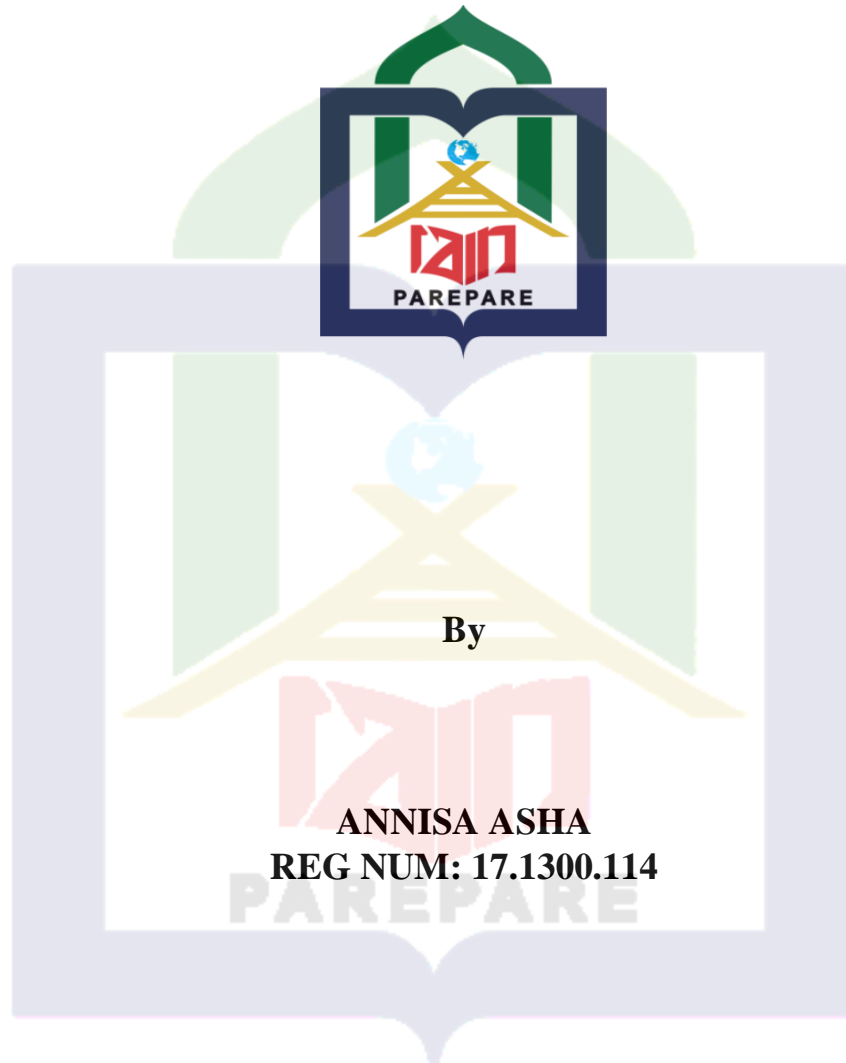**A THESIS**

**EFL TEACHERS' CHALLENGES IN ONLINE TEACHING
AT SMPN 2 PINRANG IN THE ERA AND
POST PANDEMIC**

By

**ANNISA ASHA
REG NUM: 17.1300.114**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

A THESIS

EFL TEACHERS' CHALLENGES IN ONLINE TEACHING AT SMPN 2 PINRANG IN THE ERA AND POST PANDEMIC

By

ANNISA ASHA
REG NUM: 17.1300.114

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE OF PAREPARE

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis	:	EFL Teachers' Challenges in Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic
Name of the Student	:	Annisa Asha
Student Reg. Number	:	17.1300.114
Study Program	:	English Program
Faculty	:	Tarbiyah
By Virtue of Consultant Degree	:	Nomor 2711 Tahun 2020

Approved by

Consultant Commisions

Consultant	:	Dra. Hj. Nanning, M.Pd.	(.........................)
NIP	:	19680523 200003 2 005	
Co-Consultant	:	Dr. Ahdar, M.Pd.I.	(.........................)
NIP	:	19761230 200501 2 002	

Cognizant by

Tarbiyah Faculty

Dean

Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis	:	EFL Teachers' Challenges in Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic
Name of the Student	:	Annisa Asha
Student Reg. Number	:	17.1300.114
Faculty	:	Tarbiyah
Study Program	:	English Program
By Virtue of Consultant Degree	:	Nomor 2711 Tahun 2020
Date of Graduation	:	23rd February 2023

Approved by Examiner Commissions

Dra. Hj. Nanning, M.Pd.	(Chairman)	(................)
Dr. Ahdar, M.Pd.I.	(Secretary)	(................)
Dr. Zulfah, M.Pd.	(Member)	(................)
Dr. Mujahida M.Pd.	(Member)	(................)

Cognizant by

Tarbiyah Faculty

Dean

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

Alhamdulillahi Rabbil Aalamin. First of all, the writer would like to express her gratefull to the lord Allah Subhanahu Wata'ala. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this thesis. Secondly, Salam and Salawat always be sent to the prophet Muhammad Sallallahu Alaihi Wasallam. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that whitouttheir support and help, she could not be able to finish this "Thesis". This golden opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dra. Hj. Nanning, M.Pd as the first consultant and Dr. Ahdar, M.Pd.I. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

iv

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

3. Dr. Zulfah, M. Pd as first examiner and Mujahidah M.Pd as second examiner who always correct and give advice to the writer.

4. Dr. Arqam, M.Pd. as the Chairman of English Program for the fabulous serving to the students.

5. All lecturers of English Program who have already taught her during her study in IAIN Parepare.

6. The head of the IAIN Parepare library and all of his staff who have provided services to researchers during their studies at IAIN Parepare, especially in writing this thesis.

7. The principle, all teachers, staffs, and the students of SMPN 2 Pinrang.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, 10th July 2023

21 Zulhijjah 1444 H

The writer

Annisa Asha
Reg Num. 17.1300.114

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name	:	Annisa Asha
Student Reg. Number	:	17.1300.114
Place and Date of Birth	:	Pinrang, 14 Mei 1999
Study Program	:	English Education Program
Faculty	:	Tarbiyah Faculty
Thesis Title	:	EFL Teachers' Challenges in Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, her skripsi and degree that has been gotten would be postponed.

Parepare, 10th July 2023
The writer

Annisa Asha
Reg Num. 17.1300.114

ABSTRACT

Annisa Asha. *EFL Teachers' Challenges in Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic* (Supervised by Nanning and Ahdar)

Teaching challenges was some obstacles that teachers face especially on teaching and learning process in the the global pandemic. The purpose of this research was to describe the teachers' challanges of online teaching at SMPN 2 Pinrang in the era and post pandemic.

This research used descriptive qualitative method and the informan was English teachers conducted 4 English Teachers. The data was obtained by observation, interview and documentation and analysis data were data reduction, displaying and conclusion.
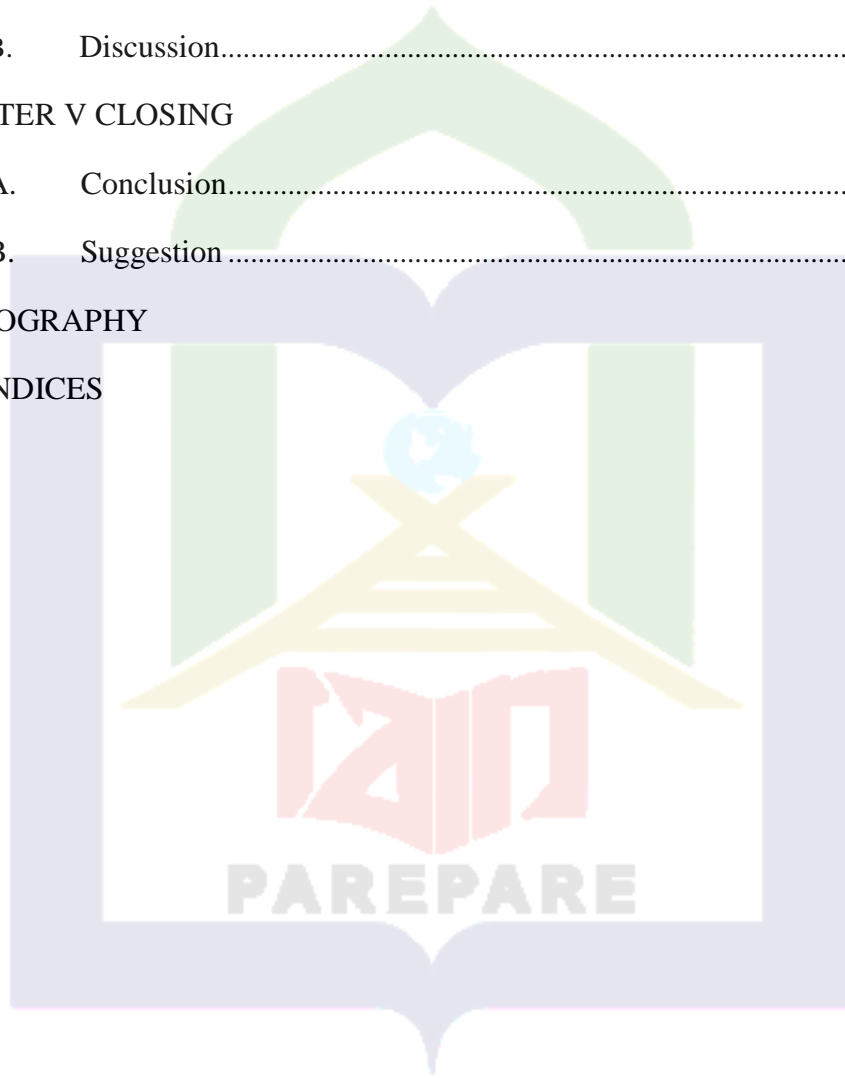
The result found that online learning in the era and post pandemic caused a variety of challenges which some challenges in teaching online class faced by the English teachers about a problem in learning component as a system which were; the problem of input such as the learners problem and the teachers challenges and the researcher found two points of teachers challenges namely time consuming to prepare materials of online learning activities and difficulties in designing suitable materials for the students and teaching learning processes (Implementation) faced challenges on the method in managing online class and addition faced students lack of motivation which impact to the output in evaluating and measuring the students' achievemand the last faced feedback which teachers did not have enough time to check and evaluate the students' assignments.

Keyword: *Teacher Challenges, Teaching English, Pandemic, Online Learning*

LIST OF CONTENTS

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CLOSING

BIBLIOGRAPHY

APPENDICES

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

No.	The Title of Appendices
1	Instruments Research
2	Form of Recommendation Research
3	Form ofGovernors Research Agreement
4	Form of ResearchCeterangan of School
5	The Documentation
6	Curriculum Vitae
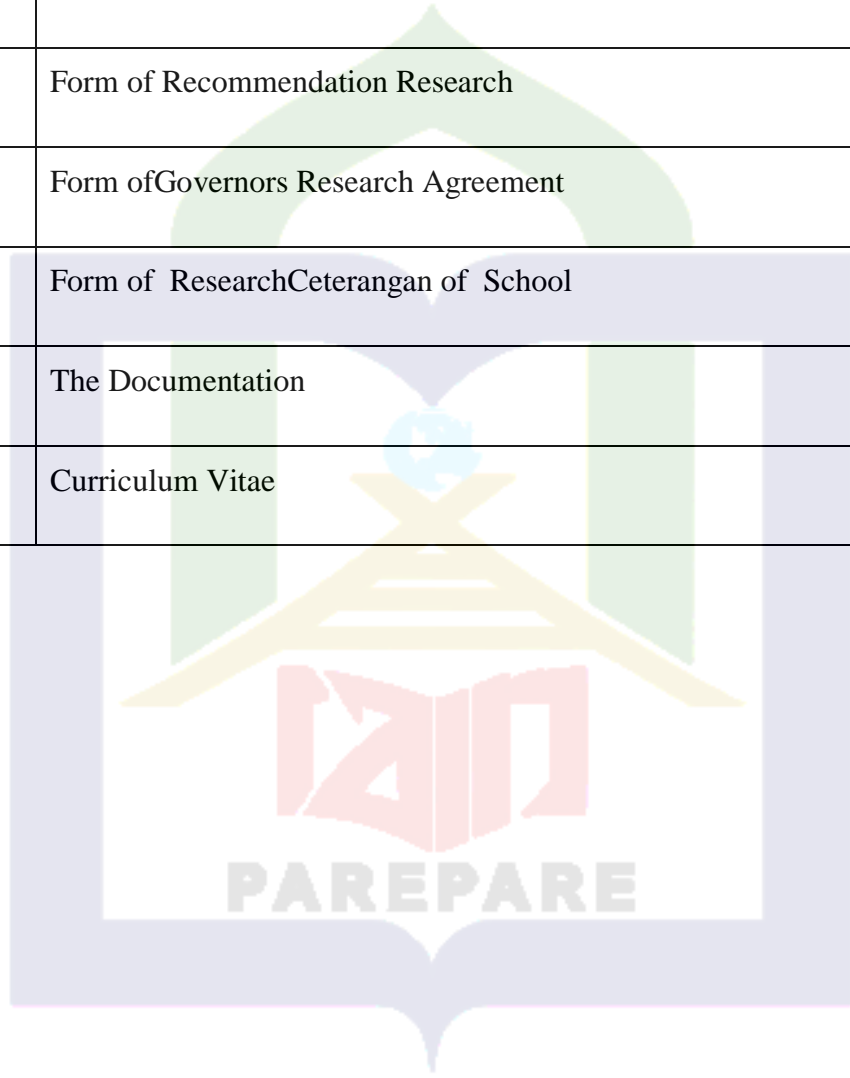
CHAPTER I

INTRODUCTION

A. Background

The World's Health Organization officially declared the global corona virus a pandemic since March 11, 2020, and it caused many problems that being felt by the education world. The COVID-19 pandemic had a significant impact on education in Indonesia, including South Sulawesi. As a result, the government has adopted a policy to replace traditional classroom-based teaching and learning with online-based learning, including English as a foreign language (EFL) instruction.

