



**English Teachers' Challenges in Teaching Speaking Skill during
Covid-19 Pandemic at MTsN 1 Labuhanbatu**

A THESIS

*Submitted to the Tarbiyah Faculty and Teacher Training of State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the Requirement
for S-1 Program (S.Pd)*

By:

Robiatul Adawiyah Siregar

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

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SURAT PENGESAHAN

Skripsi yang berjudul "ENGLISH TEACHERS' CHALLENGES IN TEACHING SPEAKING SKILL DURING COVID-19 PANDEMIC AT MTSN 1 LABUHANBATU" yang disusun oleh Robiatul Adawiyah Siregar yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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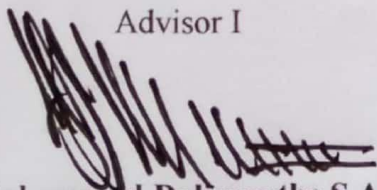
Prodi : Tadris Bahasa Inggris

Judul : "English Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu"

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb.

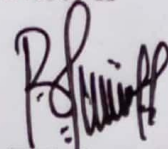
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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang berikan batal saya terima.

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Yang membuat pernyataan



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ABSTRACT

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This study aimed to find out what challenges are faced by the teachers in teaching speaking Skills during the Covid-19 pandemic at MTsN 1 Labuhanbatu. This study used qualitative research with descriptive method. The participants of this research were five English teachers in MTsN 1 Labuhanbatu. The instrument used was interviews which were conducted two times. The results showed that the teachers in teaching speaking Skills in online learning have various kinds of challenges as follows: a) the students do not have a cellphone/android; b) bad internet connection; c) students' laziness during online learning; d) the importance of face-to-face learning in speaking Skills because English teachers have difficulty measuring students' understanding and abilities during online learning.

(Keywords: Teacher, The Challenges, Teaching Speaking Skills Online)

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This undergraduate thesis entitled “*English Teachers’ Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTSN 1 Labuhanbatu*” is completed to fulfill the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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Medan, 26th of September 2021

The Researcher,

ROBIATUL ADAWIYAH SIREGAR

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CHAPTER I INTRODUCTION

A. Background of Study

All countries are experiencing the COVID-19 pandemic, including Indonesia. This situation causes most activities to be carried out at home, which is why WHO declared the Coronavirus a global pandemic.¹ This pandemic affects all aspects of society, including education. One of them is being followed up by the Minister of Education and Culture of the Republic of Indonesia through Circular no. 4 of 2020 which contains the implementation of the teaching and learning process to be carried out from home or online learning in order to break the chain of spreading the coronavirus. This condition greatly benefits in the era of 4.0 which brings people closer to Digital Technology. Gusty said that Online learning has its own strengths, challenges, and obstacles. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate the various types of learning interactions.² So, the challenge that must be faced by a teacher at this time is how to adapt to the current global era, where technological advances are increasing at this time. It means that teacher and student must communicate through an online application using the internet network.

Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal channels of basic education and secondary education.³ The importance of the teacher is also mentioned in the Holy Qur'an Al-Baqarah: 124 as follow:⁴

¹Gusty, S, dkk. 2020. *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19*. Medan: Yayasan Kita Menulis, p. 1

²Ibid. p. 2

³Undang-Undang No. 14 Tahun 2005 tentang Guru dan Dosen, p. 2

⁴Wahbah Az-Zuhaily, *Tafsir Al-Munir*, (Beirut: Dar Al-Fikr, ttp.), Jilid I, 251

﴿ وَإِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا ۗ ﴾

﴿ قَالَ وَمِنْ ذُرِّيَّتِي قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ ﴾

“And remember that Abraham was tried by his Lord with certain commands, which he fulfilled: He said: “I will make thee an Imam to the Nations.” He pleaded: “And also (Imams) from my offspring!” He answered: “But My promise is not within the reach of evil-doers.”

Based on the sentences above, it means that Allah “Priest” for being a role model, which will guide humanity to the path Allah and lead them to goodness. So, making a teacher a role model in the field of learning is very important. It has been explained in the Holy Qur’an Al-Ahzab: 21 as follow:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ
الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

“Verily in the messenger of Allah have a good example for him who looketh unto Allah and the Last Day, and remembereth Allah much.”

In Indonesia, English has been taught as a compulsory subject. The process of teaching and learning English is carried out to develop students' communication competences because the main purpose of learning a foreign language is to enable students to use it for communication.⁵ In addition, the current curriculum in Indonesia is Curriculum 2013 in which English is taught from the junior high school level.⁶ This means that junior high school students need to learn English more actively.

One of the language skills that must be mastered by students in learning English is Speaking skills.⁷ According to Harmer said that the ability to speak fluently presupposes not only knowledge of language features, but

⁵J. Nurkamto, “Problema Pengajaran Bahasa Inggris di Indonesia”. Jurnal Ilmiah Masyarakat Linguistik Indonesia. Vol 21. No. 2, 2003, p. 288

⁶Permendikbud 2013

⁷Yulia Morozova, “Methods of enhancing speaking skills of elementary level students”, (<https://translationjournal.net/journal/63learning.htm>., retrieved on 1 June 2021, 2013), p. 13

also the ability to process information and language on the spot.⁸ From the information above it was likely to lead to problems in teaching and learning speaking skills. The limited area of the language may influence students' interest in speaking. Even though it is not an easy thing to do by a teacher but they should find the appropriate strategy to apply in the classroom which suits the learners' level.

Before the pandemic, the teacher taught in the school environment and in the real classroom. However, nowadays teaching and learning have been stopped and recommended by the government to study at home using online-based teaching. Why did it happen? because now all over the world is experiencing a Covid-19 that can cause humans to die from this disease. Through this reason, the Indonesian government appealed to its people to carry out activities at home, such as working using online applications for workers including those in educational sector. Therefore every teacher must use several platforms to assist in online learning, such as WhatsApp Group, Google Class Room, Zoom, E-Learning, Edmodo, and Google Meet.

By using those applications the teachers face challenges to develop their potential and provide opportunities for teachers to show their creativity and professionalism in teaching students online. Such as, teachers must master the procedures for using supporting technology learning, e.g. smartphone, laptop, etc.⁹ Let's just say that online learning can be done by teachers who are still young and proficient with technology, then it is different with teachers who are in the regions and are elderly, few of them are proficient in using computers and managing teaching app and running application. Then, this becomes one of the biggest challenges for all teachers, especially for English teachers in online learning. Second, the

⁸J. Harmer. 2001. *The Practice of English Language Teaching* (3rd ed). U.K: Pearson Education, p. 269

⁹Aulia Annisa, "Tantangan Guru dalam Proses Pembelajaran di Masa Pandemi Covid-19", (<https://osf.io/download/60070debbba010908488909b2/>), retrieved on 31 May 2021, January 2019), p. 6

internet network constraints. This is also a challenge for teachers in online learning. Because, there are some students cannot take online learning because maybe not all parents have smartphones as a means of online learning for their children. Therefore, teachers must innovate in combining their learning materials with the conditions of their students.¹⁰

In this study, the authors focused on the challenges faced by teachers in teaching speaking in online learning process, especially the English teachers at MTsN 1 Labuhanbatu. It is very clear that teachers have difficulty teaching speaking in various aspects, such as how to evaluate students when in online classes, how to achieve the learning objectives of speaking material well, how are teachers' strategies in teaching speaking during online learning, and what are the solutions so that teachers can prepare online-based teaching materials, etc.

Based on the explanation above, researchers are interested in researching on the teachers challenge teaching speaking during the COVID-19. To know more closely about it, the researcher conducts research titled: **“The Teachers’ Challenges in Teaching Speaking During COVID-19 Pandemic at MTsN 1 Labuhanbatu”**

B. Identification of Study

Based on the background of the study above, the problem of the study is as follow: “What are the challenges faced by teachers in teaching speaking during the Covid-19 pandemic at MTsN 1 Labuhanbatu?”

C. Limitation of Study

This study focused on the challenges of English teachers in teaching speaking during Covid-19. The limitation of the study is only to describe the teachers’ challenges in teaching speaking during Covid-19 pandemic at MTsN 1 Labuhanbatu.

¹⁰Muhammad Fadhil Al Hakim, ”*Peran Guru dan Orang Tua: Tantangan dan Solusi dalam Pembelajaran Daring pada Masa Pandemic COVID-19*”. Educational Journal of History and Humanities. Vol 1 No. 1, 2021, p. 27

D. Formulation of The Research Question

Based on the background of the study and on the description above, the statements of problem in this research is “What are the teachers’ challenges in teaching speaking during Covid-19 pandemic at MTsN 1 Labuhanbatu?”

E. The Objective of The Study

Based on the problem of study above, the objective of the study is as follow “To describe the challenges faced by teachers in teaching speaking during the Covid-19 pandemic at MTsN 1 Labuhanbatu”

F. Significance of The Study

The author hopes on this result of the research will be something beneficial both in theoretical and practical.

1. Theoretical Significance

Theoretically, the results of this study can provide useful information and increase knowledge about the challenges in teaching speaking during the Covid-19 pandemic.

2. Practical Significance

Practically, this study is expected to be beneficial for:

a. For the Teacher

From this research, the teacher will provide inspiration for all English teachers so that they can understand and explain the challenges of teaching speaking during Covid-19 pandemic and how to deal with them.

b. For the Students

From this study, it can be helpful for students to learn about speaking in online learning also hopefully make the students easy to understand the material that is teach by teacher.

c. For the Further Researcher

It can be the additional references for the further researcher who wants to know more about the teachers challenges in teaching speaking during Covid-19 pandemic.

CHAPTER II

LITERATURE REVIEW

In conducting research, providing theories is needed to give explanations on the concepts or terms utilized in the research. The researcher reviewed the literature regarding the area of the study. In this chapter, the researcher discussed about the definition of speaking skill, the definition of online learning, and the challenges of teaching in online learning. Hence, following explanations were presented below.

