis yang lebih rendah: Membaca lambat mengimbangi skimming web. *The Chronicle of Higher Education*, 55 (4).
- Carrillo, C, & Flores, M. A. (2020). COVID -19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43 (4), 466-487. <https://doi.org/10.1080/02619768.2020.1821184>
- Creswell, J. W. (2012). *Educational Research*. University of Nebraska, Lincoln
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mix Methods Approaches* (4thed.). America: SAGE publication.

- Cuckle, P, & Clarke,S. (2002). Mentoring student-teachers in schools: Views, practice and access to ICT. *J.Comput. Assist. Learn.*18, 330-340. CrossRef.
- Darmalaksana, W., Hambali, R., Masrur, A., & Muhlas, M. (2020). Analisis Pembelajaran Online Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung*, 1–12.
- Emiliasari, R.N, & Jubaidah, I.S. (2019). Lesson Planning in EFL Classroom: A Case Study in Lesson Plan Preparation and Implementation. *WEJ*. Vol.3 No.2
- Febriani, R. D., Triyono, Hariko. R., Yuca, V., Magistarina, E. (2021). Factors Affecting Student's Burnout In Online Learning. *Journal Neo Konseling*. 3(3). Doi: 10.24036/00567kons2021.
- Febrianto. P.T., & Mas'udah, S, Megasari.L.A. (2020). Implementation of Online Learning during the Covid-19 Pandemic on Madura Island. *International Journal of Learning, Teaching and Educational Reserch*. Vol.19, No. 8,pp. 233-254. Doi: org/10.26803/ijlter.19.8.13
- Friana L E.(2021).Problem of Online Learning during Covid-19 Pandemic in EFL Classroom and Solution.*Journal of English Language Teaching and Literature*.vol.2,number 1,p:38-47
- Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. *Smart Learning Environments*, 7 (1). <https://doi.org/10.1186/s40561-020-00125-8>
- Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises-reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32 (2), 237– 270.
- Lestiyanawati. R. And Widyantoro, A. (2020) Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak. *CLLIENT (Culture, Literature, Linguistics, English Teaching)*, 2 (1),71-82.
- Mohalik, R., & Sahoo, S. (2020). E- Readiness and Perception of Student Teachers' Towards Online Learning in the Midst of Covid – 19 Pandemic. *SSRN Electronic Journal*. Doi: 2139/ssrn.3666914
- Nambiar, D. (2020). The impact of online learning during COVID-19: Students' and teachers' perspective. *The Internasional Journal of Indian Psychology*, 8(2),783-793.

- Simamora, R.M. (2020) The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis Performing Arts Education Students. <https://doi.org/10.4662>. *Studies in Learning and Teaching*. Vol. 1, No. 2, August 2020: 86-103.
- Taha, MH, Abdalla, ME, Wadi, M., & Khalafalla, H. (2020). Penyampaian kurikulum dalam Pendidikan Kedokteran selama keadaan darurat: Panduan berdasarkan tanggapan terhadap pandemi COVID-19. *MedEdPublish*, 9. <https://doi.org/10.15694/mep.2020.000069.1>
- Yulia.Y.(2013). Teaching Challenges In Indonesia: Motivating Students and Teachers' Classroom Language. *Indonesian Journal of Applied Linguistics*, Vol. 3 No. 1, July 2013, pp. 1-16