The number of confirmed patients of COVID-19 has continued to increase so that the regional head will begin implementing Large-Scale Social Restrictions (PSBB) in early April and begin the new normal on June 8, 2020 amidst the global pandemic. In this era the education sector arrangement, teachers both offline and online can be an option during the new normal era. However, the government made some regulations such as do other health protocols, they are wash hands, keep your distance, wear masks, avoid crowds, the implementation of learning using shift system.

Therefore, teachers must work extra hard because the offline learning , that is always applied in the school will blend by online teaching and learning situations (Hybrid Or Blended Learning). The problem is the teachers conducted teaching online learning which is not usually applied in the school. Therefore, the researcher decide to focus on the challenges in online teaching faced by the teachers, especially English teacher. The authors believed in the importance of

revealing the real problems faced in online learning will increase the effectiveness of online classes.

English is taught and used as a foreign language. Since Indonesia gained independence, the government has recognized that English is one of the most important international languages for communication and has recommended that it be taught as a required subject in secondary schools. The goals of teaching English is to teach students how to read textbooks, communicate with people from all over the world, learn from other people, and introduce them to Indonesian culture.

Therefore, it is of the most importance for Indonesians to master English.[1] However, the teacher or students often face challenges to teach or learn English. In this case, of course the students need the teacher's roles in teaching English so that the students are fulfilled. To give a good impact on the student's learning process, the teachers should creat the classroom atmosphere interesting and make the students learning with fun, transfer knowledge well by giving the material briefly, clearly and correctly even with classess that don't bring together students and teachers directly.

Some nations have reported a shortage of qualified English teachers. During the teaching-learning process, students who are taught by teachers who do not know how to teach in a fun way will be affected, and they may become upset or depressed.[2] The way to besuccessful the students become enjoy and

---

[1]Nurkamto, J. (2003). *Problema pengajaran bahasa Inggris di Indonesia*. Jurnal Ilmiah Masyarakat Linguistik Indonesia 21(2), 288-307.

[2]Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto,2003 (in Aisyah Mumary Songbatumis, 2017:56).

meet their good achievement is theteacher's role in the teaching-learning process and should be able to use an interesting teaching media and the teaching skills. The teacher must pay attention using the appropriate teaching method and media.

Online learning has become very familiar among teachers and students for many countries. Online education has also been subject to a number of regulations in Indonesia. MOEC Regulation No. 109/2013, also known as MOEC Regulation No. MOEC Regulation No. 119/2014 24/ 2012. Despite the fact that these regulations were issued a long time before the pandemic occurs, online classes have not yet been implemented in all Indonesian educational institutions. To prevent the spread of the covid-19 virus throughout the educational system, all universities and schools, particularly those located in high-risk areas, were required to implement distance or online learning only after the pandemic. Eventhought, online learning is a new culture for teachers and students because they must have new habits in learning.

Teaching online then presents its own challanges for all teachers to adapt to these new aducational practices regardless of their readiness and capabilities, especially in the use of technology in teaching and learning process. Since teaching materials must always be improved and updated, the educator needs to be able to keep up with the rapid technological advancements. The use of the internet and social media in the teaching and learning process is essential for connecting with students. The teacher can use a computer, smartphone, or tablet to deliver material or information to the students. Because it is impossible for students and teachers to meet in person during the COVID-19 pandemic, the majority of teaching and learning activities are carried out online.

New challanges for both students and teachers to run online learning and caused many problems happened. [3] Due to the fact that it was not anticipated before, teachers and students have been astonished by the shift from in-person to online education. Additonal, because the change of online teaching and learning situation forced many teacher including English teacher to used online media which is rare applied in our country, Indonesia.

Some platform will provide facilities that are publicly accessible and free can be used by the teacher amidst the global pandemic. According to information, the Ministry of Education and Culture (MOEC) has partnered with seven online learning platforms, including Microsoft, Google Indonesia, Sekolahmu, Smart Classes, and Quipper. This platforms can be accessed by the teachers to increase learning resources.[4]

The problems such as there is no quota, and even some of the students don not have an android are still found and caused challanges in implemented the online learning. In apply Teaching -Learning process on android phones, networks and quotas are very important because these are the learning media. Numerous studies have documented the ineffectiveness of online classes. Adibah and Rosyidi, for instance, discovered that the online classes were ineffective.

[3]Atmojo, Nugroho. *EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia.* Register Journal, 13(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76, 2020.

[4]Kemdikbud. (2020, March 14). *Cegah sebaran Covid19 di satuan pendidikan, Kemendikbud gandeng swasta siapkan solusi belajar daring*. Retrieved March 20, 2020, from https://www.kemdikbud.go.id/main/blog/2020/03/cegah-sebaran-covid19-disatuan-pendidikan-kemendikbud-gandeng-swasta-siapkan-solusi-belajar-darin.

Next, [5] According to Yamagata-lynch, teachers and students will need to adjust to some changes in their teaching and learning activities, like how technology is used, how online materials are made, and how students' work is evaluated by online assessments. Similarly, [6]Zamroni found that The online education did not function properly. Even in his press conference in August 2020, the Indonesian Minister of Education and Culture acknowledged that offline teaching and learning has outperformed online teaching and learning in Indonesian contexts.

In the Post pandemic, many universities and school have adopted hybrid or blended medium of instruction. Blended learning is a new approach to online technology-based education that can be used for both support for learning and distance education. Despite the fact that both make use of internet-based blended learning technology, it still requires face-to-face and online methods of learning to be combined in its implementation. Blended learning aims to combine the benefits of both online and face-to-face instruction in order to maximize learning outcomes. Software and hardware are obviously required to support the implementation of online learning as part of blended learning in online learning.

World Health Organization declared COVID-19 as a pandemic, SMPN 2 Pinrang adopted online learning to lessen the impact of the crisis on education and forced to switch to online instruction in order to control infection and as an effort to prevent covid-19. It's continue post pandemic, to enhance students' learning experiences, SMPN 2 Pinrang combining the best aspects of online

---

[5]Yamagata-lynch, L. C. (2020). *View of Blending online asynchronous and synchronous learning.* The International Review of Research in Open and Distributed Learning. 15(2). http://www.irrodl.org/article/view/1778/2837

[6]Zamroni, A.(2020, September). *Nadiem dalam tekanan.* Gatra, XXVI (44), 9-13.

instructional methods and face to face learning. The teachers are required to make learning videos, flip book or others and use the suitable media and online learning platforms to support learning to be more effective.

However, based on researcher's observation at SMPN 2 Pinrang, the researcher found out some problems faced by the teachers, especially about the process of conducting online teaching amidst the global pandemic. First, the preparation and readiness in carrying out the online learning. Teachers need to prepare a lot of things for the effectiveness online learning, it is because the online learning is not prepared and planned before. Second, the theacher need to choose an appropriate application and platforms as a learning management system that suitable with the students' need. The teacher should use and choose other platforms to collaborate in making it easier for their students' to do assignment .The important thing that the researcher know that internet access and network connection become the primary needs to conduct an online teaching and learning activity. But, in the reality, internet connection and limited quota problems are still found, especially experience by the student.

Therefore , From this case, in the era and post pandemic need to use online models, from this case examining EFL teachers' challenges toward online teaching in the era and post pandemic is crucial. Based on all of the reason and explanation before, the researcher interest to conduct the research with the title "Efl Teachers' Challenges of Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic".

B. Research Question

In relation to the preceding background, the following research questions was: What EFL teachers' challenges in implementation of online teaching activities in the era and post pandemic?

C. Objective of the Research

Based on the question above the researcher formulates the objective of the research: To decribe the teacher's challenges of online teaching at SMPN 2 Pinrang in the era and post pandemic.

D. The significances of the research

It is anticipated that the research's findings will be of use to educators, students, and future research, as outlined below:

1. Teachers

This research beneficent for the teacher because it can give information toward the teacher about the challenges on online teaching in the era and post pandemic and the result of this study hopefully can give useful contribution for practice of foreign language teaching.

2. Students

This research may become refrences for the students to identify their challenged during the learning atmosphere in the era and post pandemic.

3. Further Researchers

This research may become contribution as a reference for future researchers interested in conducting research in this field. Next researcher able to comprehend, complete, and develop their own research in order to produce better results and improve education quality.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some researchers have carried out research related to the teachers challenges on online teaching and what they found is shown in the following:

1. The first is research is written by Atmojo and Nugroho entitled EFL Classes Must Go Online! Teaching Activities And Challenges during Pandemic In Indonesia as his thesis 2020.[1] He scrutinized how EFL Teacher conducted online learning and its challanges during the pandemic. 16 EFL teacher volunteered participated in the study. They were requested the EFL teacher to make written reflection their teaching practices and some challenge that the teacher faced on online teaching. The findings revealed that teachers engaged in a variety of activities during online instruction by utilizing a variety of applications, platforms, or online resources, including social networking sites, applications, websites, and online quizzes. They also discovered that online learning is ineffective due to a lack of preparation and planning. The teachers still had to deal with a lot of problems, especially when it came to communicating with the parents of their students, which suggests that more research should be done on this topic.

2. The second relevant study was done by Arif Nugroho, Dwi Ilmiani, Agnira Rekha with the titled *EFL Teachers' Challenges and Insights of Online Teaching*

---

[1]Atmojo, Nugroho. *EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia.* Register Journal, 13(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76, 2020.

amidst Global Pandemic.[2].The purpose of this research paper is to provide some insight into the challenges faced by university EFL teachers and online learning activities in the midst of a global pandemic. his study was conducted on 17 Indonesian EFL teacher of a public university at Surakarta Central Java province Indonesia and the information gathered through semi-structured interviews and self-written reflections. The findings demonstrated that teachers' primary challenges included a lack of an e-learning platform, a lack of students' motivation and engagement, and the time-consuming preparation of online learning materials. Additionally, the findings demonstrated that teachers' valuable insights included designing online learning materials, developing a representative digital platform, and improving the quality of teaching methods.

3. The third study which has relevance with this research was conducted by Cholis Setyawan, titled *Challenges On Teaching Online English Subject In Smk Negeri 1 Nawangan.*[3] the researcher in his study used qualitative method. The study's objective was to identify the teachers challenges at SMK Negeri 1 Nawangan face when teaching English. The study revealed that the primary issue is students' inability to access the internet at SMK Negeri 1 Nawangan. Teachers are also unable to directly assess students' abilities because students frequently respond slowly to online learning activities.

---

[2]Arif Nugroho, Dwi Ilmiani, Agnira Rekha. *EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic*, Journal Of English Language Literature And Teaching, Vol.4, No.3, PP 277-291.

[3]Cholis Setyawan. *Challenges On Teaching Online English Subject In Smk Negeri 1 Nawangan* (Surakarta:publication articl. 2020)

The researcher explains the similarity and differentiates between the previous research and this research, which all the previous conducted because it has coherent to the researcher issue.

From the result of research conducted by the previous study, it can be seen that they found some challenge that the teacher faced on online teaching. The difference between the previous research and the author's research is time of the research. The first, second and third previous research want to know the challenges during pandemic and the author's research observed the challenges of online teaching and learning in the era and post pandemic. The next difference about location and the object of research, the object in the second previous study was university EFL teachers' challenges, the object of the third previous study was vocational high school teachers and the object of the authors research is junior high school teachers. So, of course there must be a comparison of the difficulties experienced by the teacher.