A. Theoretical Framework

1. Speaking

1.1. The Definition of Speaking Skill

Speaking derives from the word “speak”. In Oxford dictionary, “speak” means say things; talk, be able to use language, make a speech, express ideas, feelings, etc.¹¹ Speaking is the verbal use of language to communicate with others.¹²

Meanwhile, according to Nunan said that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.¹³ Speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency.¹⁴ When we speak we produce the text and it should be meaningful, as Jones said that how you say something can be important as what you say in getting your meaning across.¹⁵ So, in the nature of communication, we can find the speaker, the listener, the message and the feedback, so it is stated that speaking is a significant part in learning language and the ability to

¹¹Martin H. Manser. 1995. *Oxford Lerner's Pockets Dictionary*. New York: Oxford University Press, p. 398

¹²Glenn Fulcher. 2003. *Testing Second Language Speaking*. Sydney: Longman, p. 79

¹³David Nunan. 2003. *Practical English Language Teaching*. New York: McGraw-Hill, p. 48

¹⁴H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*. London: Longman, p. 140

¹⁵Rhodi Jones. 1989. *Speaking and Listening*. London: The Bath Press, p. 14

communicate the target language can contribute to the success of the learners in their life.¹⁶

In one hadith, the Prophet sallahu ‘alayhi wassalam said:¹⁷

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ
الْعَبْدَ لَيْتَكُمْ بِأَلِكَلِمَةِ مَا يَتَّبِعُ مَا فِيهَا يَهْوِي بِهَا فِي النَّارِ وَ سَلَّمَ إِنَّ
أَبْعَدَ مَا بَيْنَ الْمَشْرِقِ وَالْمَغْرِبِ

The meaning: From Abu Hurairah RA, Rasulullah SAW said, “Person utters a word thoughtlessly (i.e., without thinking about its being good or not) and, as a result of this, he will fall down into the fire of Hell deeper than the distance between the east and the west.” (Sahih al Bukhari Sahih al Muslim).

Another hadith, the prophet Muhammad SAW as saying:¹⁸

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ ، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ
وَسَلَّمَ: <>مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيَصْمُتْ

The meaning : From Abu Hurairah RA, Rasulullah SAW said: Let whosoever believes in Allah and in the Last Day either speaker good or be silent (Sahih al Bukhari, Sahih al Muslim)¹⁹

So, speaking is the essential aspect in our lives. If someone is good at speaking, he/she will inevitably master communication skill since technical know-how and knowledge are obviously essential, yet

¹⁶Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language”. The Internet TESL Journal. Vol XII No. 11, 2006, p. 20

¹⁷ Sohih Bukhari (2018) juz 8, Bab: barangsiapa beriman pada hari akhir. No hadith 6477

¹⁸Muhyiddin Yahya, “Hadist Arbai’n Nawawiyah”. Islamhouse. No. 15, 2010, p. 46

¹⁹Sohih Bukhari. 2018 juz 8, Bab: barangsiapa beriman pada hari akhir. No hadith 6018,

remarkable standard of communication skills have to complement them as well.²⁰

From the discussion above, the researcher can conclude that speaking is an ability of a human being to deliver the message to the listener in a good way in some context, and the listener understands the message, and the researcher infers that speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

1.2. Speaking Competence

There are four components of speaking based on Richard and Renandya who highlights the components which underlies speaking effectiveness:²¹

a. Grammatical Competence

Grammatical or formal competence, which covered the kind of knowledge (of systematic of grammar, lexis, and phonology) familiar from the discrete point tradition of testing.²²As Richards and Rodgers said that grammatical competence refers to linguistic competence and formally possible because relates to grammatical and lexical capacity.²³ As a result, grammatical competence helps speakers to apply English language structure accurately and without hesitation, contributing to fluency.

b. Sociolinguistic Competence

²⁰Ernita Daulay. 2018. *A Learning Centered Approach English for Specific Purpose*. Medan: State Islamic University of North Sumatera, p. 2

²¹Jack C. Richard & Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: University Press, p. 207-208

²² Muhammad Dalimunte. 2014. *Simulation Technique With Class Debate In Language Teaching For Speaking Proficiency*. Google Scholar, p. 20

²³Jack C. Richards and Theodore S. Rodgers. 1996. *2nd Edition: Approaches and Methods in Language Teaching*. New York: Cambridge University Press, p. 71

Sociolinguistic competence or knowledge rules of knowledge use in term of what is a appropriate to different types of interlocutors, in different setting, and on different topics.²⁴ In teaching speaking, the teacher could approach the students in teaching speaking by understanding the social context in which communication takes place or situation of speaker and interlocutor.

As Richards and Rodgers said that sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.²⁵

c. Strategic Competence

Strategic competence is the ability to compensate in performances for incomplete to imperfect linguistic resources in a second language.²⁶Or Harmer stated when choosing who should come out to the front of class we need to be careful not to choose the shyest students first, and we need to work to create the right kind of supportive atmosphere in the class.²⁷ So, the component of speaking strategic competence refers to ability to know and how to keep conversation going, how to finish the conversation, and how to deal up communication breakdown as well as comprehension problems.

d. Discourse Competence

Discourse competence or the ability to deal with extended of language in context.²⁸ So learners must develop discourse competence to construct or arrange communication in a

²⁴Muhammad Dalimunte, *Loc. Cit*

²⁵Richards and Rodgers, *Loc. Cit*

²⁶Muhammad Dalimunte, *Loc. Cit*

²⁷Jeremy Harmer. 2001. *The Practice of English Language Teaching*. Cambridge: Pearson Education Limited, p. 8

²⁸Muhammad Dalimunte, *Loc. Cit*

cohesive and coherent manner, whether spoken or written in order to express the conversation in a meaningful manner, which is concerned with intersentential interactions. As Olshtain and Cohen stated that discourse competence relates to features of text, whether it is spoken or written.²⁹ Thus, the component of speaking not only should be based on sentence-level grammar, but also it should be meaningful.

From the explanation above researcher can conclude that there are four components areas of speaking skill, they are: vocabulary, grammar, fluency and pronunciation. Which each area plays as its function and there are also some factors affect the effectiveness of speaking and should be in the teaching speaking.

1.3.Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, in order to have effective speaking skills, student must learn the aspects of speaking. As Brown stated that there are 4 aspect skill to have a good speaking skill: pronunciation, fluency, vocabulary and accuracy.³⁰

a. Pronunciation

Based on Longman Dictionary stated that pronunciation is the way a certain sound or sounds are produced.³¹ In speaking, teaching pronunciation including stress, rhythm and intonation is very important. As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to

²⁹Elite Olshtain and Andrew Cohen. 2001. *Teaching Speech Act Behavior to Nonative Speakers*. Boston: Heinle & Heinle Publishers, p. 154

³⁰Brown. 2001. *Teaching by Principles: An Interactive Language to Approach Pedagogy*. San Francisco: Longman, p. 168

³¹Jack C. Richards and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*. Great Britain: Pearson Education Limited, p. 429

pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.³²

b. Fluency

As proposed by Harris and Hodges, fluency is an ability to speak quickly and automatically.³³ Meanwhile, according to Louma, fluency is the ability to talk freely without too much stopping and hesitating.³⁴ In this case teacher should practiced students to speak well in the classroom when learning English.

c. Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something.³⁵ To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

d. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar.³⁶ The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately

1.4. Difficulties in Speaking Skill

In learning speaking, mastering speaking is not easy, the students are usually faced with problems during the teaching-learning process.

³²Jeremy Harmer. 2007. *The Practice of English Language Teaching 4th Edition*. England: Pearson, p. 245

³³Theodore L. Harris and Richard E. Hodges. 1995. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association, p. 14

³⁴Koponen, M. 2004. "Let Your Language and Thoughts Flow! Is There A Case For "Fluency" in ELT and Applied Linguistic?" *Insari Louma Assesing Speaking*. New York: Cambridge University Press, p. 88

³⁵Jack C. Richards and Richard Schmidt, *Op. Cit*, p. 580

³⁶Ibid, p. 204

There are many factors that causes of difficulty in speaking, there are:³⁷

- a. Inhibition, students are worried to make a mistake fearful of criticism or simply shy
- b. Nothing to say, students have no motivation to express themselves
- c. Low or uneven participation, only one participant can talk at time because of large classes and tendency of some learners to dominate, while others speak very little or not all.
- d. Mother tongue use, students who share the same mother tongue tend to use it because it is easier and students feel less exposed when they speak their mother tongue.

1.5. Teaching Speaking in Junior High School

Teaching is a process of giving guidance to the students to reach the goals of teaching and learning process. teaching also known as “instruction” it means the process of make someone do learning.³⁸ Teaching is also an interactive activity between teacher and students that is involved in the study room or usually used in the classroom.³⁹

In teaching speaking, appropriate teaching methods and techniques should be applied. Meanwhile, techniques are any of a wide variety of activities, exercise or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching to speaking. Students learn English in order

³⁷Ur Penny. 1996. *A Course In Language Teaching*. Cambridge University: UK, p. 121

³⁸ Danisa Puji Wahyuni, “*Improving Speaking Skills Of The Seventh Grade Students Of SMP N 1 Mlati, Sleman, Through The Use Of Video Clips In The Academic Year Of 2013/2014*”, (<http://eprints.uny.ac.id/id/eprints/18426>, retrived on 1 June 2021, 2014), p. 12

³⁹Mentari Rizki Fatihah, Skripsi: “*The Use Of Encantado Game To Develop Students’ Speaking Skills At Seventh Grade Of MTS Swasta Insan Cita Academic Year 2020/2021*” (Medan: UINSU, 2020), p. 22

they can communicate in English fluently, accurately and appropriately in their daily communication in their daily life.⁴⁰

Teaching language to young learners or teenagers is considered the most challenging by some experts because the students in this level have little knowledge of the target language.⁴¹ They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations. The English teaching in junior high school in Indonesia is aimed at developing students' communicative competence which covers the four language skills like listening, speaking, reading and writing.

