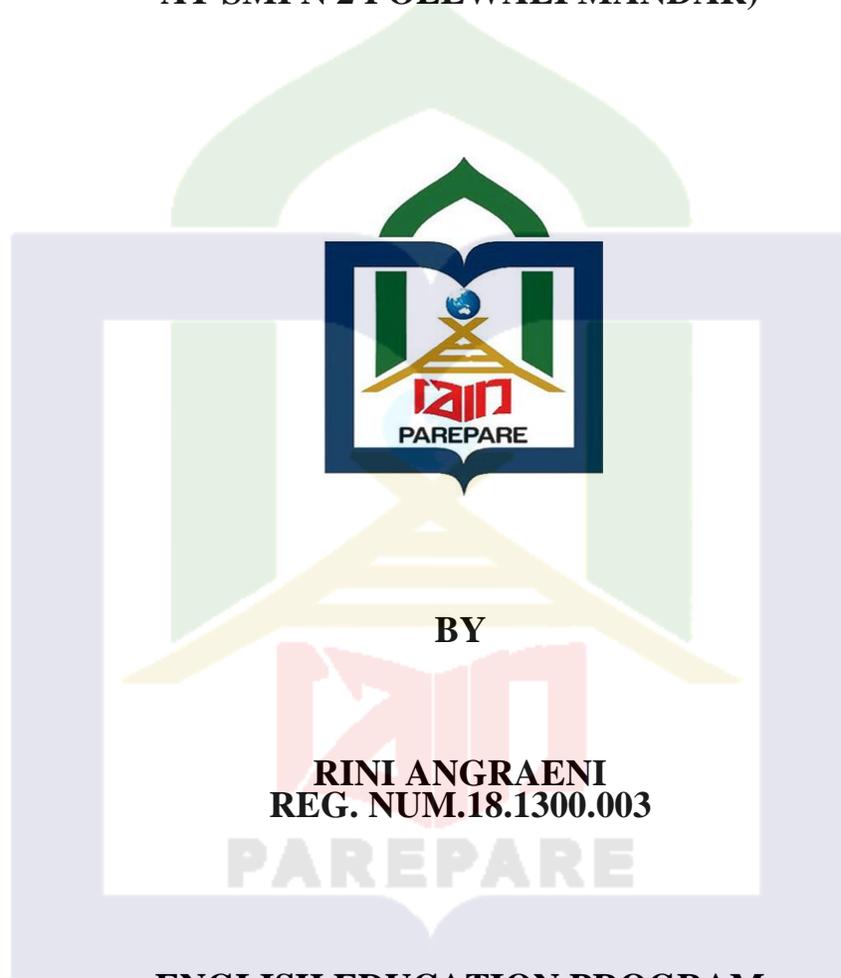


**A THESIS**

**TEACHER'S PROBLEMS IN CONDUCTING ONLINE  
TEACHING (A CASE STUDY OF ENGLISH TEACHER  
AT SMPN 2 POLEWALI MANDAR)**



**BY**

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REG. NUM.18.1300.003**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
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Parepare, January 20<sup>th</sup>, 2023  
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Stated this thesis was her own writting and if it can be proved that it was copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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## ABSTRACT

Rini Angraeni. *Teacher's Problems in Conducting Online Teaching (A Case Study of English Teachers at SMPN 2 Polewali Mandar)* (Supervised by Nurhamdah and Abd. Rauf Ibrahim)

Online teaching is a distance learning process between teachers and students based on technology such as computers or android so that teachers and students can still communicate with each other even though they are far apart. The purposes of this research are to find out and describe the teacher's problems in conducting online teaching, how the problems happened in facing online teaching and the solution done by the teacher's for facing problems on online learning.

The focus in this research is English teachers in SMPN 2 Polewali Mandar. The researcher conducted the research by qualitative descriptive. The data collecting technique by observation and interview with interview guideness. This research was conducted during 20 days.