Writer conducted this research for completing every weakness in previous research even in several issue has not similar for the concept of the research, the researcher delivered this research for effective result in online teaching and its challenges in the era and post pandemic.

B. **Some Pertinent Ideas**

1. **A novel coronavirus**

   Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV) are viral respiratory illnesses caused by a coronavirus, as well as the milder variety that causes the common cold and more severe diseases. A novel coronavirus (COVID-19) is a large family of viruses. A novel coronavirus is a new strain that has not been previously identified in

humans. The new virus namely "Corona virus desease 2019 ". The virus occurred in Wuhan City, Hubei Province, China.

The 2019 novel coronavirus is getting a lot of intention now because it is a new kind of coronavirus we haven't seen among humans before. The virus is a new strain that has not been previously identified in humans. Although the transmission of coronaviruses from animals to humans is extremely uncommon, COVID-19, SARS, and MERS all have. Coronavirus can be spread to humans through direct contact with infected animals. Zoonotic transmission is the mode of transmission. On February 11, 2020, the World Health Organization declared COVID-19 a pandemic.

According to Healthcare Associated Infections (HAI) the most likely ecological reservoirs for corona viruses are bats, but it is believed that the virus jumped the species barrier to humans from another intermediate animal host.[4]

Corona viruses belong to the Corona viridae family in the Nidovirales order. It was given the name "corona virus" because "corona" means "crown," and this is a reference to how the virus appears to have a crown-like appearance when examined under a microscope. Corona viruses are enveloped viruses with a nucleic material of single-stranded RNA ranging in length from 26 to 32 kilobases. They are minute in size (65–125 nm). Animals were affected by other kinds of corona viruses, and on rare occasions, we've seen corona viruses spread from animal species to humans. We know that thousands of people have already

---

[4]Susan Jain, Joe-Anne. *Coronavirus & COVID-19*Clinical Excellence Commission.Healthcare Associated Infections (HAI).

been diagnosed with this disease, and although we have witnessed some deaths from it, we do not yet know how severe it will be or how far it will spread.

Some prevention we can do to stop the spread of the coronavirus is doing hand hygiene using hand sanitizer if hands don't look dirty or washing hands with soap if hands look dirty, use of personal protective equipment (PPE) according to the risk, respiratory hygine because if a person with COVID-19 coughs out or exhales droplets, they can inhale them and contract the virus. Because of this, it is critical to maintain a distance of at least three feet (one meter) from a sick person. applying cough etiquette and avoiding contact with the mouth, nose, and eyes. or sneeze by covering the mouth and nose with a tissue or the inside of your arm.

Our educational practices have undergone numerous changes as a result of the pandemic. The most obvious effect has been on teaching methods as a result of the shift from in-person to online instruction. However, given the global pandemic, we hope that English teachers, students, and school administrators will increase the effectiveness of online teaching and learning activities.

2. **Online and Offline Education Comparison After Covid 19**

    Education is a socialization process that aims to develop individuals' social skills as a foundation for their potential. Education is the process of teaching students how to be as adaptable as possible to their surroundings and, as a result, how to make changes in themselves that enable them to participate in community

life.[5] Because education is a means of enhancing and developing the quality of human resources, it is crucial to the country's survival.

It also mention at QS. Al-A'laq 96/1-5.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

Translated:

> Read, in the name of your Lord who created man from a clinging substance. Read! Your Lord is the Most Generous, who taught by the pen, taught man what he did not know.[6]

The verses from Surah Al-Alaq emphasize the profound importance of education in the life of a believer. The act of reading is not merely about acquiring knowledge, but it is an invocation to learn and seek knowledge in the name of God, the Creator. The mention of God as the One who created humankind from a clinging substance underscores the miraculous nature of human existence, reinforcing the idea that knowledge is a divine gift that should be cherished and cultivated. The emphasis on God's generosity underscores the significance of utilizing the intellect to explore, inquire, and learn through the use of the pen. The pen is not only a tool for writing but also symbolic of knowledge and learning. This reminds believers that God is the ultimate source of wisdom and that the pursuit of knowledge is a form of worship

Before the Covid-19 virus, education in the world, including in Indonesia was running well and in accordance with the established curriculum, and always

---

[5]Oemar Hamalik, *Perencanaan Dan Manajemen Pendidikan Mandar Maju Bandung*, gramedia 2001, hal. 79.

[6]Departemen Agama RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*, (Semarang: PT. Karya Toha Putra, 2015)

being active in the school environment. Students can interact with their classmates on a daily basis through offline education. Interaction with classmates in school teaches a student a lot and helps them develop leadership, teamwork, and other skills.

Experience is undoubtedly one of the most significant advantages of offline education. When a student attends school, they not only spend their time studying through textbooks, but they also live in a specific environmentand also from attention aspect, For both students and teachers, attention comes naturally and easily in an offline situation rather than online. Even though, some disadvantages of offline education, such as the teachers and students need Extra Resources because offline education necessitates a completely different type of curriculum that goes beyond textbooks and reading. Additional, about time management, the time saved can not be spent on other activities such as hobby classes.

However, despite the pandemic, online education has unquestionably gained popularity. Nowadays, students almost always attend school, where they sit in front of a screen and listen to their teachers teach. In addition to attending classes via screens and submitting homework and assignments through online groups and forums, students even conduct tests online. Because students can attend classes from the convenience of their own homes, these online classes enable them to be more adaptable with their schedules. If you have a dependable internet connection, you can easily reach both your students and your teacher through online education. However, there are still some disadvantages of online education. One of the main disadvantages of online education for teachers is

managing student attention. It can be challenging for a teacher to concentrate on every student in an online class. It means less interaction between the teacher and the students, which may make it harder to effectively convey the information being taught.

3. **Hybrid or blended learning**

Indonesian educational institutions have been instructed to stay at home and conduct online education to prevent the spread the COVID-19 virus. Because the COVID-19 pandemic is so rapid, especially with the new variant viruses that are already present in Indonesia, we need to keep our distance from one another. However, there is a well-thought-out strategy for bringing a hybrid learning program into all educational establishments. This will allow students to quickly experience the learning environment of the classroom as well as the friendly atmosphere of friendship that has been restricted to laptop screens.

Higher education has changed as a result of technology. In the beginning, the only method of instruction in which both the instructor and the students physically met in a physical school was traditional face-to-face learning. As students were able to complete their course work asynchronously without visiting campus or being physically present in the classroom.

Due to the numerous educational advantages of combining traditional classroom learning with e-learning, hybrid learning, also known as blended learning, is currently the single most significant trend in education. On the other hand, blended learning combines in –person education and online resources. Some activities are done in the classroom and some are done online. Hinterberger, fassler, and bauer-messerdefine hybrid learning as a method of

educating at a distance that uses technology, combined with traditional education, while blended learning was described as a mix of old and new best practicein pedagogy, such as using online tutorials or other technology in pedagogy. [7]However, the main similarity is that both mix online and face-to-face learning.

The terms "hybrid learning" and "blended learning" are used interchangeably, but they all mean the same thing. An intriguing method of delivering education is hybrid or blended learning. This method divides students into two groups, with the first group learning virtually at home online and the second group participating in in-person interaction with their instructors in the classroom. Nevertheless, implementing hybrid learning in the school also necessitates adhering to the rules of the health protocol.

However, [8] When using blended learning, there are some challenges that must be overcome. First, both the lecturers and the students who are participating in the online learning session are dependent on the state of the internet network. so that learning activities cannot always be uninterrupted. Second, both lecturers and students need to adjust to the new approach to learning and adhere to a brand-new teaching curriculum that includes lesson plans, methods, assignments, and evaluations. Last but not least, in light of the fact that the COVID-19 virus appears to be more volatile and increases height, all components must prepare everything prior to participating in blended learning to prevent its worsening.

---

[7]Hinterberger, Fassler & Bauer-Messer, *From hybrid courses to blended learning,* Switzerlands: University of Neuchatel, 2004.

[8]Yella Dezas Perdani, *Hybrid learning: impacts and challenges?*, http://binus.ac.id/bandung/2021/09/hybrid-learning-impacts-and-challenges/, assessed on 03 September 2021.

The flexibility to conduct asynchronous or face-to-face follow-up classes when necessary is the primary advantage of this new method for the student.

4. Teachers' Challenges Amidst Global Pandemic

Teaching challenges is some obstacles that teachers face especially on teaching and learning process in the the global pandemic, teachers challanges in teaching English as follows :

a. Decide learning component as a system

The term learning has the essence of planning or design as an effort to teach students. That is why in learning, students do not only interact with the teacher as a source of learning, but may interact with all the learning resources used to achieve the desired learning objectives. According to Ahdar Djamaluddin and Wardana it is a learning component as a system, they divided four learning component:

1) Input

    a) Curriculum: all learning that is designed and implemented individually or in groups, both at school and outside of school. Curriculum is a learning system that is used to achieve goals, because the success or failure of the learning system is measured by the number of goals achieved.

    b) Learners: people/human components that carry out the learning process

    c) Teachers: teachers, lecturers, learning resources

    d) Facilities and infrastructure: parts or tools that must be met to provide convenience in carrying out an activity in the learning process.

2) Process

a) Material: teaching materials used by teachers in carrying out learning activities that will be presented to students and arranged systematically so as to create an atmosphere that allows students to learn

b) Method: methods/strategies used by an educator to students when teaching 3. Media: tools used by educators to convey material according to the needs of students.

3) Output

a) Students with certain competencies: something that is used as a learning goal, namely getting results after going through the learning process. Competence achieved by students can be achieved if the learning components as a system (input, process, output, and feedback) have been achieved.

4) Feedback

Information about the results of the learning efforts that have been made by students. Feedback is information relating to the abilities of students and teachers in order to further improve the abilities possessed by both. [9]There are a lot of problems in the teaching and learning process, such as a lack of objectivity, too much content, bad ways to deliver content, and bad ways to evaluate output. In education, to teach sistematically the teachers must consider input, process and the output and decide objectives, contents, and assesment. The inputs are basically the objectives and

---

[9]Ahdar Djamaluddin, Wardana, Belajar Dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis, Cetakan I; Parepare: Cv. Kaaffah Learning Center, 2019.

objectified contents that teachers put in while the processess are the methods of delivery of contents.

The objectives and objectified content of an input should be included. A statement of desire that the students are expected to achieve at the conclusion of an educational program is called an objective. The communication of the desire is the goal of the learning objective. There are three categories of educational goals. The cognitive domain refers to thinking, the affective domain to feeling, and the psychomotor domain to doing or acting.

Learning objectives should be smart, an acronym of specific, measurable, attainable, realistic and time bounding. If objectives are identified clearly then the outcomes, which are the end results of any curriculum or programme can be pre-determined and achieved. If any part of the objective is missing from the statement, it cannot be communicated accurately and the outcome cannot be determined firmly.[10]

Then, select the Objectified contents. In terms of learning cognitive, affective, and psychomotor skills, objectified contents ought to be specified. The next step is to choose the teaching methods and process for delivering the inputs after deciding on the objectified contents.

The last is output. Output is the product of educational input and process which must be assessed. The purpose of assessment is to grade or rank the students, pass or fail the students, provides students' counselling and updates the course

---

[10]Salam A, *Input, Process and Output: system approach in education to assure the quality and excellence in performance*. Bangladesh Journal of Medical Science Vol. 14 No. 01 January'15.

contents and teaching methods.[11] The pillars of the assesment are objectivity, validity, reliability and practicability.

b. The use of technology.

Technology Challenge From Faculty or schools Prospective. When faculty tried to redesign their courses, they ran into technical difficulties because the content for traditional courses may not be sufficient for online delivery.

The use of technology is another issue with the implementation of online classes. The poor signal, unstable internet network, limited data package, and unsupported devices were among the issues.

The sudden move to online teaching was a drastic step because not only the students were not ready for such a move, but the faculty and institutions as well. There were many challenges that have faced the stakeholders of the education process. Among these challenges, some countries suffered infrastructure problems such as internet availability and quality.[12]

Challenges of Limited Teaching Facilities and Infrastructure During the current pandemic, numerous teachers, lecturers, and students voice concerns about the network or internet signal, which frequently impedes online learning activities. So that's why the internet network still needs to be improved and expanded in reach.

---

[11]Sood R, Paul et al, *Assessment in Medical Education. Trends and Tools.* K.L. Wig Centre for Medical Education and Technology. All India Institute of Medical Sciences. New Delhi – India. SEARO, WHO Project WR/IND HRH 001/LCS, 1995.Serhan, D. (2010). Online Learning; Through Their Eyes. Int'l J of Instructional Media, 37 (1), 19- 24.