In teaching of speaking, the teacher mostly emphasizes her teaching product of speaking. It means that the teacher sometime practice the teaching of speaking, started by only explaining the topic the student are going to speak about, while the students listen to explanation. No model is provided to the students as the example. The students are asked to write and read short dialogue or composition in a set amount of time without practicing speaking in front of an audience or producing what they have previously learned.

2. Online Learning

2.1.The Defenition of Online Learning

Online learning is an alternative that has been carried out during the current Covid-19 pandemic. Online learning is a learning method that uses the internet network in its implementation. This was stated by Krishnan et.al which defines online learning as a learning environment provided and supported by the internet.⁴² The government issued a policy so that people avoid crowds and crowded places, be it in terms

⁴⁰H. Douglass Brown. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Inc, p. 14

⁴¹ Ibid, p. 91

⁴²I. Khrisnan, dkk, "Challenges of Learning English in 21st Century: Online vs. Traditional During Covid-19". *Malaysian Journal of Social Sciences and Humanities*. Vol. 5 No. 9, 2020, p. 2

of work, worship and other activities. Even in education, this condition changes the way students and educators learn. They must change traditional learning into modern learning so that the learning process continues even in the conditions of the Covid-19 pandemic.⁴³First, students take notes on the blackboard, then write them down in a book until they run out. Then, the teacher taught with the lecture method at length until the students fell asleep. But since the Covid-19 pandemic all learning systems have turned into online learning.⁴⁴So the most effective way now is to apply online learning using online media.

Online learning in a general term namely distance learning. Online learning is learning that takes place in a network where teachers and students do not meet face to face directly.⁴⁵ The purpose of online learning is to provide quality learning services in a network that is massive and open to reach learning space enthusiasts so that more and wider.⁴⁶So, this online learning takes place on a network by utilizing the internet network in the learning process, which can be done anytime and anywhere even though it varies from place and location and does not meet face to face.

In online learning, teachers are not limited by rules or restrictions in choosing and using which online learning media the teacher will use. This means that the teacher is free to use any media that is considered to be used to communicate well with students, as Wulandari stated that the teachers must be able to develop the teaching profession and carry out their duties by adjusting the needs of students

⁴³Zulhafizh & Silvia Permatasari, “Membina Kualitas Belajar di Masa Pandemi Covid-19 Melalui Sikap Berpikir Kreatif dan Kritis”. *Jurnal Pendidikan dan Pengajaran*. Vol. 4 No. 5, 2020, p. 938

⁴⁴Sri Gusty, dkk. 2020. *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi COVID-19*. Medan: Yayasan Kita Menulis, p. 61

⁴⁵Albert Efendi Pohan. 2020. *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Jawa Tengah: CV Sarnu Untung, p. 2

⁴⁶Sofyana & Abdul, “Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun”. *Jurnal Nasional Pendidikan Teknik Informatika*. Vol. 8 No. 1, p. 82

and learning materials that keep up with the times.⁴⁷ Several online platforms or media that can be used by teachers in the online learning process include Google Meet, Google Class Room, Zoom Meeting, E-mail, Edmodo, WhatsApp Group, etc.

Associated is with the implementation of online classes. Carillo & Flores said that the use of technology in supporting online learning depends on three pedagogical factors. The pedagogical approach, which is the first factor, includes student-centered learning, the role of the teacher as a facilitator, and the integration of knowledge. The second factor is the learning design, which includes the flexibility of learning according to the individual needs of each student, according to the context, social, learning process and the use of appropriate tools and technology. The third factor is perks, which include clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as the high attitude and commitment of the students.⁴⁸

Huang et al. said that the details of three main challenges in online learning during a pandemic. First, teachers have very limited time preparing and/or adapting offline learning materials to online. Second, the lack of or limited opportunities for teachers and students to interact directly and freely during online learning which results in disruption of the learning process. Third, using an effective pedagogical approach requires more effort to motivate and activate students in online learning.⁴⁹ Byun & Slavin also found that although school facilities are adequate and the national curriculum facilitates online learning very

⁴⁷Siti Sri Wulandari, "Peningkatan Kompetensi Profesional Guru Kewirausahaan Melalui Lesson Study Berbasis Pantai dan Laut". Jurnal Pendidikan Edutama. Vol 5 No. 2, 2018, p. 71

⁴⁸C. Carillo & M. A. Flores, "Covid-19 and Teacher Education: a Literature Review of Online Teaching Learning Practices". European Journal of Teacher Education. Vol. 43 No. 4, 2020, p. 467

⁴⁹R. Huang, dkk, "Disrupted Classes, Undisrupted Learning During COVID-19 Outbreak in China: Application of Open Educational Practices and Resources". Smart Learning Environments. Vol. 7 No. 1, 2020, p. 2

well, the imbalance in education that each student gets is also caused by family influence and financial problems that interfere with the learning process.⁵⁰ So, the teachers and students are very important in carrying out this online learning.

2.2.The Principles of Online Learning

Online learning must be well planned and designed to be effective. Anderson (2005) states that there are five general elements that frame the quality of online learning, namely those related to infrastructure, technical, material, pedagogical, and institutional.⁵¹ These five elements can be used as a framework for planning and organizing quality online learning with learning material elements as a central point.

Online learning needs to be carefully prepared. Although learning is essentially the same for face-to-face contexts face to face as well as online, but there are certain aspects that are must be considered when we are planning for online learning. First of course we have to plan a pedagogic model that we will apply, what is a model based on cognitivism, constructivism, or others. The important to know is the model we apply must be appropriate to the context and the characteristics of prospective learners that we are targeting. The learning model chosen will affect the type of learning activities and the tasks to be designed and outlined in the planned learning. Contextualize this learning model too related to the availability of support from educational institutions where we teach. For example, if we want to apply a model constructivism learning that encourages the active participation of learners, whether our institution can provide

⁵⁰S. Byun & R. E. Slavin, “*Educational Responses to The Covid-19 Outbreak in South Korea*”. SSRN Electronic Journal. Vol. 5 No. 2, 2020, p. 665

⁵¹John Anderson, “*A Common Framework For E-Learning Quality*”, (https://www.researchgate.net/profile/Robert_Mccormick6/publication/47343090_A_common_framework_for_e-learning_quality/, retrieved on 27 May 2021, 2015)

support tools such as real time discussion tools, or online platforms that can facilitate group work. Thus the lesson planning that we make must consider availability support from institutional management.⁵²

On the pedagogical aspect, Anderson and McCormick (2005) state that there are 10 main principles that must be considered in planning and implementing online learning, namely those related to curriculum, material design, planning, learning process, assessment, and teaching process (curriculum fit; content design; planning; learning; assessment and teaching).⁵³ The ten principles are as follows.⁵⁴

a) Principle 1: Match to the curriculum

formulate the learning objectives clearly, ensure the relevance of the material to be studied with the learning objectives, ensure the feasibility of learning activities for learners, and select the appropriate learning outcome assessment method (if it will be assessed).

b) Principle 2: Inclusivity

Design a supportive learning pedagogy inclusive learning practices to facilitate the various types and levels of learning outcomes desired by learners, learners with special needs, diversity of social and ethnic backgrounds, and gender.

c) Principle 3: Learner engagement

Devise an engaging pedagogy and motivate learners to carry out active learning and achieve learning success.

d) Principle 4: Innovative

Use innovative technology that can add value to the quality of learning. That is, approach used shows that the use of this online

⁵²Tian Belawati. 2020. *Pembelajaran Online (BNBB)*. Banten: Universitas Terbuka, p. 47

⁵³John Anderson & Robert McCormick, "Ten Pedagogic Principles For E-Learning", (https://www.researchgate.net/profile/Robert_Mccormick6/publication/47343091_Ten_pedagogic_principles_for_E-learning/), retrieved on 28 May 2021, 2015)

⁵⁴Tian Belawati, *Pembelajaran Online (BNBB)*, Loc. Cit

learning system does support the learning objectives that have been set, which will be difficult to achieve if it is not done online

e) Principle 5: Effective learning

Can be done in several ways, including (a) the use of several approaches designs that allow learners to choose one the approach that suits him best, personalization display design and learning process, as well as provide facilitation for learners to develop abilities learn independently (learn how to learn); (b) utilization of learning features that will encourage metacognitive processes and collaboration; and (c) providing learning materials in accordance with the context of the learner but can show diversity of perspectives

f) Principle 6: Formative assessment

Give opportunities to learners to carry out formative assessments, such as through providing feedback on things they need to strengthen and how, giving opportunities to learners to give feedback to each other, and of course giving opportunities to learners to carry out self-evaluations.

g) Principle 7: Summative assessment

For those who want to facilitate summative assessment to assess student learning outcomes, to determine graduation, or to provide guidance for learners to choose the direction of further education.

h) Principle 8: Coherence, consistency and transparency

Overall learning must be consistent starting from the objectives, material, learning activities, and assessment. All must be appropriate, the material provided must be intact and can prepare learners to achieve learning objectives, and assessments must be designed to measure whether the objectives set can be achieved. Learners from the start must be given information about

the learning objectives, how the learning process will be carried out, and how they will be accessed later.

i) Principle 9: Easy to follow

It should be designed to be easy for the learner to operate and use without the need for too much assistance and training, and by using less complex technology.

j) Principle 10: Efficient and cost-effective

The investment in the use of technology needed must be balanced with the benefits that will be obtained from using the technology, for example in terms of improving the quality and flexibility of learning.