The result of the research presents that there are eight teacher's problem in conducting online teaching at SMPN 2 Polewali Mandar like: the learning process is limited by data packages, some students who do not have online learning media (smartphone), changing teaching methods from face-to-face classes to online learning, less interesting learning, students who sometimes leave/disappear from the online learning room, teachers can't reprimand students directly, lack of teacher trust in student learning outcomes, lack of interaction between teacher and students. As well as there are a few problems causes in conducting online teaching. And the teachers solutions have done in conducting online teaching.

Keywords: teacher's problems, online teaching

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# CHAPTER I INTRODUCTION

## A. Research Background

The world is being hit by the Covid-19 pandemic, including in Indonesia. After more than two years since the first case of Covid-19 in Indonesia, it is still not well controlled. Covid-19 is a pandemic with a very fast spread. All aspects of life have been affected by the COVID-19 pandemic, including the education aspect. The government issued a policy to reduce the high number of Covid-19 cases with the implementation of Community Activity Restrictions at the level abbreviated as PPKM by carrying out activities from home, such as changing the face-to-face learning system to distance learning.

One of distance learning is online learning. The internet is not limited by distance and time, so learning can be done anytime and anywhere. Teachers and students can still be connected to each other by utilizing communication and information technology in carrying out the learning process without actually having to be in the same room. In addition to PPKM, the Government also uses the vaccine method and applies health protocols for the entire community.

Actually online learning is learning that can not only be applied if there is a Covid-19 pandemic. Because online learning can be used in various conditions. But during the Covid-19 pandemic, Indonesia became one of the countries that had to take advantage of online learning to continue learning during the Covid-19 pandemic. The teacher becomes someone who has a very important role in the online learning process itself.

Teachers are required to be more creative and innovative in online learning and change the approach that used to be direct learning activities in the classroom, turned into indirect or not face-to-face. The Covid-19 pandemic has made teachers unprepared for online learning. This is a problem, where teachers are not used to

moving from face-to-face learning to online learning. Even though with this, teachers can use technology to support learning during the Covid-19 pandemic<sup>1</sup>.

Therefore, there are several problems faced by teachers in the online learning process. Such as operating the learning applications during the online classroom, combining the materials and learning applications, developing the teaching method, and motivating teachers themselves, students and parents.

In operating the learning applications or media, not all the teachers can use technology but several teachers are familiar with the learning applications likely the young teachers are more often to use technology. So in a school it is necessary to hold a training to use learning applications for subject teachers who will later do online learning.

In combining the material and learning applications, there are many learning media that can be used to learn English, including the use of Youtube, Music and even media films can have positive effect on students or teachers, which can increase the interest of students for learning. Another effect of using learning media, especially in English, can make learners understand the material quickly and make the teachers more confident in explaining learning. So that at the end of the lesson the teacher can finally know that the learning application he uses will support his learning material or not and whether the students understand it or not.

Developing the teaching method for online learning, teachers are also required to be more creative in developing their teaching methods in online learning. Because of course the teacher must use a different teaching method from face-to-face classes. Teachers should use teaching methods that do not make students feel bored or even

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<sup>1</sup>Jamila, Ahdar, Emmy Natsir, 'Problematika Guru dan Siswa dalam Proses Pembelajaran Daring pada Masa Pandemi Covid-19 di UPTD SMP Negeri 1 Parepare', *AL MA'ARIEF: JURNAL PENDIDIKAN SOSIAL DAN BUDAYA*, Vol 3, No.2 (2021)

disinterested. Teachers can use teaching methods that are included with something that can make students interested such as games or games and others.

Developing the materials for teaching for online teaching. Teaching materials are all materials needed by teachers to help the online learning process. The use of teaching materials by teachers must be adapted to the situation and circumstances. With the existence of teaching materials, teachers can develop teaching materials for online learning. To develop teaching materials, teachers must pay attention to the characteristics and interests of their students.

Motivating teachers themselves, students, and parents. Teachers find it difficult to motivate themselves because teachers are also not used to online learning. So teachers must also encourage themselves to be able to adapt quickly to online learning. Because besides that, the teacher must also motivate students and their parents<sup>2</sup>. The classroom atmosphere also has a huge impact on students' learning motivation. Therefore, teachers must make an effort to increase student interest in learning such as by providing learning methods that are easily understood by students, giving assignments that are not burdensome to students, giving students opportunities to develop their talents, giving assessments that are in accordance with their abilities and giving appreciation for learning achievements. students<sup>3</sup>.