[12]Mohamed Hassan, "*Online Teaching Challenges during COVID-19 Pandemi";*International Journal of Information and Education Technology, Vol. 11, No. 1, January 2021.

Additinal, Smartphones and laptops that students use for online learning are frequently unavailable.

c. Students' low motivation

motivation is something that can caused somebody to accomplish something whether it comes from outside or within the individual. During the pandemic, the next challenges that students perceived was that they sometimes did not have enough motivation to take their online classes. The majority of them stated that the activities for online education made them feel uninterested. It seemed like a serious issue that needed to be addressed: students' lack of motivation and participation in online learning activities.

5. Online Teaching and Learning

Learning is a very important because it's a vital human activity and will contonuosly be carried out as long as the human is still alive. For the teaching-learning process, many language teachers use more than just books. They also use tools like online tools. The most recent and current form of distance education is online learning. Bach, Haynes & Smith argued that online learning is an important evolution.[13] online learning gave advantages for students such as could make language teaching-learning process become more interesting and learning satisfaction for students.

Ally defines online learning is the use of the internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during

---

[13]Bach, Haynes & Smith, *Online Learning and Teaching in Higher Education.* New York, NY: Open University Press, 2007.

the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.[14]

E-learning aims to create learning activities that are both effective and efficient as well as a reminder that place and time are not constraints. Basically, E-Learning has two types, namely :

a. Synchronous Training

Synchronous training means "at the same time". Synchronous training is a type of training which the learning process occurs at the same time when the teacher is teaching and the students are learning. This allows direct interaction between teacher and students, both via internet and intranet.

b. Asynchronous Training

Asynchronous Training means "not at the same time". So, one can take training at the different time than the istructor providing training. This training is more populer in the world of E-learning because its provide a reference that place and time are not a constrain. Students continue to learn. [15]

Online teaching is teaching that is conducted online, in synchronous (classess where students are all online and learning at the same time)or asynchronous classes (classess where students log on to a platform and work on it in their own time and at their own pace), using various devices connected to the internet. For online teaching to be successful, it is recommend that the instructor should follow the following seven principles, : (1) encourage students participation, (2) encorage students cooperation, (3)encourage active learning, (4) give prompt feedback, (5) emphasize

---

[14]Hartnett, M. (2016). *Motivation in Online Education*. The Importance of Motivation in Online Learning, 5- 24

[15]Empy dan Hartono, *E-learning, Konsep, dan Aplikasi*, (Yogyakarta: Andi, 2005), p. 72.

time on task, (6) communicate high expectations, (7) respect diverse talents and ways of learning.[16]

6.   Strengths and Weaknesses

Serhan   proposed some advantages that online learning could offer to students:

a.   They could study and work at the same time (Convenience)

b.   The time and the place were flexible; they could take the class anytime and anywhere.

c.   They could find any other resources easily

However, Serhan also listed some disadvantages of online learning:

a.   The absence of immediate feedback

b.   The absence of live interaction

c.   Self- learning which put an extra responsibility of learning on one's own

d.   Amount of the material covered

e.   Technical problems[17]

From the explanation above, we can conclude that online learning have strength and weakness in teaching and learning process. Due to its flexibility, online learning may assist students in time management. College students must effectively manage their time because they are required to prepare for a variety of presentations and tests in addition to being given a variety of assignments. However, Those disadvantages above could prevent students from the benefits they could get for their learning. First, the absence of immediate feedback. It

---

[16]Matthew, Sarhan Philipand, *Online teaching and learning*, (2018).
[17]Serhan, D. (2010). Online Learning; Through Their Eyes. Int'l J of Instructional Media, 37 (1), 19- 24

could be reduced if teachers gave follow up discussion activity on the feed, hence students would get immediate feedback and the absence of live interaction would not be a problem anymore. Furthermore, Serhan found that some students said that self-learning put extra responsibility of learning on one's own as one of the disadvantages. In the other words, they had to learn by themselves more. In addition, the technical problems as the last disadvantage of online learning still cannot be avoided until now, such as the lack of internet networks in some places.

C. Conceptual Framework

Framework is a picture of relationship patterns between concepts or variables in a coherent manner which is a complete picture of the research focus.[18] This Framework describe the analysis EFL Teachers' Challenges Of Online Teaching In The Era and Post Pandemic At SMPN 2 Pinrang.

Challenges Of Online Teaching In The Era And Post Pandemic

The preparation and readiness in managing the class and carrying out the	Choose an appropriate application and platform as a learning managemnet system that suitable with	Internet access and network connection

The Era and Post Pandemic

SMPN 2 Pinrang

---
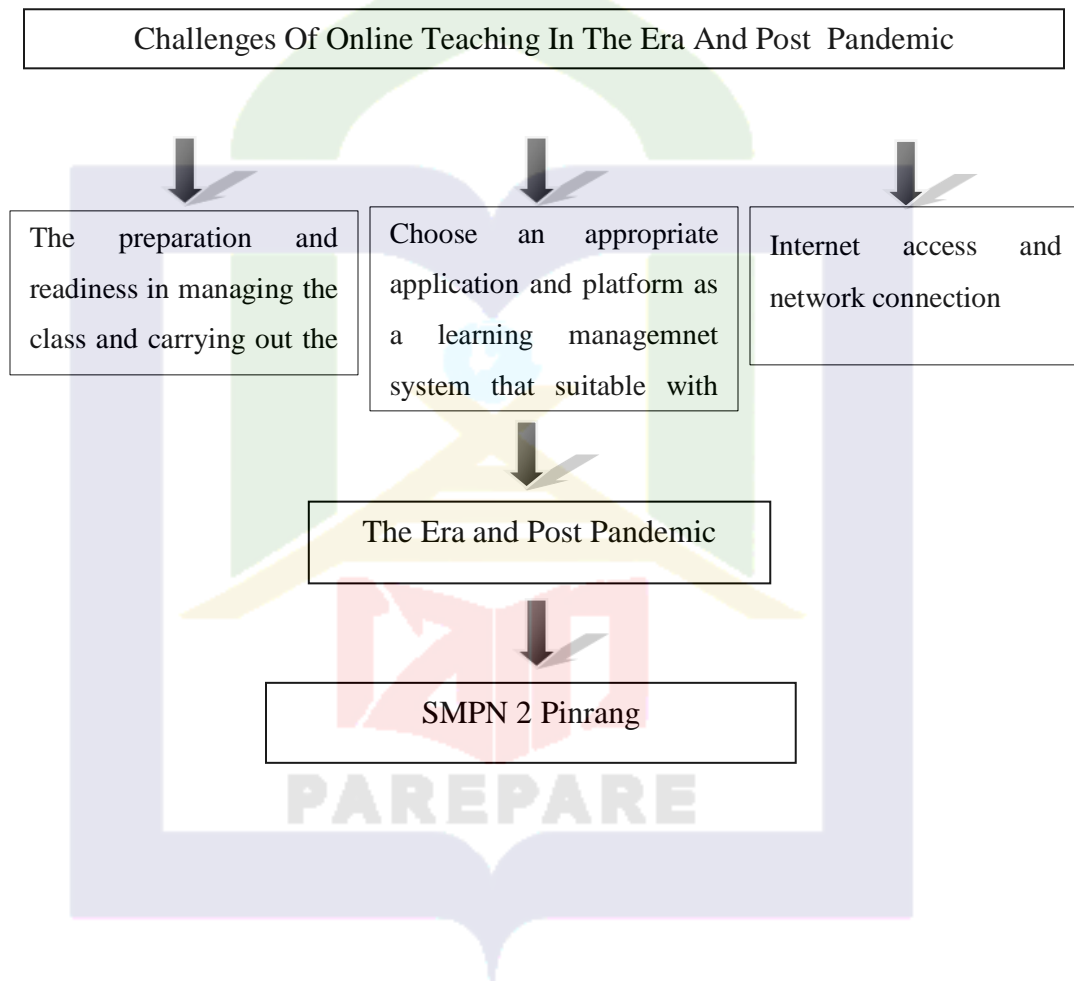
[18] State Islamic High School (STAIN), *Guidelines for writing scientific papers (Pare-pare: Department of Religion, 2013), p. 26*

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research design

This research was used descriptive qualitative method. It is because this research described the teachers' challenges of online teaching in the era and post pandemic. This technique tried to identified, classified, and described some challanges in online learning. Therefore, Qualitative descriptive method is taken as a methodology of this study.

B. Location and Time

This research was held at SMPN 2 Pinrang, which located in Jln. Benteng No.39. Kode Pos : 91214. Desa / Kelurahan : Macinnae, Pinrang. This research spend 1 month including of analysis data.

C. Population and Sample

The Population was the entire subject of the study. In this research the population was English teachers at SMPN 2 Pinrang, it consist of 4 English teachers who teach 841 students in 7th,8th,9th grade. The researcher selected the English teacher who having experienced in online teaching in the era and post pandemic.

D. Research Instrument

The research was conducted by interviews and self-written reflection. the researcher used self written reflection because it is a useful strategy for english teachers to express intelligible answer and responses to the questions based on their reflections or experienced. The English teacher wrote their responses of some questions about their experienced of online teaching in the era and post

pandemic. The instrument conducted through google forms in order to collected the data. Second is interview, interview was used to got further information about the teachers' challenges of online learning in the era and post pandemic or to found out the aim of this study. This instrument was used to found out the answer of the research question.

E. **Procedure of Collecting Data**

Data collection in this study was used interview. According to Sugiyono, interview is the meeting of two persons to exchange information and ideas through and responses, resulting in communication, and joint construction of meaning about a particular topic.[1] There are 4 English Teacher, the researcher did interview for each English teacher who conducted online teaching and learning process.

Interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by sistematic and based on the purposes of the investigation. In this study, the interviews recorded used an audio recording and transcribed for the sake of data analysis. As an effort to ensure the validity, the researchers also took some notes during the process of interviews. The researcher did interview by giving planned and unplanned questions. The interview was used by the researcher to complete the data about the response of the research question.

Next, the researcher was used self-written reflection by online questtionnare. Participants was gave opportunity to share their thoughts and experiences regarding online teaching activities through self-reflection,

---

[1]Eko Putro Widoyoko, *Technique for compiling research instruments* (Cet, V; Yogyakarta: PustakaPelajar, 2016)

particularly in relation to the difficulties that teachers faced in the era and post pandemic.

F. Technique of Data Analysis

There were three activities in analyzing the qualitative data, they are reduction, data display, and drawing conclusions.[2] (1) The researcher was collected the data through interview and questionnare. Then, the researcher selected, identified, and focus on the data of the teachers' challenges in online learning in the era and post pandemic. (2) After selected the data, the next step was presented the data. The researcher display those data into good sentences. (3) After display data, the stage showed the final result of the research. The last step was made a conclusion and suggestion.

---

[2]Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing:* Pendekatan Kuantitatif dan Kualitatif, (Yogyakarta: Graha Ilmu, 2006).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study was conducted during the implementation of the online learning activities in SMPN 2 Pinrang. The researcher would like to identify the teacher's challenges of online teaching at SMPN 2 Pinrang in the era and post pandemic. The purpose of the study was to investigate the perspectives of English teachers as regarding the difficulties associated with online teaching and learning activities.

The session started with a discussion with the English teacher's that faced many challanges of integrating online learning. During COVID-19 and post pandemic, all teaching and learning activities are carried out online learning. In Indonesia especially in Pinrang regency, the government establishing public policy to shift face-to-face learning in formal classroom into online learning beyond classroom in the pandemic and the online learning can be an option for the teacher post pandemic to create the meaningfull learning.

The subjects of the research were 4 English teachers in SMPN 2 Pinrang. This study applied descriptive qualitative method. The research method used by researchers is by interview and self-written reflection through online questionnaires. In this case the interview was done by giving some questions to the English teachers whereas online questionnaires were given through google forms or via WhatsApp in order to collecting the data.

The data source came from English teachers' who having experienced online teaching during the global pandemic. The English teacher given the information

and explanation through interview and an online questionnaire. The technique of data analysis are reduction, data display, and drawing conclusions.