More specifically in terms of teaching, Dunwill (2016) summarizes some of the good practices of online learning that he researched. Basically the principle of teaching is learning online is the same as face-to-face learning, which introduces concepts and skills that must be learned, guides learners to carry out the learning process, and provides independent exercises that must be done by learners. However, according to Dunwill, there are at least 6 basic principles of online teaching that must be considered on these aspects.⁵⁵

a) Contact learner-teacher

Learners do not like feelings of isolation. They want to connect and communicate with teachers. Therefore, online learning must be equipped with interaction facilities or forums. Online learning should also motivate learners to discuss; and related to this, institutions that provide online learning must have a policy on standards of "responding" to learner questions. For example, in how long does it take the learner's questions to be responded to by the teacher. For personalization, it is also better for teachers to display photos so that learners will feel they have a real "figure" of

⁵⁵Ethan Dunwill, "*E-Learning Best Practices. 6 Teaching Principles Transferred to Online*", (available at URL <https://elearningindustry.com/6-teaching-principles-transferred-online-courses-strategies-use> Courses: Strategies to Use, 28 May 2021, 2016)

the teacher. If possible, it's a good idea to make a regular "chat / chat" schedule.⁵⁶

b) Collaboration between learners

As in the face-to-face learning process, learners must be given space and trained to work together. Learning effectiveness is higher when learners are given opportunities and practice to share and cooperate in learning. This activity improves social skills and reduces the atmosphere of negative competition and the learner's sense of isolation. Teachers can create ice-breaking activities, conversation and discussion rooms or forums, buddy systems, etc.⁵⁷

c) An active learning atmosphere

Learning is essentially an active process. Therefore, the learning system and design should be centered on the learner / teacher / lecturer, which is more of a facilitator, not the only source of knowledge teaching in one direction. The teacher/lecturer should have a role to monitor, assist, and provide guidance individually when learners have questions or face problems. The learning process itself must be initiated and carried out actively by the learner. Activities that can facilitate active learning are by providing options for students to choose the type and format of assignments or project topics that can achieve learning objectives, presenting interactive web pages, holding online debate activities, forming study groups, etc.⁵⁸

d) Prompt feedback

Learners need to get feedback about services learn it. Giving feedback is very important because can be used by learners as an indicator of what they have achieved their overall learning

⁵⁶Tian Belawati. 2020. *Pembelajaran Online (BNBB)*. Banten: Universitas Terbuka, p. 50

⁵⁷Ibid, p. 51

⁵⁸Ibid, p. 52

objectives or not yet. Thus they can do planning further learning activities.

e) Achievable learning objectives

We need to formulate appropriate learning objectives, namely those high enough that it triggers motivation and learning effectiveness but not so high that it is difficult for learners to achieve. Therefore, when we formulate learning objectives preferably, explicitly and in detail, set out in a sufficiently detailed syllabus including the tasks to be done and the expected competencies achieved in every stage; and accompanied by examples of ideal learning outcomes to all participants in the class.⁵⁹

On the other hand, to help motivate students to achieve the learning goals that have been set, you must strive to design tasks that are interesting, and relevant to everyday life so that they can motivate students.

f) Respect for differences

An important aspect that must also be considered is the equal treatment of all learners regardless of their different status. Respect for differences among learners can be done in a way, giving choices on types of learning activities and types of assignments; provides flexibility in processing time limits duty; encourage learners to use experiences and their daily life situations as ingredients completion of assignments or in discussion; and using 'topic' assignments at work for fulfill relevant learning assignments.⁶⁰

⁵⁹Ibid, p. 53

⁶⁰Ibid, p. 54

2.3.The Strengths of Online Learning

The implementation of online learning during pandemic will certainly provide benefits and impacts that can help the learning process. The following describes the positive impact of implementing online learning during the pandemic, both from the perspective of the teacher and from learners as well as related literature studies.⁶¹

a) Avoid the Corona Virus

The main benefit of online learning during a pandemic is avoiding the corona virus. Online learning is implemented as a substitute for face-to-face learning to avoid physical contact between learner and teacher. So, online learning is the safest way out during a pandemic to stay healthy while actively gaining knowledge.

b) Flexible time and place

Online learning provides the opportunity for teachers and learners to choose the time and place they want.

c) Cost-efficiency

In face-to-face learning on campus, both students and teachers will pay expenses, including travel costs from home to campus, food costs, cosmetic costs, and housing costc for those who live overseas and own a house that is far from campus. The application of online learning of course reduces these constc.

d) Varied, Active, Creative, and Independent Learning

Implementation of online learning makes teachersmore active in creating and delivering learning content more varied with the hope that learning will not be monotonous. The limitation of movement during this pandemic certainly makes learners and independent teachers complete their assignments and play an active role and creative. Learning material obtained from the results of

⁶¹I Ketut Sudarsana, dkk. 2020. *Covid-19: Perspektif Pendidikan*. Denpasar: Yayasan Kita Menulis, p. 43

independent learning precisely will be longer and more deeply recorded in memory than the material that is obtained from simply listening to the teacher's explanation.

e) Get more information

Face-to-face learning has a predetermined time duration so that the amount of material presented will of course follow that time. Unlike the case with online learning which has more time, so the material provided by the teacher tends to be more complex. When students look for information from other references, they will definitely get additional information about the material.

f) Operate technology better

The implementation of online learning cannot be separated from its use technology. In other words, online learning just won't work without the role of technology. For those who do not understand technology, of course this is an opportunity to increase knowledge about technology because we immediately practice using technology.

g) Relationship with family becomes closer

The Covid-19 pandemic requires us to stay at home and limit our activities outside the home. The majority of the time we spend in 24 hours a day is at home with family. Of course this will make the relationship with the family even closer because they spend more time together.

h) Value time

For some people, the implementation of learning at home is busier than before. The positive side that is given is that we are more able to appreciate time. Time management is also honed in the implementation of this online learning.

i) The material can be read again

The advantage of online learning is that the material we convey very well stored in the network which can be opened and

studied at any time. This is certainly a positive thing for learners, especially for those who need more time to understand the material compared to others. Learners can also choose which material you want to focus more on learning and understanding.

j) Paperless

The use of paper in online learning has been replaced by networks. This is positive in terms of paper usage. There is no more use of paper in online learning because everything is already stored in the network.

k) All activities are recorded

With online learning, all activities that occur during learning take place and are recorded neatly in the network. Not need to be afraid of forgetting about what has been done, what was done, when it was carried out, and who was present at the time of the lesson. Just need proficiency in the use of technology and everything related to recording can be done.

l) Equitable delivery of material

Video learning as one of the online learning allows equitable delivery of material to all learners. The delivery of material is to all learners. The delivery of material on face-to-face learning is directly adapted to the situation and learning conditions so that it is often uneven from one class to another.

2.4.The Weaknesses of Online Learning

Online learning provides many benefits for the learning process, but besides the benefits there are several challenges faced by both teachers and learners from the implementation of online learning during the pandemic period and from literature review.⁶²

⁶²Ibid, p. 47

a) Cyber crime

The development of technology also does not rule out the possibility of gaps in the system in an application. News emerged that cyber crime is a threat in online learning. The hacking of personal information is carried out by irresponsible parties. Personal information that has been hacked is misused to harm technology users.

b) Bad internet connection

The internet is a problem for the majority of people. There is no internet so there is no online learning either. The instability of the internet connection is certainly very disruptive to learning, especially if online learning is taking place.

c) Lack of understanding in the use of technology

The ability to use technology is absolutely necessary in this online learning. For those who are not very familiar or not being interested in technology is certainly a big challenge in online learning. As long as there is a will there is a way. Often that is to become a hindrance is the unwillingness to learn technology.

d) Difficult to measure students' understanding and abilities

Online learning is difficult to find out the understanding and abilities of students directly unless direct telecommunications are held. In contrast to face-to-face learning in class where we can directly see the development of students through their behavior in the classroom, in contrast to online learning, we see their abilities and understanding of the tasks they are doing. Telecommunication videos can be used to conduct interviews with students, but it takes a long time. For example, assignments that are submitted are not in accordance with the instructions given. This happens a lot in learning foreign languages such as English.

e) Standardization and effectiveness of learning

In online learning, duplication of assignments made by students is unavoidable and sometimes uncontrollable. Because of the large amount of information obtained from the internet, sometimes students just copy it and immediately assemble them as assignments without rewriting them with understanding on their own. Sometimes many assignments are also given by the teacher so that the effectiveness of learning becomes a question.

f) Lack of interaction in learning

The interaction between teacher and learner is needed in learning so that teachers can assess the cognitive, affective and psychomotor abilities of learners as a whole. In online learning, many factors cause a lack of learning interaction, one of which is that a poor internet signal can slow down teacher reactions in responding to student questions and vice versa

3. The Challenges of Teaching in Online Learning

As we know, online learning is learning that utilizes internet networks in the learning process and a person's ability to master and operate technology also determines the smoothness of learning. Learning online is still considered the pros and cons. Some feel that this learning system is more effective and efficient to use, and others feel overwhelmed and find online learning difficult especially for teachers. Teachers who play an important role in online learning and also coordinate the course of learning.⁶³

During this pandemic, teachers have their own challenges. The teacher must play a dual role, namely as a mobilizer and a coach who has an extraordinary ability to carry out distance learning. During this pandemic, teachers are required to carry out various additional tasks to ensure the achievement of educational goals and fulfillment of academic and non-

⁶³Aulia Annisa, “*Tantangan Guru dalam Proses Pembelajaran di Masa Pandemi Covid-19*”, (<https://osf.io/download/60070debbba010908488909b2/>), retrieved on 31 May 2021, January 2019), p. 6

academic targets. In addition, teachers are also required to be able to innovate and find ideas for subject matter, methods, methods, and media so that learning can still be fun for students even though it must be limited by distance.