The issues mentioned above are very important for the success of the online learning process. Therefore, although the Covid-19 pandemic will be endemic, online learning is likely to be maintained indefinitely, because face-to-face learning certainly cannot be re-applied directly or in a hurry. Of course, to change the condition to become endemic or coexist with the virus, it will certainly require a new perspective on life and conditions.

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<sup>2</sup>Fransiska M. Ena Tukan, 'Challenges and Strategies Using Application in Teaching Online Classroom During Pandemic Covid-19', *ELITE JOURNAL: Journal of English Linguistics, Literature and Education*, 2 (2), p.165 (2020)

<sup>3</sup>Hasfira, Meisy Marelda, 'Peran Guru dalam memotivasi Siswa pada Masa Pandemi', *JPdK: JURNAL PENDIDIKAN dan KONSELING*, Vol. 3 No. 1 (2021)

Based on the problem and situation above, the researcher attempt to find out the English teacher's problems in conducting online teaching. And this research will be focus on teachers at SMPN 2 Polewali Mandar so that the researcher can know the solutions and obstacles or problems faced by English teacher when teaching in online learning.

### **B. Research Problem**

1. What are teacher's problems in conducting online teaching at SMPN 2 Polewali Mandar ?
2. How do all the problems happened in facing online teaching at SMPN 2 Polewali Mandar?
3. What are the solution done by the teacher for facing problem on online at SMPN 2 Polewali Mandar?

### **C. Objectives of Research**

Based on the focus and research problem above, the objective of this research is as follows:

1. To find out and describe the teacher's problems in conducting online teaching
2. To find out and describe how the problems happened in facing online teaching
3. To find out and describe the solution done by the teacher's for facing problems on online learning

### **D. Significance of Research**

#### **1. Researcher**

After completing this study, the researcher hope that the result of this study could be useful for those in need. This research is expensed to be useful other people to know about all problems that happened when pandemic by teachers and students

#### **2. Teachers**

In this study, researcher hope that teachers can take advantage of this research, and hoping that teachers can find solution from this problems and familiarize themselves with using technology so that the teachers can be more creative.

### 3. Students

In this study, the researcher hope that students will be motivate to always study although it is pandemic era.



## CHAPTER II

### REVIEW OF RELATER LITERATURE

#### A. Previous Research Findings

There are many researchers that conducted research in teachers' problem as follow:

The previous study was conducted By Septia Hardiman Fauziah at SMPN 1 Batipuh, Tanah Datar Regency. This study was conducted to investigate about what teachers problem in online teaching<sup>4</sup>. And this research found that there are many the obstacle experienced by English teacher that can groupeted into 6 groups, which is problem in internet network, teachers perception of studets who are truants in learning, limitation of teachers in preparing learning materials, lack of interst in students of learning, lack of teachers trust in student learning outcomes, lack of interaction between teachers and students. This study used a descriptive research within qualitative paradigm. And to collecting the data or information the researcher used used questionnaire based on the existence of one of the student problems mentioned above in online learning namely student interest and the results of interviews of English teachers at SMPN 1 Batipuh.

The second previously study was conducted by Elsa Rosalina, Nasrullah, Eka Puteri Elyani from Lambung Mangkurat University of Banjarmasin. As the titled "Teacher's Challenges towards Online Learning In Pandemic Era"<sup>5</sup>. The findings of this research are most of the teachers agree that the challenges to applying online learning are in facilitations. In this research the researchers used a qualitative approach because the researchers describe teacher challenges toward online learning in the

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<sup>4</sup>Septia Hardiman Fauziah, "Teachers' Problems in Conducting Online Teaching (A Case Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency)" (Thesis; Tarbiyah and Teacher Training Faculty: Batusangkar, 2021).

<sup>5</sup>Elsa Rosalina, Nasrullah, Eka Puteri Elyani, 'Teacher's Challenges towards Online Learning in Pandemic Era', *LET: Linguistics, Literature and English Teaching Journal* (2020)

pandemic era. The participants of this research were 14 English teachers from a different level of education in South Kalimantan. The instruments used in this study consisted of 12 open-ended questionnaires made online using Google Form.