1. Result Of Interview and Online Questionnare

The researcher interviewed English teacher from 7th,8th and 9th grade at SMPN 2 Pinrang. The interviewed was conducted on November 24th 2022 and support by audio recorder and the online questionnare whereas online questionnaires were given via WhatsApp. The result data from interviewed and online questionnare that has been processed through data display and coding. based on the result of the interviewed and questionnare, the researcher found some challenges when the teacher conducted online learning especially English subject. Here the responds of English teachers about the challenges :

The participant 1 called Mrs. Amilah explained that absolutely there many challanges in teaching online class. The following is the statement from Mrs. Amilah as an English teacher:

"*Absolutely there many challanges in managing online class. The class conducted between online and offline is different. The main challanges are the students cannot immediately join the virtual class when it starts, the teacher cannot explain the material in detail because of the limited time, internet connection and teacher cannot control the students, for the example when they are asked to turn on the camera and sound but they ignore it. Besides that, The kinds of online media that I used such as whatsapp, zoom, line, and google classroom to deliver the material. the media used because we can easily use the applications to do virtual meeting, whatsapp and line for the example, they helps students to save their quota. Before giving the material, as usual in every teaching and learning process, we prepare our lesson plans but in this case we have to make any changes. One of them is to make it more simple because we don't meet the students directly. In SMPN 2 Pinrang, the*

teachers are required to make learning videos to support learning to be more effective, especially for the students who have no internet access..."[1]

The participant 2 called Mrs. Hasnawati, she explained that there are some challanges in teaching online class. Below is the statement of Mrs. Hasnawaty :

"There are some challenge in online teaching. Teaching online class is more difficult. So, the teacher need some things like new insight, good mood, fresh mind and more knowledge. To get them, she usually watched video in teaching on youtube before making my class. When online class start, the teachers have new guidline is called kurikulum darurat. Teacher take and makes everything there. Before the class start, I choosed to use canva when deliver the material. canva is the best application for giving more interesting things, so i used it. And also youtube, students can watch video about their subject. Zoom will be an option to make interaction between the teacher and the students. Next problem is most of students didn't give feedback in online class, so the teachers get confused whether the material interesting or not. The students have some obstacles such as not to have data, bad signal, and even there is no android. The sad things, some of them are getting lazy to study. To solve the problem in online learning the school gives new card for free to the students. Besides that, the academic guidance visit to their students to find out the problem. Although the teacher tried to make interesting materials and gives them materials without task, many students get lazy to attend te online class. Eventhought, the online class had obstacles, the teachers found out that it still make the students get knowledge. They can understand and applied the topic in their life. In the post pandemic era, i still used the online learning in the class, sometimes i mix online and face to face learning if i need it. I explained the material but i just used google platform, but i ever found the problem when using quizzes, it's still a big challenges for our class because some of my students said it was difficult. Online or maybe blended learning is a good way but i get challenges that some of the students do not have a gadget. Besides that, the school does not allocate free wifi for all students yet. "[2]

The participant 3 called Mrs. Auliyah. She explained some challenges that she faced when teaching online class. Below is the result of the online questionnare:

---

[1] Amilah, English Teacher who teaching 8[th]grade of SMPN 2 Pinrang, interviewed, Pinrang November 24th 2022.

[2] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26[th]2022.

"*When i was teaching online class, i found the unstable internet network, the students didn't have gadget to study in online class, some of them didn't know use google classroom so make me hard to help them study on it. Before teaching, i prepared laptop, smarthpone, creating power point and searched video about my material. And also we selected kurikulum darurat, the teacher didn't teach all competencies. In teaching process, i prefer asyncrhonous teaching than synchronous. I selected google classroom because i thought the students could access it whenever, they could read all materialon it whenever, the teacher just add link and send the video to the students. And about the output, every assignment that the teacher sent on google classrom would be done by the students and then i gave correction and mark. I made some part on google classroom, they are material, assignment and list of attandance. Although, several students are do not pay attention with the assignment. . I used laptop, smartphone, power point, flip book, video and television. I used them because I thought it could help the students in learning, it's fun and interesting media. I thought the difficulties are not all the students had smartphone and laptop, so it made her confused to create a good materials that suit their learning needs. Because of the limited time in online learning, i didn't give feedback to the all students' assignment. I selected who need feedback for their assignment. From all the problem off online learning, I decided to make flip book and my own video. I recorded my self as if i teach in offline class. Although there are many challanges and difficulties, some of them like online class, because it's a new method in students' learning, i thought the students were interested in using their smartphone to study. Post COVID-19, in one time a need to conducted online learning and sometimes i used blended learning in my class. I ask my students to submit their assignment on google classroom or my whatsapp contact. However, the major problem that i found in conducted online learning still about the internet connection".[3]*

The participant 4 called Mrs.Badariyah S.pd. She explained some challanges that she found when conducted teaching online class. Below is the result of the online questionnare through whatsapp:

"*The main challanges of online teaching during the covid-19 pandemic is i should try to look for the available digital platform that can help me to teach the students in online class. In this case, I decide to used google classroom and whatsapp as a platform of the online learning. I used whatsapp because*

---

[3] Auliyah, English teacher who teaching English at the 7[th and] 8th grade, online questionnare, Pinrang November 28th 2022.

the features of whatsapp messenger include gallery for adding photos, camera for taking pictures, audio for sending voice messages, maps for sending various map coordinates, and even document for inserting files in the form of documents. I used the application only to share materials and having discussion with the students. When I conducted the online classes, i discovered some issues, such as how slowly the students respond to the teacher's material. I thought an online class is not effective because i difficult to deliver the materials like in offline class. I faced many difficulties to implemented online learning activities, such as designing suitable materials for the students. I have tried to create easy and effective materials that are suitable with the subject i taught, but it took many time because the English materials should be easily understood by the students through an online learning. Besides that, the students are lack of motivation and engagement during the online classes. I used Google classroom platform and whatsapp application to delivered the material and to instruct the students about the assignment or share information. But it becomes a problem because only few of the students pay attention and follow the discussion. In addition, many of the students do not submit their work on time. To overcome existing difficulties, the teacher should find the interesting materials in order the students enjoy and not boring while learning the materials and assignment. After pandemic, i am adopted the online learning. My students finish their homework in their own houses and send it via whatsapp and i gave correction on it. The homework such as i ask them to take a video and make a conclusion about the material of English that have been explain in the school. However, some of them usually late to send their assignment because do not have quota and internet access problem." [4]

Based on the interview and online questionnare, the researcher obtained some information from the teacher related to the research questions. The researcher found out that online learning implementation also showed many challanges during the pandemic. The researcher found some findings as follows:

The challenges on teaching online English subject in SMPN 2 Pinrang in the era and post pandemic. The callenges about a learning component as a system, there are four learning component:

1. The Problem of Input

---

[4] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

a. The learners's problem :

Learners is a people / human components that carry out the learning process. Mrs. Amilah described the challanges in the folowwing statements :

The main challanges are the students cannot immediately join the virtual class when it starts.

b. The teachers challenges:

There are some problem that the teacher faced, they are :

a) Time consuming to prepare materials of online learning activities

The teachers admit that it is hard for them to make materials that meet the needs of the students. The participants inform that they have to spend a lot of time thinking and creating appropriate online teaching materials. Below is the teacher statements of online questionnare:

I have to create easy and effective materials that are suitable with the subject I teach, it took many time because the English materials should be easily understood by the students through an online learning.[5]

b) Difficulties In Designing Suitable Materials For The Students.

The effectiveness of online learning is still low because teacher cannot directly monitor and interact with the students' in learning processes because online learning is now something new that teachers and students feel. On the other hand, teachers are primarily responsible for designing materials that suitable with the students in online system.

---

[5] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

Online learning presents a variety of problems. Mrs. Badariyah described the challanges in the folowwing statemnets :

> *When I conducted the online classes, i discovered some issues, such as how slowly the students respond to the teacher's material. I thought an online class is not effective because i difficult to deliver the materials like in offline class.*[6]

Besides that, the teachers have to make many changes in prepare the lessons plans. Mrs Amilah also described the challenges :

> *Before giving the material, as usual in every teaching and learning process, we prepare our lesson plans but in this case we have to make any changes. One of them is to make it more simple because we don't meet the students directly.*[7]

c) Limited Facilities and infrastructure

During the Covid-19 pandemic and post pandemic facilities and infrastructure were limited. Communication between the teacher and the students need good internet access in order the process of online teaching-learning is going well. To carry out an online teaching and learning activity, the primary needs were internet access and a network connection.

---

[6] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

[7] Amilah. English Teacher who teaching 8th grade of SMPN 2 Pinrang, interviewed, Pinrang November 24th 2022.

The data analysis revealed that one of the challenges encountered by the teachers was unstable internet connection and limited quota and also media as a tool to connect with each other through internet, it can be a smartphone, tablet, or computer. Meanwhile, several students in SMPN 2 Pinrang are do not have a smartphone.

The participant 2 said that there is some problem with media and the internet connection. Below is the question and answer on the online questionnaire:

> *The students have some obstacles such as not to have data, bad signal, and even there is no android. The sad things, some of them are getting lazy to study.*[8]

Mrs. Auliyah as an English teacher also explained the same problem. Here is her explanation :

> *When I was teaching online class, 1found the unstable internet network, the students didn't have gadget to study in online class, some of them didn't know use google classroom so make me hard to help them study on it. I thought the difficulties are not all the students had smartphone and laptop, so it made her confused to create a good materials that suit their learning needs.*[9]

The limited infrasturcture and facilities of Online learning in the post pandemic still found. Here the statement of second participant:

> *Online or maybe blended learning is a good way but i get challenges that some of the students do not have a*

---

[8] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26th 2022.

[9] Auliyah, English teacher who teaching English at the 7th and 8th grade, online questionnare, Pinrang November 28th 2022.

gadget. Besides that, the school does not allocate free wifi for all students yet."[10]

This problem be a major problem in online teaching and learning post pandemic. Mrs. Auliyah said :

However, the major problem that i found in conducted online learning still about the internet connection.[11]

2. In Teaching Learning Processes (Implementation)

  a) Method in managing online class

The class conducted between online and offline is different. Managing class could affect the teaching-learning process. Below is the statement of participant 1 in the interview section:

The main challanges are the students cannot immediately join the virtual class when it starts, the teacher cannot explain the material in detail because of the limited time, internet connection, teacher cannot control the students, for the example when they are asked to turn on the camera and sound but they ignore it.[12]

In addition, the researcher also stated additional findings about teachers' personal difficulties. It takes extra work from teachers to be able to give learning materials during this COVID-19. The participant 2 stated :

Teaching online class is more difficult. So, the teacher need some things like new insight, good mood, fresh mind and more knowledge. To get them,i usually watched video in teaching on youtube before making my class.[13]

---

[10] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26th 2022.

[11] Auliyah, English teacher who teaching English at the 7th and 8th grade, online questionnare, Pinrang November 28th 2022.

[12] Amilah, English Teacher who teaching 8th grade of SMPN 2 Pinrang, interviewed, Pinrang November 24th 2022.

[13] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26th 2022.

b) The Problem When Deliver The Material such as the Students lack of Motivation

Additionally, it appeared that students' lack of motivation and participation in online learning activities was a serious issue that needed to be solve. Here is Mrs. Badariyah presentation regarding her difficulties:

> *The students are lack of motivation and engagement during the online classes.She used Google classroom platform and whatsapp application to delivered the material and to instruct the students about the assignment, share information,, and also the students sent the assignment through WhatsApp. But it becomes a problem where only few of the students pay attention and follow the discussion.*[14]

Mrs. Hasnawati also said that there is a problem with the students' motivation, here the explanantion :

> *Although the teacher tried to make interesting materials and gives them materials without task, many students get lazy to attend te online class.*[15]

c) Problem Of Selecting The Suitable Media For The Students

Media is a tools used by the teachers to convey material according to the students' need. The researcher found that the teacher got problem in the used of media for their students.

> *I explained the material but i just used google platform, but i ever found the problem when using quizzes, it's still a big challenges for our class because some of my students said it was difficult.*[16]

---

[14] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

[15] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26th2022.

[16] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26th2022.

3. Output: In Evaluating And Measuring The Students' Achievement

Doing an assessment is a challenge for teachers in the online teaching process because assessment activities are crucial and necessary components of teaching and learning. But the researcher found some challanges in giving the assessment to the students, such as :

a) The Students Were Less Motivated In Online Assigment

The students were less motivated and there was also a significant increase in online assignment. On the other hand, the teachers should encourage students active participants to interact, dialogue, collaborate, share and built knowledge together. If the educators could make the learning process more fun, students would be more interestedin participating in learning process (Mustakim,2020).[17] The participant 4 said that there is a problem with students' motivation in online assigment. Below is the question and answer on the online questionnaire:

> *I used Google classroom platform and whatsapp application to delivered the material and to instruct the students about the assignment or share information. But it becomes a problem where only few of the students pay attention and follow the discussion. In addition, many of the students do not submit their work on time.[18]*

The participant 3 called Mrs. Auliyah described the challenges in the following statements:

---

[17]Mustakim, Efektifitas pembelajaran daring menggunakan media online selama pandemi covid-19 pada mata pelajaran matematika the Effectiveness of E-Learning using online media during the covid -19 Pandemic in Mathmatics. *Al Asma: Journal of Islamic Education, 2(1),1-12,* 2020.