The first challenge that must be faced by teachers in online learning is to be competent/clever in the use of technology in which the teacher must master the procedures for using learning supporting technology. Technology is the most important thing in online learning today. Such as smartphones, laptops, etc. Smartphones/gadgets are the things most commonly used by students than laptops, because they are more practical and have many advanced features.⁶⁴ Maybe if this online learning is carried out by teachers who are still young and already proficient in the use of technology, then they will not find it difficult to do this online learning. Then it is different for old teachers who do not really understand the use of technology and are still in touch. In implementing this online learning, it will be very difficult to carry out the online teaching and learning process. However, during this pandemic and online learning, teachers are required to be able to operate various kinds of technology such as computers, laptops and learning devices and applications, then create interesting learning materials, utilize various digital tools, hold classes online, and prepare online administration. Of course, this is a challenge and a new learning experience for teachers.

Second, constraints on the internet network. What is also a challenge for teachers in online learning is the problem of the internet. Among them, access to the internet network is difficult, especially if in rural/urban areas, the internet network is unstable. As a result of the slow network, the information and learning materials presented also take a long time to be

⁶⁴B. Subiyakto, dkk. 2019. *Media Pembelajaran Sejarah Era Teknologi Informasi*. Banjarmasin: Program Studi Pendidikan Sejarah, ULM, p. 43

accepted by students or vice versa.⁶⁵ The speed of internet access can not yet be felt by all regions in Indonesia. Remote, interior and remote areas still can not enjoy the quality of the internet network. This ultimately has an impact on teachers and the implementation of online learning where all activities use the internet network.

Third, inadequate means of supporting student learning. According to Arifah Prima Satrianingrum and Iis Prasetyo (2021), in implementing online learning, one of the limitations in its implementation is unsupported facilities and infrastructure, such as laptops, computers, smartphones, internet quotas, etc. Infrastructure is very important in accommodating the implementation of learning for students. According to M. Wahyudi (2020) facts in the field, the obligation to study at home is a serious obstacle, especially for students from economically disadvantaged circles. This indirectly also becomes a challenge for teachers, because teachers have to find ways so that students who do not have learning facilities such as smartphones or laptops can still participate in learning. One of them is by allowing these students to go to school so that they can still receive the material being taught. Readiness of school infrastructure and availability of smartphone facilities are also problems that must be faced in this online learning.

It is indeed not easy for teachers to carry out learning activities during the current Covid-19 pandemic, in which teachers must be able to adapt to all aspects of change and existing demands. Even though online learning is a new experience filled with incomprehension, marked by several challenges and obstacles, teachers must still fulfill their obligations as educators and knowledge providers. All the challenges faced must be used as valuable lessons and experiences to be able to share knowledge with students, even though the role of teachers in the midst of this pandemic is

⁶⁵Arifah Prima Satrianingrum dan Iis Prasetyo, “*Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD*”. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. Vol. 5 No. 1, 2021, p. 637

rarely referred to as the front guard in fighting Covid-19, but teachers are heroes for the nation's knowledge development.

B. Related of Studies

The researcher found some researches that are related to the problem discussed in this study.

Fierdyana Mariatul Kiftiah, under the title "*The Challenge and Opportunities of Teaching English Online During The Pandemic of Covid-19 in MTsN Barito Selatan*" in 2020. Fierdyana used descriptive qualitative research, which the population in this research was the all of English teachers in MTsN Barito Selatan and the total of English teachers is 4 teachers. The technique of data collection in this study used a interviews. And the result of her study demonstrated that the challenges of teaching English online have various kinds of challenges as follows, the challenges are a little complicated when compared to the WA group, the difficulty of internet distraction from the application, using the application is rather difficult in terms of adapting to different teaching with conventional methods and when dealing with students, sometimes when learning English begins they only go into attendance and do not open learning materials and some are late in delivery assignments given by the teacher for various reasons.

Novita Diana (2020) have tittle is "*Tantangan Guru Bahasa Inggris Dalam Proses Belajar Mengajar Selama Pandemi di Pidie*". In her study using descriptive research with quantitative approach. Which the population in this study are English teachers who teach in schools in Pidie District. The technique of data collection in this study used a questionnaire given to English teachers and the the data were analyzed using the percentage technique which was then described. The result of the study show that there are many challenges that English teachers face when teaching online, which is 50,64% especially in terms of how to evaluate student work at home during distance learning and as many 83% of teachers try to increase creativity in online

teaching by participating in webinars and discussing with teachers and principals.

Septia Hardiman Fauziah (2021), entitled “*Teachers’ Problems In Conducting Online Teaching (A Case Study of English Teachers at SMP N 1 Batipuh, Tanah Datar Regency)*”. The problem in this research is that there are various problems in the implementation of online learning as a result of the Covid-19 pandemic experienced by the English teacher at SMP N 1 Batipuh. This study uses a descriptive case study design with qualitative approach. In this research, the key instrument is the researcher herself. The data sources uses interviews from English teachers at SMP N 1 Batipuh, totalling 2 teachers. Collecting data using interview guidelines. To test the validity of the data, the researcher conducted time triangulation by comparing the results of the first interview with the results of the second interview. Based on the data analysis, the research results show that there are 6 teacher problems in online learning at SMP N 1 Batipuh, there are (a) problems with the internet network, (b) teachers’ perceptions of students skipping classes, (c) teacher limitations in preparing learning materials, (d) lack of interest in student learning, (e) teachers lack confidence in student learning outcomes and (f) lack of interaction between teachers and students.

M. Rusandi (2021) entitled “*An Analysis of Teachers’ Strategies in Teaching Speaking English On Online Learning Class At SMP N 7 Muaro Jambi*”. In this research the researcher focuses on analysis teachers’ strategies in teaching speaking english on online learning at SMP N 7 Muaro Jambi. In conducting research, the researcher uses qualitative research. In this case, a direct analysis of the strategies used by the teachers in teaching speaking online. In this research the researcher used observation sheets and interview sheets to collect data with 2 English teachers. Based on the research findings, the strategies that teachers often used in the online speaking teaching process used strategies dialogue, storytelling, sing a song and giving opinions/ideas. Teachers used this strategies because it is handbook based and easy to practice

online. Several other strategies are sometimes used by teachers, but they are very rare because they are less efficient in the online teaching process.

Aisyah Mumary Songbatumis (2017) entitled "*Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia*". This study attempted to investigate English teaching challenges as well as the solutions taken by the English teachers at MTsN Taliwang. The study captured the English teachers' point of view in facing English teaching challenges in the classroom and the solutions they implemented to solve them through interview. The research found that the challenges in teaching English are varied in which they are related to the students, the teachers, and the facilities. From the students' side these challenges are students' lack of vocabulary mastery, students' low concentration, lack of parents' support, lack of discipline, boredom, and speaking problem. And from teachers' side the challenges in teaching English are also faced because of teachers' limited teaching knowledge and development. English teaching challenges from teachers' perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of profesional development.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research method applied in this study. It involved the type of research design, place and time of the research, participant of the research, technique of collecting data, and technique of analyzing data.

A. Research Design

The study was conducted by using a descriptive qualitative method to describe the challenges faced by teachers in teaching speaking Skills during the Covid-19 pandemic. Descriptive research was defined as a design to obtain information concerning the current status of a phenomenon and to determine the natural situation as it exists at the time of the study.⁶⁶ Qualitative research is research that is used to examine the conditions of natural objects, where the researcher is a key instrument⁶⁷. So, descriptive qualitative means describing the conditions of natural objects without giving treatment or manipulation to the variables, this research emphasized the meaning of the results.

B. Place and Time of the Research

1. Place of Research

The research was conducted at MTs Negeri 1 Labuhanbatu. It was located on Jalan Kampung Baru Gg. Tsanawiyah No. 150 Kecamatan Rantau Utara Kabupaten Labuhanbatu Provinsi Sumatera Utara. The researcher conducted the research on the English teachers of MTs Negeri 1 Labuhanbatu.

⁶⁶Donald Ary. 1979. *Introduction to Research in Education*. United State of America: Holt, Rinehart and Winston, Inc.

⁶⁷ Sugiono. 2013. *Metode Penelitian Kombinasi*. Bandung: Alfabeta, p. 51

2. Time

The researcher collected the data from August 31st to September 1st 2021.

C. The subject of The Research

The subject of this research was the English teachers of MTs Negeri 1 Labuhanbatu. The total number of English teachers was 5 teachers.

D. The technique of Collecting Data

The technique of collecting data is the way to collect the data which is suitable with the variable of research. In this research, the data was collected through:

1. Interview

The interview is an activity that involves the interviewer and participants where the interviewer will give some questions to be answered by participants. In an interview, data were collected through face-to-face or telephone interaction between the interviewer and the respondent.⁶⁸ The researcher has conducted interviews with English teachers at MTsN 1 Labuhantu. In this interview section, each participant was interviewed for about 10-20 minutes. The researcher gave 10 questions to each participant, and the data was recorded by handphone. The researcher speaks in Indonesia and the transcription of the recording has been translated into English.

Table 1.1
Interview Questions

No.	Questions
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⁶⁸Donald Ary, et. al. 2010. *Introduction to Research in Education (8th Ed)*. California: Wadsworth, p. 342

1.	<p>How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?</p> <p><i>(Bagaimana pelaksanaan pembelajaran selama pandemi Covid-19 di MTsN 1 Labuhanbatu?)</i></p>
2.	<p>Are there any difficulties that the teachers experience during online learning? What are the difficulties?</p> <p><i>(Adakah kesulitan yang Bapak/Ibu alami selama pembelajaran online? Apa saja kesulitan tersebut)</i></p>
3.	<p>What applications are used during online learning? Are there any problems in using the application?</p> <p><i>(Aplikasi apa saja yang digunakan selama pembelajaran online? Apakah terdapat kendala dalam penggunaan aplikasi tersebut?)</i></p>
4.	<p>In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?</p> <p><i>(Menurut Bapak/Ibu efektifkah media online yang digunakan terutama saat belajar-mengajar Speaking? Kenapa?)</i></p>
5.	<p>What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?</p> <p><i>(Bagaimana sistem mengajar Speaking yang Bapak/Ibu lakukan selama pembelajaran online? Apakah masih menggunakan metode biasa atau menciptakan inovasi baru?)</i></p>
6.	<p>Is the time effectively used during this online teaching and learning?</p> <p><i>(Apakah efektif waktu yang dipergunakan selama belajar-mengajar online?)</i></p>
7.	<p>How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?</p>

	<i>(Bagaimana hasil belajar siswa pada materi Speaking selama pembelajaran online berlangsung? Apakah terjadi peningkatan atau penurunan secara signifikan?)</i>
8.	Do the students often experience difficulties during online especially in learning Speaking? <i>(Apakah siswa sering mengalami kesulitan selama pembelajaran online khususnya dalam belajar Speaking?)</i>
9.	How do you overcome these difficulties during online teaching? <i>(Bagaimana cara Bapak/Ibu dalam mengatasi kesulitan-kesulitan selama mengajar online?)</i>
10.	What do the teachers expect by implementation online learning during the Covid-19 pandemic? <i>(Apa saja yang Bapak/Ibu harapkan dengan penerapan pembelajaran online selama pandemi Covid-19?)</i>

E. The technique of Analyzing Data

Data analysis is a very important activity in a study because data analysis can have meaning that can be useful for solving research problems.⁶⁹

Miles and Huberman argued that activity in qualitative data analysis is carried out interactively and in progress continuously until it's finished so that the data is saturated. Activity in data analysis, namely data reduction, data display, and conclusions drawing/verification. The analysis steps are as follows:⁷⁰

1. Data Reduction

The first step in analyzing qualitative data involves data reduction.

Data reduction means summarizing, choosing the basic things,

⁶⁹S. P. Hastono. 2006. *Analisis Data*. Fakultas Kesehatan Masyarakat. Universitas Indonesia, p. 65

⁷⁰Matthew B. Miles and A. Michael Huberman. 1994. *Qualitative Data Analysis*. USA: Sage Publications, p. 10

focusing on important things, and looking for themes and pattern.⁷¹ Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming raw data that arise from written records in the field. This process continues as long as a qualitative research-oriented project is completed. In this study, the researcher has conducted interviews with the English teachers to described the teachers' challenges in teaching speaking during the COVID-19 pandemic at MTsN 1 Labuhanbatu, and then the researcher has obtained several data obtained from interviews.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994). In the process of reducing and displaying the data, it was based on the formulation of the research problem. In this study, the researcher got the results from interview data where the researcher gave several questions to the English teachers at MTsN 1 Labuhanbatu. The data was obtained about 1) what are the teachers' challenges during the online learning program in the Covid-19 era at MTsN 1 Labuhanbatu especially in teaching speaking, 2) Are there any problems in using the application used in teaching speaking?, 3) how is the effectiveness of time during learning and teaching speaking in online learning, 4) how are students learning outcomes on speaking material during online learning, 5) how the teachers overcome challenges in teaching speaking during online learning at MTSN 1 Labuhanbatu.

⁷¹Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, p. 247

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion draws started after the data is collected by making a temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified validity to get the perfect conclusion about the teachers' challenges in teaching speaking during the covid-19 pandemic at MtsN 1 Labuhanbatu.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of two sections, there are research findings and discussion. The research finding presents the description of the data collected through interviews. And then the discussion consists of the result of the research. Here is the explanation of the research finding and discussion.

A. Research Finding

This research was conducted at MTs Negeri 1 Labuhanbatu, which is located on Jalan Kampung Baru Gg. Tsanawiyah No. 150 Kec. Rantau Utara Kab. Labuhanbatu, North Sumatra. This research involved five participants who are English teachers at MTsN 1 Labuhanbatu. The researcher asked ten questions with a duration of 10-20 minutes to each teacher. These interviews were conducted from August 31st to September 1st. The researcher met with the participants two times.

Based on the result of the data collected through the interview, the researcher identified several factors that the teachers' found as challenges in teaching speaking Skills during the Covid-19 pandemic at MTsN 1 Labuhanbatu. They are elaborated as follow:

1. The students do not have a cellphone/android

Based on the results of interviews conducted by researchers with teachers, it is stated that one of the teachers' challenges faced during online teaching was that many students did not have cellphones/androids. This is following the teachers' opinion, as follows:

Teacher S : “There are students who do not have a cellphone/android. Some of them share cellphones with their parents, so if their parents go to work, they can't keep up with the lessons and when they collect assignments, it becomes slow”

Teacher NW : "There are those who don't have a cellphone/android, there are cellphones that are damaged and there are those who still share them with their parents or brothers/sisters"

Teacher IZ : "Communication tools are lacking, such as there are students who do not have cellphones"

Teacher AS : "Some students even don't have a cellphone"

Teacher IS : "There are also students who don't have a cellphone"

2. Bad internet connection

The second challenge that teachers faced in teaching speaking Skills during the pandemic was a bad internet connection. This is according to the opinion of the teachers as follow:

Teacher S : "There are some students who don't have an Android/HP and the network is difficult"

Teacher NW : "The problem is often in the network or student data packets because not all students can afford it"

Teacher IZ : "There are some students who live in the village so they can't get a signal so that it becomes an obstacle when learning online"

Teacher AS : "The bad network is also the cause"

3. Students' laziness during online learning

It turns out that after researchers conducted interviews, there was one teacher at MTsN 1 Labuhanbatu who was old and sick, but the teacher continued to provide learning as usual, but after being given learning there was no response from her students. This is following the results of an interview with Teacher AS said: "Many difficulties. First, students are lazy in doing assignments, plus because I'm already sick when looking at my cellphone, it's also difficult, and can't stand looking at my cellphone for long and it's difficult for me to talk because my voice is small and low."

This is also in line with the results of the researcher's interview with the Teacher NW said that: "The first difficulty is the student's laziness because I'm

the homeroom teacher. Not only in my subjects but other subjects as well, even though the teacher has also minimized the difficulties like some teachers give assignments only on WhatsApp. example, the teacher has sent a video, but not watched; the audio is also not listened. So I, who am a homeroom teacher and English teacher, became confused about the lazy attitude of the students."

Likewise, the opinion of the Teacher IS said that: "The difficulties are many. First, they are less responsive when given online learning, maybe they have been online learning for too long, so they find bored with online learning."

4. The importance of face-to-face learning in speaking Skills

Based on the results of interviews, it is known that in learning speaking Skills it is very ineffective to do online learning. This is following the opinion of the teachers as follows:

Teacher S : "In general, there are no difficulties, but when it comes to speaking Skills, there are difficulties. The first, because of the distance. The thing called speaking Skills is supposed to be practical, with this practice term, however, there must be face-to-face contact, but because we are still in a state of covid-19, there are obstacles, where writing can still be done online because the model is written. So in speaking Skills, it's a bit troublesome because he has to practice. So that's the problem I've been facing so far and in Speaking Skills, in my opinion, honestly, it is not effective. However, speaking Skills there must be direct communication between the speaker and the listener. So if we use it online, it's not impossible, it's just not effective. Because the basis of speaking Skills is face-to-face using dialogue."

Teacher IZ : "Because language requires practice, especially in speaking Skills, if not face-to-face it is very difficult for me, especially for MTs level children because in elementary school, especially Labuhanbatu, they don't learn English anymore, that's difficult for me, so there must be face-to-face meetings. Second, lack of knowledge of students in learning, especially

learning English because there is no basis and found the problem. Their knowledge is limited, their ability is also low"

From the results of interviews, the researchers also found that the importance of face-to-face learning in speaking Skills because of the lack of knowledge and ability of students in speaking Skills. This is according to the opinion of the Teacher IS : "Due to the lack of knowledge of students in pronunciation and grammar, their ability is low so that during online learning and I can't monitor it because the teacher is very busy, not only teaching but also other assignments." Teacher NW : "The pronunciation test is good but if they are asked to speak they can't, also their vocabulary is very lacking so to reconstruct a sentence it can't be perfect"

B. Discussion

As we know, the COVID-19 pandemic has made learning that was originally done face-to-face now done online, which eventually becomes a challenge for all teachers in Indonesia, especially English teachers' to conduct online learning as effectively as possible. This includes when learning speaking Skills, which is always done with practical activities, but due to the Covid-19 pandemic all learning has turned online, so this is a challenge for English teachers especially at MTsN 1 Labuhanbatu.

Based on the results of the research that has been stated above, the challenges faced by teachers in learning speaking Skills during the COVID-19 pandemic are as follows:

The students do not have cellphones/android, this is based on interviews that have been conducted by researchers with teachers. All the teachers said the biggest challenge they faced was the large number of students who did not have cellphones. Some even share it with their parents or brothers/sisters, so that when the cellphones used by students are brought to work by their parents, student learning is hampered. This is following the opinion of Arifah Prima Satrianingrum and Iis Prasetyo said that in implementing online learning, one of the limitations in its implementation is unsupported facilities and infrastructure, such as laptops,

computers, smartphones, internet quotas, etc. Infrastructure is very important in accommodating the implementation of learning for students. This is also in line with the opinion of M. Wahyudi who said that the facts in the field, the obligation to study at home is a serious obstacle, especially for students from economically disadvantaged circles. This indirectly also becomes a challenge for teachers, because teachers have to find ways so that students who do not have learning facilities such as smartphones or laptops can still participate in learning. One of them is by allowing these students to go to school so that they can still receive the material being taught. Readiness of school infrastructure and availability of smartphone facilities are also problems that must be faced in this online learning. This is following the opinion of Gusty et al said that online learning during the pandemic of covid-19 certainly requires the role of parents and costs as well as adequate electronic devices such as computers, laptops, and smartphones and networks that must support. This challenge was also found in research by Fierdyana Mariatul Kiftiah, entitled “*The Challenge and Opportunities of Teaching English Online During The Pandemic of Covid-19 in MTsN Barito Selatan*”. But, her research showed that if students don't have a cellphone, they can borrow school facilities such as laptops.