[18] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

> *Every assignment that i sent on google classrom would be done by the students and then i gave correction and mark. I made some part on google classroom, they are material, assignment and list of attandance. Although, several students are do not pay attention with the assignment.[19]*

4. Feedback : Teachers Did Not Have Enough Time To Check And Evaluate Their Students' Assignments.

To increase the effectiveness of online learning, especially in the matter of calculation, it was better for the question given to be more varied and different for each students . in addition, assignment must be included with an explanantion of how to work.

The online teaching showed the limitations of teachers in checking the level of student competence as a whole. In the end, the evaluation of learning cannot be carried out optimally.

The participant 3 said that there is no enough time to check student's assignments. Below is the question and answer on the online questionnaire:

> *Because of the limited time in online learning, I didn't give feedback to the all students' assignment. I just selected who need feedback for their assignment.[20]*

Based on the data taken from the interview and online questionnaire, there are several solutions from the English Teacher. The Participants 1 stated that the solutions she did to overcome the difficulties while implementing online learning during this Covid-19 Pandemic.

> *In SMPN 2 Pinrang, the teachers are required to make learning videos to suppurt learning to be more effective, especially for the students who have no internet access [21]*

---

[19] Auliyah, English teacher who teaching English at the 7th and 8th grade, online questionnare, Pinrang November 28th 2022.

[20] Auliyah, English teacher who teaching English at the 7th and 8th grade, online questionnare, Pinrang November 28th 2022.

The participant 2 gave different solution about the application and platforms to help the students in online learning. Mrs Hasnawati Stated :

> *canva is the best application for giving more interesting things, so i used it. And also youtube, students can watch video about their subject. Zoom will be an option to make interaction between the teacher and the students.*[22]

The participant 3 explained the solution to choose the interesting media:

> *I used laptop, smartphone, power point, flip book, video and television. She used them because she thought it could help the students in learning, it's fun and interesting media. From all the problem off online learning, I decided to make flip book and my own video. I recorded my self as if she teach in offline class. Although there are many challanges and difficulties, some of them like online class, because it's a new method in students' learning, she thought the students were interested in using their smartphone to study.*[23]

Meanwhile, participant 4 stated the solution about how to deliver an interesting materials, here the statement :

> *To overcome existing difficulties, The teacher should find the interesting materials in order the students enjoy and not boring while learning the materials and assignment.*[24]

The data obtained from the interviews and online questionnaires shed light on the innovative solutions that English teachers at SMPN 2 Pinrang devised to address the challenges faced during the implementation of online learning amidst the Covid-19 pandemic.

---

[21] Amilah, English Teacher who teaching 8[th]grade of SMPN 2 Pinrang, interviewed, Pinrang November 24th 2022.

[22] Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26[th]2022.

[23] Auliyah, English teacher who teaching English at the 7[th and] 8th grade, online questionnare, Pinrang November 28th 2022.

[24] Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

These videos aimed to enhance the effectiveness of online learning, especially for students without reliable internet connections. This solution demonstrates the teachers' adaptability in utilizing multimedia resources to accommodate diverse learning circumstances.

Multifaceted approach to engaging students effectively online. By leveraging platforms like Canva and YouTube, she aimed to make learning more captivating. The utilization of Canva for creating visually appealing content and YouTube for subject-related videos highlights the teachers' efforts to bring variety and interest to online lessons. Additionally, using Zoom for interactive sessions indicated the teacher's dedication to fostering real-time communication and engagement between students and teachers.

Captivating online learning experiences, showcased a diverse array of media. By integrating various tools such as laptops, smartphones, power point presentations, flip books, videos, and television, she sought to offer students a dynamic and enjoyable learning journey. Her decision to create flip books and personalized videos as if teaching in an offline setting emphasized her commitment to maintaining a sense of familiarity and personal connection even within the virtual realm.

Emphasized the essence of crafting compelling materials to counter the challenges. The teacher's approach resonates with the understanding that engaging content can enhance students' motivation and involvement in the learning process. This insight underscores the importance of instructional design that captures students' interest, thereby mitigating the potential monotony of online learning.

B. Discussion

This research explain about Efl Teachers' Challenges in Online Teaching at SMPN 2 Pinrang in the Era and Post Pandemic. The discussion more explain the EFL Teachers' Challenges in Online Teaching. English teachers from SMPN 2 Pinrang were interviewed to understand the challenges they faced while implementing online learning during the COVID-19 pandemic. The data collection included both interviews and online questionnaires. The findings revealed a range of difficulties that teachers encountered across various stages of the online teaching and learning process.

One of the main challenges identified in the research was related to the input stage of the learning process. Teachers noted that students faced difficulties in immediately joining virtual classes due to internet connectivity issues. Moreover, teachers struggled to create suitable online materials that would engage students effectively. They had to adapt their lesson plans to simplify the content since direct interaction with students was limited. Additionally, the availability of proper infrastructure like internet access and devices emerged as a significant concern. Some students lacked smartphones or laptops, hindering their participation in online classes.

This research relevant to the theory of Jeremy Harmer emphasizes the importance of engaging students in the learning process to enhance language acquisition and overall educational outcomes. He believes that effective learning occurs when students are actively involved, motivated, and interested in the content and activities.

The implementation of online learning also posed challenges during the teaching and learning process. Teachers had to adjust their teaching methods for the

online environment, which required a different set of skills and strategies. Managing students' participation, explaining materials within limited time frames, and ensuring students followed instructions like turning on cameras and sound became complex tasks. Motivating students to actively engage in online assignments was another hurdle identified by the teachers. They reported that despite their efforts to make assignments interesting, some students exhibited a lack of enthusiasm.

The selection and usage of appropriate media for online learning also presented difficulties. While platforms like Google Classroom and WhatsApp were used to share materials and facilitate discussions, not all students were equally responsive. Some students had trouble accessing or using these platforms, causing disparities in participation. Technical challenges further hindered the effectiveness of these tools. Teachers faced issues with using tools like quizzes on Google Classroom, which affected their ability to assess students accurately.

Assessing students' achievement posed a challenge as well. Some students lacked motivation to complete online assignments, leading to delayed submissions or non-participation. Teachers found it challenging to evaluate student performance comprehensively due to the limitations of the online environment. Providing timely feedback and maintaining consistent communication with students was a struggle.

The research participants provided insights into their strategies for overcoming these challenges. Teachers employed various solutions such as creating learning videos to support students without internet access, using interactive platforms like Canva and YouTube to engage students, and developing interesting materials. Despite the challenges, teachers recognized the value of online learning in

students' education and believed that it helped them acquire knowledge even though there were difficulties to overcome.

This theory recognizes that learners are more likely to retain and internalize information if they are emotionally invested and connected to what they are learning.

Jeremy Harmer's theory, encompassing Input, Process, and Output in the context of learning, highlights the integral elements of effective teaching. Here's a further explanation of each aspect. This phase involves what takes place in the classroom between teachers and students during learning sessions.[25] The focus is on how teachers and students interact and collaborate to achieve learning goals.

Learning Materials which teachers select and prepare relevant materials aligned with learning objectives and student levels. These materials should align with the curriculum and enable students to achieve their learning goals.

Instructional Media: Media such as images, videos, audio, and interactive tools can be used to support content delivery and enhance engagement in the learning process. The curriculum sets the framework for the content and competencies to be achieved in the learning process. Teachers must understand curriculum objectives and structure to design appropriate instruction. Lesson Plans (RPP) which lesson plans detail the step-by-step approach teachers will take in teaching. This includes learning objectives, teaching methods, tools used, and assessment strategies.

---

[25] Harmer, Jeremy. The Practice of English Language Teaching, Fourth. Edition. (Pearson Longman: Harlow. Hornby, 2017)

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion showed many challenges of online learning in the era and the post pandemic. The researcher found out there are 4 challenges by English teachers at SMPN 2 Pinrang . The challenges about a problem in learning component as a system, They are 1) the problem of input such as the learners problem and the teachers challanges. The researcher found two point of teachers challenges namely time consuming to prepare materials of online learning activities and difficulties in designing suitable materials for the students. 2) In Teaching Learning Processes (Implementation), for the example challenges on the method in managing online class, the problem when deliver the material such as the students lack of motivation. 3) Third, the output: In evaluating and measuring the students' achievement, this research found the students were less motivated in online assigment, 4) Teachers did not have enough time to check and evaluate their students' assignments. The post pandemic the data showed that limited facilities and infrastructure as the main challanges in online teaching and learning.

C. Suggestion

Based on the research and discussion of teachers' challenges of online teaching in the era and post pandemic at SMPN 2 Pinrang, these points were described as follow:

1. Suggestion for the teacher

a) The teachers suggest to utilize a variety of technology options. Some of the best ways teachers can use technology to help create great learning

environments for the students include making video conference to connect with the students at a certain time each day and use popular classroom management system such as google classroom, blackboard and canva.

b) The teacher suggest to consider new learning methods that teachers can utilize in the classroom to help their students. For example, the teachers may use a flipped classroom style, interactive quizzes or games that help students understand the material. Use a vaeriety of teaching methods because teaching online allows the teachers to be creative.

c) Make online learning having fun and more interactive. For making online class more interactive the teacher can conduct activities that involved interaction within the students, ask questions, and solve their doubts.Create a more engaging virtual classroom.

2. Suggestion for students

a) It is anticipated that students would become more engaged in online learning activities. Besides that, create supportive environments particularly from the students' home.

3. Suggestion for the school

a) It is expected that schools providing facilities and infrastructure that can support the online learning process.

b) Suggestion for school authorities to enhance the efficacy of online teaching and learning activities, particularly during the global pandemic.

BIBLIOGRAPHY

Al-Qur'an Al Karim

Agustina, Dwi, Sarlita et al., *Challanges of having online learning activities*: *Universities Students Perspective.*iNELTAL Conference Proceedings, 2020.

Amilah, English Teacher who teaching 8[th]grade of SMPN 2 Pinrang, interviewed, Pinrang November 24th 2022.

Ary, Jacobs et al, *Introduction to Research in Education.* 8th Edition. Canada: Nelson Education, Ltd, 2010.

Atmojo, Arief Eko Priyo and Arif Nugroho. *EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia.* Register Journal, 13(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76, 2020.

Auliyah, English teacher who teaching English at the 7[th and] 8th grade, online questionnare, Pinrang November 28th 2022.

Bach, Haynes et al, *Online Learning and Teaching in Higher Education.* New York, NY: Open University Press, 2007.

Badariya, English Teacher who teaching English at the 8th grade, online questionnare, Pinrang November 29th 2022.

Departemen Agama RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*, Semarang: PT. Karya Toha Putra, 2015.

Djamaluddin, Ahdar dan Wardana, Belajar Dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis, Cetakan I; Parepare: Cv. Kaaffah Learning Center, 2019.

Empy, Hartono, *E-learning, Konsep, dan Aplikasi*, Yogyakarta: Andi, 2005.

Harmer, Jeremy. The Practice of English Language Teaching, Fourth. Edition..Pearson Longman: Harlow. Hornby, 2017.

l

Hartnett, M. (2016). *Motivation in Online Education*. The Importance of Motivation in Online Learning.

Hasnawati, English teacher who teaching 7th grade of SMPN 2 Pinrang, interviewed, Pinrang November 26[th]2022.

Hassan, Mohamed, "*Online Teaching Challenges during COVID-19 Pandemi";*International Journal of Information and Education Technology, Vol. 11, No. 1, January 2021.

Hinterberger, Fassler et al, *From hybrid courses to blended learning,* Switzerlands: University of Neuchatel, 2004.

Hoffmann M, Kleine et al. *The novel coronavirus 2019 (2019-nCoV) uses the SARS1 coronavirus receptor ACE2 and the cellular protease TMPRSS2 for entry into target cells.* bioRxiv preprint doi: https://doi.org/10.1101/2020.01.31.929042;

Jain, Susan, *Coronavirus & COVID-19*Clinical Excellence Commission.Healthcare Associated Infections (HAI).

Kemdikbud. (2020, March 14). *Cegah sebaran Covid19 di satuan pendidikan, Kemendikbud gandeng swasta siapkan solusi belajar daring*. Retrieved March 20, 2020, from https://www.kemdikbud.go.id/main/blog/2020/03/cegah-sebaran-covid19-disatuan-pendidikan-kemendikbud-gandeng-swasta-siapkan-solusi-belajar-darin.

Lynch,Lisa Yamagata, *View of Blending online asynchronous and synchronous learning*. The International Review of Research in Open and Distributed Learning. 15(2). http://www.irrodl.org/article/view/1778/2837, 2020.

Maragakis, Lisa, senior director of infection prevention the Jhons Hopkins Health System.