Based on the results of interviews between researchers and teachers, the second challenge faced by teachers during online learning is a bad internet connection, because there are students who live in the village so it is difficult to get a signal. But, this obstacle is indeed a frequent thing when learning online. This is according to the book of *Covid-19: Perspektif Pendidikan*, which says that the internet is a problem for the majority of people. There is no internet so there is no online learning either. The instability of the internet connection is certainly very disruptive to learning, especially if online learning is taking place. This problem was also found in research by Septia Hardiman Fauziah (2021) entitled “*Teachers' Problems In Conducting Online Teaching (A Case Study of English Teachers at SMP N 1 Batipuh, Tanah Datar Regency)*” which in her research resulted from that bad internet connection was one of the factors causing the problem in online learning experienced by English teachers at SMP N 1 Batipuh.

And this problem was also found in research by Novita Diana (2020) entitled “*Tantangan Guru Bahasa Inggris Dalam Proses Belajar Mengajar Selama Pandemi di Pidie*” which in her research resulted that 58% of the data showed that their problems with the internet network, either because of the limited internet data package or because the network is often unstable.

The opinion of the English teachers, there are several challenges when facing students, such as students' laziness during online learning. This is due to the emergence of their boredom because they have been studying online for a long time. So, when given learning students are less responsive and lazy to learn so that when online learning is done they are not disciplined in time and there are also late sending assignments given by the teacher for various reasons. According to Akbar & Noviani, students become lazy to learn, with technological advances it should be able to make it easier for students to learn such as using gadgets, laptops with internet networks, this is what makes students lazy to learn, sometimes many of them just spend time surfing which only brings pleasure not to increase knowledge, such as playing online games, Facebook, YouTube, Instagram, Twitter, Tik Tok, and others all of which will affect student interest in learning. This problem was also found in research by Septia Hardiman Fauziah (2021) entitled “*Teachers' Problems In Conducting Online Teaching (A Case Study of English Teachers at SMP N 1 Batipuh, Tanah Datar Regency)*” based on information in this research said that some students often caught taking absences when online learning and only focus on their cellphones but not the assignments or lesson described by the teachers.

From the results of interviews, several teachers argued that the importance of face-to-face learning in learning speaking Skills was due to the lack of ability and knowledge of students in learning speaking. For example, the lack of vocabulary that students when speaking they cannot reconstruct sentences perfectly. Besides that, errors in word pronunciation often occur. So, during online learning, the teacher has difficulty measuring students' understanding and abilities, especially in speaking Skills. This is according to the book of *Covid-19: Perspektif Pendidikan*, said that online learning is difficult to find out the

understanding and abilities of students directly unless direct telecommunications are held. In contrast to face-to-face learning in class where we can directly see the development of students through their behavior in the classroom, in contrast to online learning, we see their abilities and understanding of the tasks they are doing. Telecommunication videos can be used to conduct interviews with students, but it takes a long time. For example, assignments that are submitted are not following the instructions given. This happens a lot in learning foreign languages such as English. This problem was also found in research by Aisyah Mumary Songbatumis (2017) entitled "*Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia*" said that students' lack of vocabulary mastery, based on according from Hasan (2016) stated that one of the most challenging tasks that students encountered in mastering vocabulary and according to by Hoa and Mai (2016) said that also points out one of three reasons why students have lack of vocabulary mastery is because English is not used by students in their daily life which make them feel not need to learn the words.

So, from the results of the interview above, the researcher wants to provide alternative solutions to some of the challenges faced by teachers during online learning, especially speaking Skills. First, the challenges faced by teachers are students who do not have cellphones, bad internet connections, and teachers who have difficulties in measuring students' understanding and ability in speaking Skills. So the solution that the researcher can provide is to do offline learning or what is called "outside the network". Where teachers have to do learning outside of school by visiting the homes of students who faced these obstacles or by gathering at the teacher's own house, or if the teacher wants to do offline learning in the school area, the solution is to create and distribute shifts of students coming to school based on their class. So, with the solution that the researcher provides, it may be able to reduce the challenges faced by teachers, especially English teachers. The second solution that the researcher wants to convey is how to overcome students' laziness during online learning, like teachers should be active, creative, and create innovations in learning, especially speaking Skills. For example, if the material is storytelling, the teacher uses props such as puppets or

dolls, or the teacher makes interesting learning videos, or the teacher can give students various tasks such as making videos, animation, etc.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter there was consisted of two sections inside. First is the conclusion of the research and last is the suggestion of the research.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that the teachers' challenges in teaching speaking Skills during pandemic Covid-19 at MTsN 1 Labuhabantu, as follow:

1. Lacking facilities and infrastructure in online learning for students, such as not having a cellphone, internet quota, etc.
2. The bad internet connection that students often experience.
3. Students become lazy about learning, especially when learning speaking Skills. For example, not responding when online learning takes place, not being disciplined when participating in online learning, being late in sending assignments, etc.
4. English teachers have difficulty in measuring students' understanding and abilities during online learning, especially speaking Skills.

Based on the solution that the researcher gave in the discussion in the previous chapter, the researcher can conclude, as follows:

1. For students who do not have cellphones, bad internet connection, and teachers who have difficulty measuring students' understanding and ability in speaking Skills, the teacher should do offline learning using a shift system.
2. For students' laziness during online learning, can be overcome by the teacher innovating in his/her learning actively and creatively, especially in speaking Skills.

B. Suggestion

Based on the results of this research, the researcher wanted to give suggestions on any aspect based on problems in this thesis. Here are some suggestions:

1. For the students

The students should always be active in the teaching-learning process, even in online learning. When the teacher explains the material, students should pay attention to the explanation. When online learning begins, students should be disciplined on time. When the teacher gives assignments, students should also complete their assignments on time. The students should study hard and feel motivated to develop their speaking ability. The students should practice speaking either inside or outside of the class without hesitating and being afraid of making mistakes, and students should respect the teachers, both old and young.

2. For the English teacher

The English teachers should be more creative during online learning so that students do not get bored during online learning. Creating innovations and using alternative strategies when teaching English especially speaking Skills.

3. For the other researcher

For the other researcher can make it useful as an additional and become a reference when conducting the research that related to this research.

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APPENDIX I

INTERVIEW TRANSCRIPT OF ENGLISH TEACHERS

In this part, the researcher interviewed five teachers at MTsN 1 Labuhanbatu, the process of interview have done analyzed by researcher and transcript all of the answered by teachers as a participant. The transcript of the interview as follow:

Day/Date : Monday, 31 August 2021

Place : Teacher's office

Time : 10.00-11.00 WIB

Informant : Suratmin, S. Pd

R : Researcher

S : Suratmin

1. **R** : How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?

S : *Alhamdulillah*, so far the implementation of learning during Covid-19 is going smoothly and well

2. **R** : Are there any difficulties that the teachers experince during online learning? What are the difficulties?

S : In general, there are no difficulties, but when it comes to speaking skills, there are difficulties. The first, because of the distance. The thing called speaking skill is supposed to be practical, with this practice term, however, there must be face-to-face contact, but because we are still in a state of covid-19, there are obstacles, where writing can still be done online because the model is written. So in speaking skill, it's a bit troublesome because he has to practice. So that's the problem I've been facing so far.

3. **R** : What applications are used during online learning? Are there any problems in using the application?

S : I use WhatsApp because yesterday I tried used the Zoom application, considering several factors, including not all students can buy packages, even now some students don't have Android/HP

4. **R** : In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?

S : Especially in Speaking skills, in my opinion, honestly, it is not effective. However, speaking skills there must be direct communication between the speaker and the listener. So if we use it online, it's not impossible, it's just not effective. Because the basis of speaking skills is face-to-face using dialogue.

5. **R** : What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?

S : What I used in speaking skills is to make a form, this form is fragments of sentences. How do we respond to students through incomplete sentence fragments then they complete. The second is by using images. How do they talk using pictures. For example, there is a picture of a person cooking, so later they will use the example of my father is cooking in the kitchen. That's what I've used during online learning

6. **R** : Is the time effective used during this online teaching and learning?

S : The time used in my opinion is less effective. Because we have a lot of students while speaking skills has to be individual by individual

7. **R** : How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?

S : For now, it's still standard

8. **R** : Do the students often experience difficulties during online especially in learning Speaking?

S : There are some students who don't have an Android/HP and the network is difficult

9. **R** : How do you overcome these difficulties during online teaching?

S : The difficulty that I faced in dealing with online learning is that there are students who do not have a cellphone/android, some of them share cellphones with their parents, so if their parents go to work, they keep up with the lessons and when they collect assignments, it becomes slow. So my way of dealing with it is by giving students printouts of their assignments and then sending them to school next week

10. **R** : What do the teachers expect by implementation online learning during the Covid-19 pandemic?

S : Of course, the hope as a teacher is how in the future online learning will be more concentrated on things that are urgent, how this school can facilitate, or especially for the government to care about how this online learning can be maximized

Day/Date : Monday, 31 August 2021

Place : Teacher's office

Time : 09.00-11.00 WIB

Informant : Nurul Wulanda, S. Pd

R : Researcher

NW : Nurul Wulanda

1. **R** : How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?

NW: The implementation of learning during this pandemic that I do is online

2. **R** : Are there any difficulties that the teachers experience during online learning? What are the difficulties?

NW: The first difficulty is the student's laziness. Because I'm the homeroom teacher. Not only in my subjects but in other subjects as well, even though the teacher has also minimized the difficulties, like there are teachers who give assignments only on WhatsApp, for example the teacher has sent a video but it is not watched, the audio is also not listened to. So I, who is a homeroom teacher and English teacher became confused about the lazy attitude of the students. Second, there are those who don't have a cellphone/android, there are cellphones that are damaged and there are those who still share them with their parents or brothers/sisters

3. **R** : What applications are used during online learning? Are there any problems in using the application?

NW: I used OMETIC for video, PPT, GOOGLE FORM, GOOGLE CLASS & YOUTUBE. The problem is often in the network or student data packets because not all students can afford it

4. **R** : In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?

NW: Less effective, because they are lazy and not all enthusiastic about participating in learning online

5. **R** : What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?

NW: Because I followed the student's condition, I adjusted it. such as sending audio, then they listen and then follow it, after being followed it turns out that the pronunciation test is good but if they are asked to speak they can't, also their vocabulary is very lacking so to reconstruct a sentence it can't be perfect

6. **R** : Is the time effective used during this online teaching and learning?

NW: Less effective. Because students are not disciplined in taking online classes. It's like going to class at 8 o'clock when you wake up in the afternoon. Should study it only from 8-12 hours because they are not disciplined so a lot of homework piled up

7. **R** : How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?

NW: Decrease

8. **R** : Do the students often experience difficulties during online especially in learning Speaking?

NW: They are embarrassed, given the convenience they waste, do not take advantage of the situation, do not respond, the network is difficult and do not have an android / cellphone

9. **R** : How do you overcome these difficulties during online teaching?

NW: How to overcome the difficulty I called the students individually to school but because of the pandemic it was limited

10. **R** : What do the teachers expect by implementation online learning during the Covid-19 pandemic?

NW: What I expect is facilities for students from the government, because some don't have cellphones, and some are given a package from the government only once. I want students to be more supported by the government

Day/Date : Monday, 31 August 2021

Place : Teacher's office

Time : 09.00-11.00 WIB

Informant : Inatul Zamroh, S. Ag

R : Researcher

IZ : Inatul Zamroh

1. **R** : How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?

IZ : The implementation of the learning that I do is offline and online. It's done offline if it's urgent and even then 5% of 100% of online learning

2. **R** : Are there any difficulties that the teachers experience during online learning? What are the difficulties?

IZ : I have so many difficulties. First, because language requires practice, especially in speaking skills, if not face-to-face it is very difficult for me, especially for MTs level children because in elementary school, especially Labuhanbatu, they don't learn English anymore, that's difficult for me, so there must be face-to-face meetings. Second, lack of knowledge of students in learning, especially learning English because there is no basis. Third, communication tools are lacking, such as there are students who do not have cellphones.

3. **R** : What applications are used during online learning? Are there any problems in using the application?

IZ : The applications that I used while studying online are WhatsApp and Google Class. The problem is that not all students have cellphones, then some don't have data packages because their parents are difficult, then there are some students who live in the village so they can't get a signal/network, so that it becomes an obstacle when learning online"

4. **R** : In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?

IZ : Ineffective, obviously. Because we only explain through tools, not face to face.

5. **R** : What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?

IZ : I have not used innovation. For speaking skills, I asked the children to, for example, send a video when they say something to see how far they can speak, such as recording what is the subject of speaking material

6. **R** : Is the time effectively used during this online teaching and learning?

IZ : Very ineffective

7. **R** : How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?

IZ : Clear, decrease

8. **R** : Do the students often experience difficulties during online especially in learning Speaking?

IZ : Clearly found the problem. Their knowledge is limited, their ability is also low

9. **R** : How do you overcome these difficulties during online teaching?

IZ : I made them have a schedule for face-to-face meetings in person

10. **R** : What do the teachers expect by implementation online learning during the Covid-19 pandemic?

IZ : I hope this pandemic ends, as a teacher I am very disturbed and suffering. Especially the language you have to practice because it's basic. May God lift this pandemic so that we can meet face to face again even though it is limited

Day/Date : Monday, 31 August 2021
Place : Teacher's office
Time : 09.00-11.00 WIB
Informant : Anna Sari Hasibuan, S. Pd
R : Researcher
AS : Anna Sari

1. **R** : How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?
AS : I do my learning online because I'm old and sick
2. **R** : Are there any difficulties that the teachers experience during online learning? What are the difficulties?
AS : Many difficulties. First, students are lazy in doing assignments, plus because I'm already sick when looking at my cellphone, it's also difficult and can't stand looking at my cellphone for long and it's difficult for me to talk because my voice is small and low. The bad network is also the cause, some students even don't have a cellphone
3. **R** : What applications are used during online learning? Are there any problems in using the application?
AS : I only use WhatsApp, then sometimes I assign them to make videos. There are many obstacles, the network is difficult so sending assignments takes too long, they don't have cellphones because some students still share cellphones with their parents
4. **R** : In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?
AS : Ineffective. Because I was sick and also old, so for online learning I can't longer in front of the cellphone
5. **R** : What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?

AS : I just used the old method. Like, I show the object in the book then I tell them the English language. Just like that.

6. **R** : Is the time effectively used during this online teaching and learning?

AS : Ineffective

7. **R** : How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?

AS : Clear, decrease

8. **R** : Do the students often experience difficulties during online learning especially in learning Speaking?

AS : There is. As students are less responsive when given assignments or online learning. Like students don't care even when I chat in the group there is no response at all from students

9. **R** : How do you overcome these difficulties during online teaching?

AS : I better keep quiet, because I'm already sick and it's hard to talk too

10. **R** : What do the teachers expect by implementation online learning during the Covid-19 pandemic?

AS : I hope that the children will study harder and will be able to return to face-to-face learning

Day/Date : **Wednesday, 1 September 2021**

Place : **Teacher's office**

Time : **09.00-11.00 WIB**

Informant : **Istiqomah Sri Astuti, S. Pd. I**

R : **Researcher**

IS : **Istiqomah Sri Astuti**

1. **R** : How was learning carried out during the Covid-19 pandemic at MTsN 1 Labuhanbatu?

IS : Carried out online and using several applications such as WhatsApp and GoogleClass

2. **R** : Are there any difficulties that the teachers experience during online learning? What are the difficulties?

IS : The difficulties are many. First, they are less responsive when given online learning, maybe they have been online learning for too long, so they find bored with online learning. Second, there are also students who do not have cellphones

3. **R** : What applications are used during online learning? Are there any problems in using the application?

IS : I used WhatsApp, Google Classroom, Google Form. The problem is more in Google Classroom because some children have their cellphones not connected to their google. So it has to be taught again.

4. **R** : In your opinion, is the online media used effective? Especially when teaching-learning speaking? Why?

IS : For learning speaking there are difficulties and it is not effective

5. **R** : What is the speaking teaching system that you do during online learning? Are you still using the usual methods or creating new innovations?

IS : I used storytelling, I look for some narrative text. From there they record videos and then send them from there to get used to speaking skills

6. **R** : Is the time effective used during this online teaching and learning?

IS : Ineffective because we can not monitor, and students there are not disciplined

7. **R** : How are the students learning outcomes on speaking material during online learning? Has there been a significant increase or decrease?

IS : Clearly decreased!

8. **R** : Do the students often experience difficulties during online especially in learning Speaking?

IS : Many. Due to the lack of knowledge of students in pronunciation and grammar, their ability is low so that during online learning and I can't monitor it because the teacher is very busy, not only teaching but also other assignments.

9. **R** : How do you overcome these difficulties during online teaching?

IS : For me, if you have questions, you can ask the group later I will answer one by one

10. **R** : What do the teachers expect by implementation online learning during the Covid-19 pandemic?

IS : I hope that the children are not only active in face-to-face learning but are also active in online learning

APPENDIX II

LETTERS

1. Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-18234/MTK/ITK.V.3/PP.00.9/08/2021

26 Agustus 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTsN 1 Labuhanbatu

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Robiatul Adawiyah Siregar
NIM : 0304172068
Tempat/Tanggal Lahir : Kotapinang, 15 September 1999
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jalan Kampung Baru 2 Kotapinang, Labuhanbatu Selatan
Kelurahan Kotapinang Kecamatan Kotapinang

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Kampung Baru Gang Tsanawiyah No. 150 Kecamatan Rantau Utara Kabupaten Labuhanbatu Provinsi Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

English Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 26 Agustus 2021

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris



Digitaly Signed

Yani Lubis, M.Hum

NIP. 197006062000031006

2. Research Response



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LABUHANBATU
MADRASAH TSANAWIYAH NEGERI 1
Jalan Kampung Baru Gg. Tsanawiyah No. 150 Rantauprapat
Telp. (0624) 24713 Email : mtsnrantauprapat@yahoo.com

SURAT KETERANGAN

Nomor : B. 279 /MTs.02.04/PP.00.5/9/2021

Saya yang bertanda tangan dibawah ini :

Nama : Dra. Hj. NURMAWATI, MA
NIP : 19660313 199403 2 003
Pangkat / Golongan : Pembina, IV/a
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri 1 Labuhanbatu

Dengan ini menerangkan bahwa :

Nama : ROBIATUL ADAWIYAH SIREGAR
NIM : 0304172068
Jurusan/Program Studi : Tadris Bahasa Inggris / Tadris Bahasa Inggris
Program Study : S-1

Berdasarkan Surat dari Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan Nomor : B-18234/ITK/ITK.V.3/PP.00.9/08/2021 Tanggal 26 Agustus 2021 Perihal Izin Penelitian. Berkenaan dengan hal tersebut bahwa nama diatas telah selesai melakukan Penelitian di MTs Negeri 1 Labuhanbatu dengan judul :

“ English Teahers’ Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu”

Demikian Surat Izin Penelitian ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Rantauprapat, 1 September 2021

KEPALA

Dra. Hj. NURMAWATI, MA
NIP. 19660313 199403 2 003

APPENDIX III

DOCUMENTATION