Matthew, Sarhan Philipand, *Online teaching and learning*, (2018).

Mustakim, Efektifitas pembelajaran daring menggunakan media online selama pandemi covid-19 pada mata pelajaran matematika the Effectiveness of E-Learning using online media during the covid -19 Pandemic in Mathmatics. *Al Asma: Journal of Islamic Education, 2(1),1-12,* 2020.

Nugroho Arif, Ilmiani Dwi et al. *EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic*, Journal Of English Language Literature And Teaching, Vol.4, No.3, PP 277-291.

Nunan, Salahuddin et al, 2013; Nurkamto,2003 (in Aisyah Mumary Songbatumis, 2017:56), 2003.

Nurkamto, J. (2003). *Problema pengajaran bahasa Inggris di Indonesia*. Jurnal Ilmiah Masyarakat Linguistik Indonesia 21(2), 288-307.

Oemar, Hamalik, *Perencanaan Dan Manajemen Pendidikan Mandar Maju Bandung*, gramedia 2001, hal. 79.

Perdani, Yella Dezas, *Hybrid learning: impacts and challenges?*, http://binus.ac.id/bandung/2021/09/hybrid-learning-impacts-and-challenges/, assessed on 03 September 2021.

Rosyidi, (2020, September). *Belum lulus ujian krisis*. Gatra, XXVI (44), 18-19.

Salam, Input, Process and Output: system approach in education to assure the quality and excellence in performance. Bangladesh. *Journal of Medical Science Vol. 14 No. 01 January'15*.

Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing:* Pendekatan Kuantitatif dan Kualitatif, (Yogyakarta: Graha Ilmu, 2006)

Setyawan, Cholis, *Challenges On Teaching Online English Subject In Smk Negeri 1 Nawangan* (Surakarta:publication articl. 2020)

Sood R, Paul et al, Assessment in Medical Education. Trends and Tools. K.L. Wig Centre for Medical Education and Technology. All India Institute of Medical Sciences. New Delhi – India. SEARO, WHO Project WR/IND HRH 001/LCS, 1995.Serhan, D. (2010). *Online Learning; Through Their Eyes. Int'l J of Instructional Media, 37 (1), 19- 24*.

State Islamic High School (STAIN), *Guidelines for'writing scientific papers (Parepare: Department of Religion, 2013*.

Tim Penyusun*, Pedoman Karya Tulis Ilmiah IAIN Parepare*. Parepare: IAIN Parepare Press, 2020.

Widoyoko, Eko Putro, *Technique for compiling research instruments* (Cet, V; Yogyakarta: PustakaPelajar, 2016)

Zamroni, A.(2020, September). *Nadiem dalam tekanan*. Gatra, XXVI (44), 9-13.
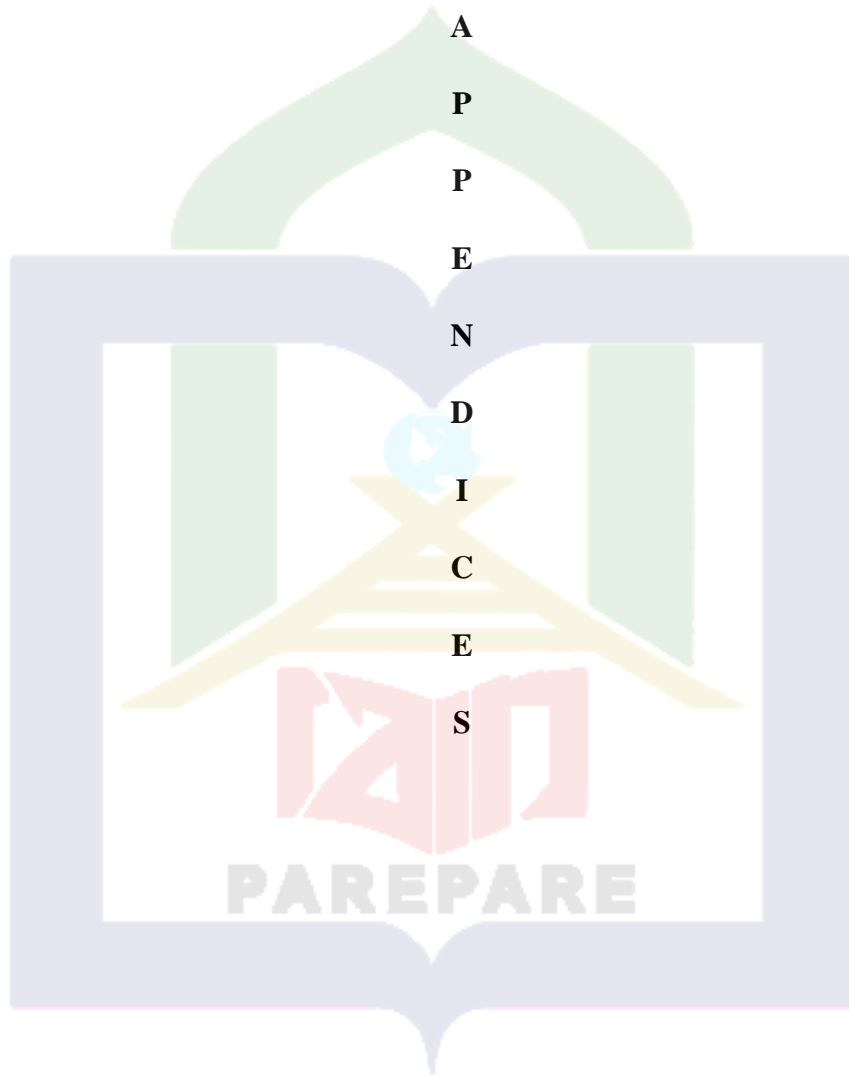
A
P
P
E
N
D
I
C
E
S

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Interview Guide

Day/Date   :   _____

Time   :   _____

Place   :   _____

Teacher   :   _____

Researcher :   _____

Instrumen of the research

interview section

1) What kinds of class do you teach English subject in SMPN 2 Pinrang?

   (Kelas apa saja yang Anda ajar diSMPN 2 Pinrang?)

2) Are there any challenges that you deal with mananging online class ?

   (Adakah tantangan lain yang Anda hadapi dalam mengatur kelas online?)

3) How about your readiness to teach online class ?

   (bagaimana persiapan anda dalam mengajar online ?

4) how do you select the input, process and asses the students in online teaching ?

   (bagaimana anda memilih input, prises, dan menilai siswa dalam mengajar online ?)

5) What kinds of media do you used for teaching online English subject in SMPN 2 Pinrang?

(Media apa saja yang Anda gunakan dalam mengajar daring mata pelajaran bahasa Inggris di SMPN 2 Pinrang?)

6) why do you use the media ?

(mengapa anda menggunakan media itu?)

7) What kind of difficulties in creating materials that suit the learners' needs of online learning activities ?

(Tantangan apa saja dalam menciptakan materi yang sesuai dengan kebutuhan peserta didik dalam pembelajaran online ?)

8) What are the difficulties of online teaching in giving feedback to the students' assignments ?

(apa saja tantangan dari mengajar online dalam memberikan feedback terhadap tugas siswa?)

9) What's your solution to the challenges that you have deal with ?

(Apa solusi Anda untuk tantangan yang Anda hadapi?)

10) How about the students participation or attendance and their motivate in online class ?

(bagaimana partisipasi ataukehadiransiswa dan motivasi mereka dalam kelas online ?)

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Self-Written Reflection Guide

Day/Date   : _____

Time   : _____

Place   : _____

Teacher   : _____

Researcher   : _____

1) What challenges do you encounter during the implementation of online teaching activities ?

   (Apa tantangan yang Anda hadapi saat mengajar daring bahasa Inggris di SMPN 2 Pinrang?

2) How do you conduct the online teaching amidst global pandemic ?

   (bagaimana anda melaksanakan mengajar online ditengah-tengan pandemi?)

3) What digital platform(s) do you employ to help you administer online teaching activities ? why do you use the platform(s) ?

   (sarana apa yang gunakan untuk membantu pengajaran online ?mengapa anda menggunakan sarana itu?)

VIII

Parepare, 20 Juni 2022

Mengetahui,

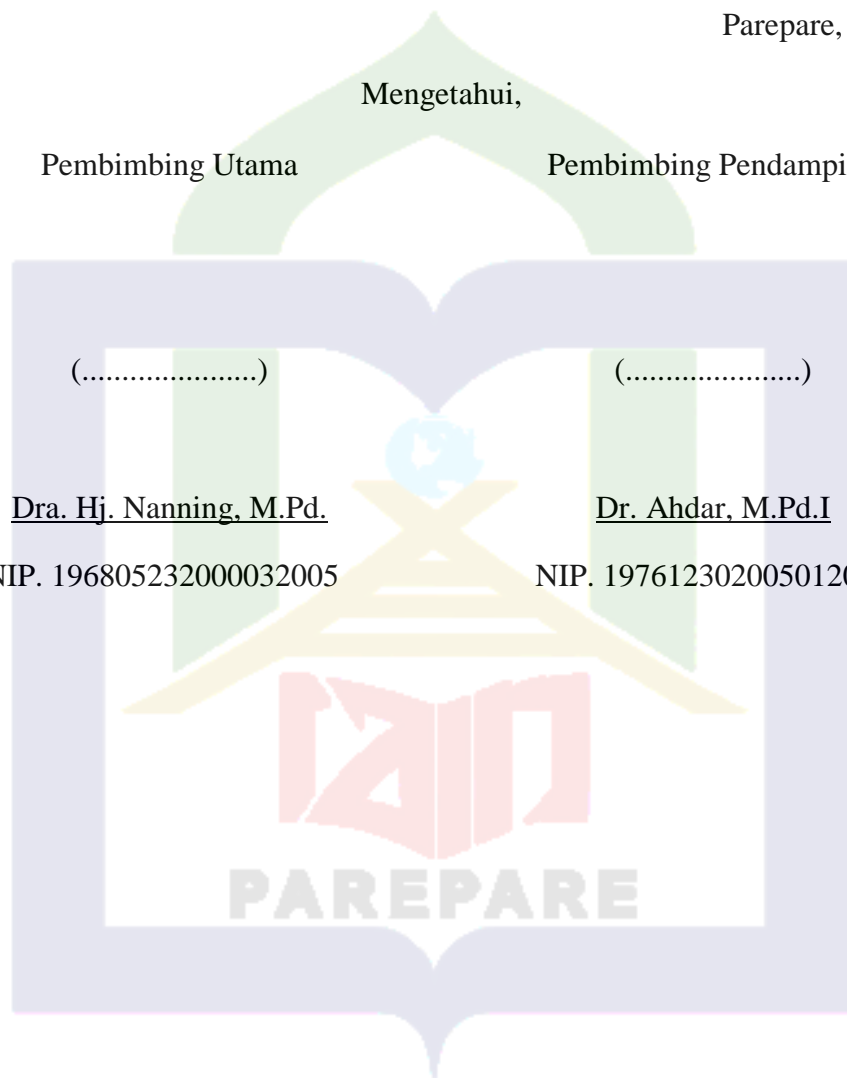Pembimbing Utama   Pembimbing Pendamping

(......................)   (......................)

Dra. Hj. Nanning, M.Pd.   Dr. Ahdar, M.Pd.I

NIP. 196805232000032005   NIP. 197612302005012002

Interview Guide

Day/Date   :   Thursday, 24 November 2022

Time   :   09.00 WITA

Place   :   SMPN 2 Pinrang

Teacher   :   Mrs. Amilah M.Pd

Researcher   :   Annisa Asha

Interview Guide

interview section

11) What kinds of class do you teach English subject in SMPN 2 Pinrang?

(Kelas apa saja yang Anda ajar diSMPN 2 Pinrang?)

Answer : 9th grader and 8th grade

12) Are there any challenges that you deal with mananging online class ?

(Adakah tantangan lain yang Anda hadapi dalam mengatur kelas online?)

Answer :absolutely there many challanges in managing online class. The class conducted between online and offline is different.

13) How about your readiness to teach online class ?

(bagaimana persiapan anda dalam mengajar online ?)

Answer : I prepare my lesson plan and make learning videos.

14) What kinds of media do you used for teaching online English subject in SMPN 2 Pinrang?

(Media apa saja yang Anda gunakan dalam mengajar daring mata pelajaran bahasa Inggris di SMPN 2 Pinrang?)

Answer : Whatsapp, Zoom, Line, Google Classroom.

15) why do you use use the media ?

(mengapa anda menggunakan media itu?)
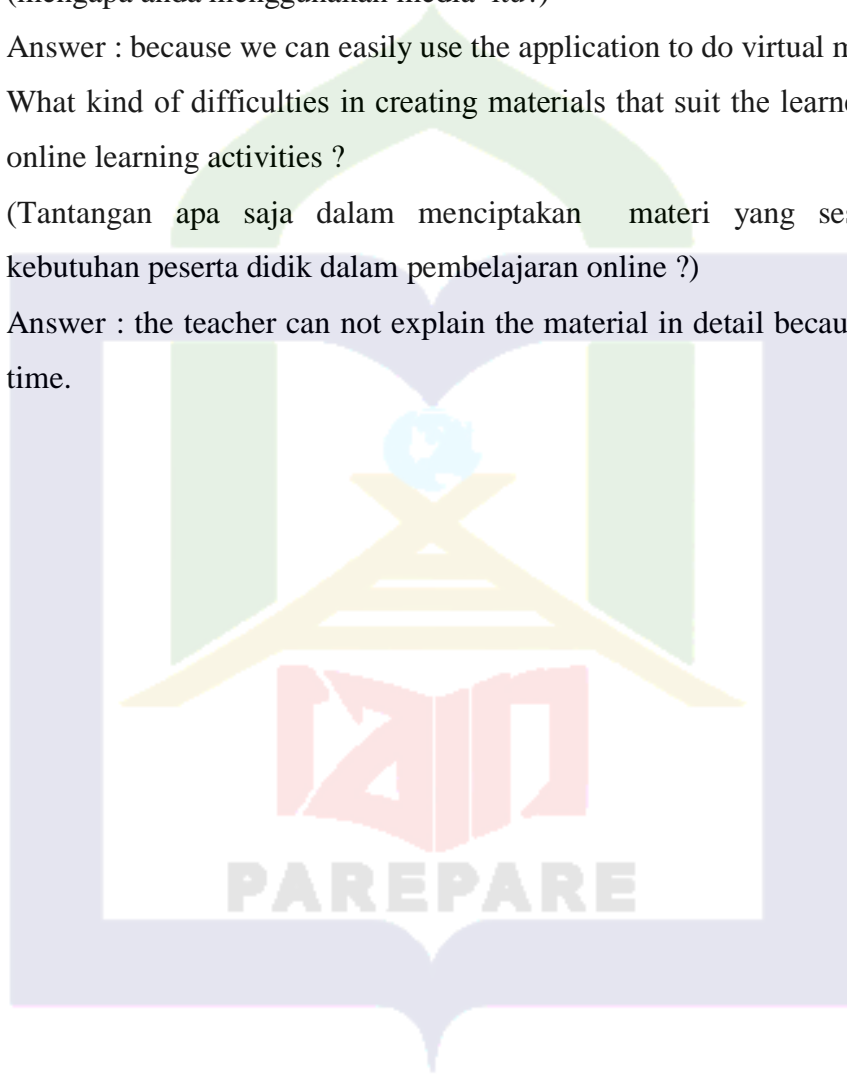
Answer : because we can easily use the application to do virtual meeting.

16) What kind of difficulties in creating materials that suit the learners' needs of online learning activities ?

(Tantangan apa saja dalam menciptakan materi yang sesuai dengan kebutuhan peserta didik dalam pembelajaran online ?)

Answer : the teacher can not explain the material in detail because of limited time.

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Result of Interview

Day/Date	:	Saturday , 26 November 2022
Time	:	10.00 WITA
Place	:	SMPN 2 Pinrang
Teacher	:	Mrs. Hasnawati S.Pd
Researcher	:	Annisa Asha

Interview Guide

interview section

1) What kinds of class do you teach English subject in SMPN 2 Pinrang?
(Kelas apa saja yang Anda ajar diSMPN 2 Pinrang?)
Answer : 7th grader

2) Are there any challenges that you deal with mananging online class ?
(Adakah tantangan lain yang Anda hadapi dalam mengatur kelas online?)
Answer : teaching online class is more difficult. So the teacher need some things like new insight, good mood, fresh mind and more knowledge.

3) What kinds of media do you used for teaching online English subject in SMPN 2 Pinrang?

(Media apa saja yang Anda gunakan dalam mengajar daring mata pelajaran bahasa Inggris di SMPN 2 Pinrang?)

Answer : I make some materials on Canva or take some videos on Youtube. Sometimes, we study by using zoom.

4) why do you use the media ?

(mengapa anda menggunakan media itu?)

Answer : because canva is the best application for giving more interesting things.

5) What are the difficulties of online teaching in giving feedback to the students' assignments ?

(apa saja tantangan dari mengajar online dalam memberikan feedback terhadap tugas siswa?)

Answer : most of the students do not giive feedback in online class so the teacher confused whether the material is interesting or not.

6) How about the students participation or attendance and their motivate in online class ?

(bagaimana partisipasi atau kehadiran siswa dan motivasi mereka dalam kelas online ?)

Answer : many students get lazy to attend online class.

<table>
<tr><td rowspan="3">[logo]</td><td>KEMENTERIAN AGAMA REPUBLIK INDONESIA</td></tr>
<tr><td>INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH</td></tr>
<tr><td>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</td></tr>
</table>

Result of Self-Written Reflection (Questionnare)

Day/Date   : Monday, 28 November 2022

Time   : 10.00 WITA

Place   : Whatsapp

Teacher   : Mrs. Auliyah S.Pd

Researcher   : Annisa Asha

4) What challenges do you encounter during the implementation of online teaching activities ?

   (Apa tantangan yang Anda hadapi saat mengajar daring bahasa Inggris di SMPN 2 Pinrang?

   Answer : when i was teaching online class, i found the unstable internet network, the students did not have gadget to study in online class. Some of them did not know use google classroom, so make me hard to help them study on it.

5) What digital platform(s) do you employ to help you administer online teaching activities ?

   (sarana apa yang gunakan untuk membantu pengajaran online ?)

   Answer : I used laptop, smartphone, power point, flip book, video, television to help my students in learning.

v

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Result of Self-Written Reflection (Questionnare)

Day/Date   :   Tuesday, 29 November 2022

Time   :   11.00 WITA

Place   :   Whatsapp

Teacher   :   Mrs. Badariya S.Pd

Researcher   :   Annisa Asha

1) What challenges do you encounter during the implementation of online teaching activities ?

   (Apa tantangan yang Anda hadapi saat mengajar daring bahasa Inggris di SMPN 2 Pinrang?

   Answer : The main challanges of online teaching during the covid-19 pandemic is she should try to look for the available digital platform that can help her to teach online class. In this case, she decide to use google classroom and whatsapp as a platform of the online learning. She used the application only to share materials and having discussion with the students.

VI

When she conducted the online classes, she found that the students respond to the material given by the teacher slowly. An online class is not effective since the teacher difficult to deliver the materials.She faced many difficulties since the implementation of online learning, such as designing suitable materials for the students. She have to create easy and effective materials that are suitable with the subject she taught, it took many time because the English materials should be easily understood by the students through an online learning.

2) What digital platform(s) do you employ to help you administer online teaching activities ?

(sarana apa yang gunakan untuk membantu pengajaran online ?)

Answer : I decide to use google classroom and whatsapp as a platform of the online learning. I used the application only to share materials and having discussion with the students.

Parepare, 20January2023

Mengetahui,

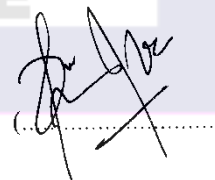Pembimbing Utama   Pembimbing Pendamping

(...........................)   (...........................)

Dra. Hj. Nanning, M.Pd.   Dr. Ahdar, M.Pd.I
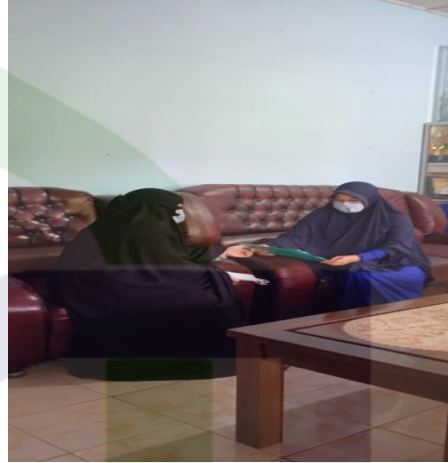
NIP. 196805232000032005   NIP. 197612302005012002

VII

DOCUMENTATION

SMPN 2 PINRANG

DEKAN FAKULTAS TARBIYAH
NOMOR : 2711 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	8.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
	9.	Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
	10	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan	: a.	Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
	b.	Menunjuk Saudara: 1. Dra. Hj. Nanning, M.Pd. 2. Dr. Ahdar, M.Pd.I.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa	:	Annisa Asha
NIM	:	17.1300.114
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	*TEACHER PERFORMANCE ON ONLINE LEARNING AT JUNIOR HIGH SCHOOL 2 PINRANG*

	c.	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
	d.	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
	e.	Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 15 Desember 2020

Dekan,

H. Saepudin

X

PEMERINTAH KABUPATEN PINRANG

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0634/PENELITIAN/DPMPTSP/11/2022

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 24-11-2022 atas nama ANNISA ASHA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 1889/R/T.Teknis/DPMPTSP/11/2022, Tanggal : 24-11-2022
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0639/BAP/PENELITIAN/DPMPTSP/11/2022, Tanggal : 24-11-2022

MEMUTUSKAN

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga	:	JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3. Nama Peneliti	:	ANNISA ASHA
4. Judul Penelitian	:	EFL TEACHERS' CHALLENGES OF ONLINE TEACHING AT SMPN 2 PINRANG IN THE GLOBAL PANDEMIC
5. Jangka waktu Penelitian	:	1 Bulan
6. Sasaran/target Penelitian	:	TEACHERS / ENGLISH TEACHERS
7. Lokasi Penelitian	:	Kecamatan Paleteang

KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 24-05-2023.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 24 November 2022

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

CERTIFIED QUALITY MANAGEMENT SYSTEM · URS

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4087/In.39.5.1/PP.00.9/09/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

     Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Annisa Asha
Tempat/Tgl. Lahir	: Pinrang, 14 Mei 1999
NIM	: 17.1300.114
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: Paleteang, Desa Temmassarangnge, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Pinrang dalam rangka penyusunan skripsi yang berjudul **"EFL Teacher's Challenges Of Online Teaching At SMPN 2 Pinrang In The Global Pandemic".** Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 29 September 2022
Wakil Dekan I,

Bahtiar

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

XII

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 PINRANG
Alamat : Jalan Benteng No.39 Telp. (0421) 3921429 Pinrang 91214

SURAT IZIN PENELITIAN
Nomor : 423.4/498/ UPT.SMP.09/XII/2022

Berdasarkan surat dari Dinas Penanaman Modal dan Pelaynan Terpadu satu Pintu Kab. Pinrang No. 503/0634/PENELITIAN/DPMPTSP/11/2022 tanggal 24 November 2022, tentang Permohonan Izin melakukan Penelitian, maka Kepala UPT SMP Negeri 2 Pinrang memberikan izin kepada:

Nama	: **ANNISA ASHA**
Progaram Studi	: TEACHERS / ENGLISH TEACHERS

Untuk mengadakan Penelitian di UPT SMP Negeri 2 Pinrang berkaitan Skripsi dengan Judul **"EFL TEACHERS' GHALLENGES OF ONLINE TEACHING AT SMPN 2 PINRANG IN THE GLOBAL PANDEMIC"** yang dilaksanakan mulai 24 November sampai dengan 24 Mei 2022, dengan ketentuan sebagai berikut :

1. Selama melaksanakan kegiatan, menaati aturan yang berlaku di UPT SMP Negeri 2 Pinrang.
2. Setelah selesai melaksanakan kegiatan diharapkan melaporkan hasilnya kepada Kepala UPT SMP Negeri 2 Pinrang.

Demikian surat izin ini diberikan untuk dipergunakan sebagaimana mestinya.

Pinrang, 20 Desember 2022.
Kepala UPT,

Drs. H. SUKIRMAN , M. Pd.
NIP. 196412311989031152

XIII

CURRICULUM VITAE

The author's full name is Annisa Asha, born in Pinrang on Mei 1999. Born as the first of 2 children, her father named Abdul Azis and her mother named Hasisah Rahimahallah. She is a student of English Educational program in Tarbiyah Faculty at state Islamic Institute of Parepare. The author started her education on 2005-2011 at SDN 24 Pinrang, and graduated in 2011. While at the same year she continued her study at SMPN 2 Pinrang and graduated in 2014. And then she continued her education at SMAN 1 Pinrang and finished on 2017. After graduating the writer continued her education at IAIN Parepare, faculty of Tarbiyah, English Education study program and complete her study with the title "EFL Teachers' Challenges Of Online Teaching At SMPN 2 Pinrang In The Era and Post Pandemic".