In others similar study under title “Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak” was conducted by Rochyani Lestianawati and Arif Widyantoro<sup>6</sup>. The objective of this study was to find out and describe the applied strategies and also problems faced by teachers in conducting E-Learning during this Covid-19 outbreak. The findings showed that there were three teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process. Some of the problem also arose during e-learning; they were: teachers disability in accessing technology, school facility in supporting e-learning, the difficulties in explaining the materials, students limitation in accessing the internet, students economically disadvantaged family background, and parents’ support system. This study used descriptive qualitative method approach. The data were analyzed by describing the data collected on the online questionnaire using google forms and the interview result.

In this paragraph, to sum up, the teachers’ problems or challenges experienced which can be faced by the teacher while doing online teaching or learning process. It cause several factors such as problem in internet network, lack of interest in students of learning, lack of facilities in applying online learning, ect. Then, the difference between this research and previous research is in terms of data collection techniques. Where in the first previous research used questionnaires and interviews as data collection techniques. In the second previous study using questionnaires and interviews as data collection techniques and as well as the third previous research.

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<sup>6</sup>Rochyani Lestianawati, Arif Widyantoro, ‘Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak’, *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching)* Vol.2, No.1, 2020

While in this study, the researcher using depth interview and observation as the tools of gathering data. So, the researchers hope that this research is more complex than the previous research.

## **A. Some Pertinent Ideas**

### **1. Definition of Online Teaching**

Online teaching or learning process is an education via the internet, network, or standalone computer<sup>7</sup>. Online learning is a term about the use of various electronic technologies for convey material, but also to crate optimal learning experience. Online teaching is usually called e-learning, comes from the word *electronic* and learning which means teaching using electronic equipment<sup>8</sup>. E-learning is a term about the use of various electronic technologies to deliver learning. This learning is not only to convey material, but also to create an optimal learning experience.

Learning and teaching is a process built to develop students' creative thinking. Meanwhile, the term 'online' is an abbreviation of which is the Indonesian substitute of the word 'online that is often related to internet technology. The learning process, whether using learning applications or social networking, is called online learning. Online learning is the experience of knowledge transfer using video, audio, images, text communication, and software supported by internet network. The essential factor in online learning is the readiness of educator and students to interact online.

Online teaching is a learning process experience delivered through e-learning electronics technology. E-learning connects students with their learning resources

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<sup>7</sup>Oye, N.D., Mazleena Salleh, N.A. Iahad, 'Elearning Methodologies and Tool', *International Journal of Avanced Computer Science and Applications*. 2012

<sup>8</sup>Susi Prasetyaningtyas, 'Pelaksanaan Belajar Dari Rumah (BDR) Secara Online Selama Darurat Covid-19 di SMP N 1 Semin', *Ideguru: Jurnal Karya Ilmiah Guru*

who are physically separated or far apart but still can communicate, interact and collaborate directly<sup>9</sup>.

Online teaching includes aspects of hardware in the form of a set of computers that are interconnected with other and have the ability to send the data, either in the form of text, messages, graphics or sound. This learning advantages are pleasant media, so that giving learning interest in online programs. Learners who learn well will quickly understand the computer or can develop the computer skills quickly needed. Therefore, learners can learn anywhere at all time<sup>10</sup>.

According to Ratnasari Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. And e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media<sup>11</sup>.

Online teaching as any teaching and learning that uses electronic circuits (LAN, WAN, delivering learning content, interaction, or guidance<sup>12</sup>. Some interpret e-learning as a form of distance education conducted through the internet. Internet, intranet, satellite, audio/video tapes, are some of the electronic media used. Teaching may be delivered synchronously (at the same time) or asynchronously (at the different

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<sup>9</sup>Arif Widodo, Nursaptini, 'Problematika Pembelajaran Daring Dalam Perspektif Mahasiswa', *ELSE (Elementary School Education Journal)* p.101. (2020)

<sup>10</sup>Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, Bandung 2012

<sup>11</sup>Anita Ratnasari, 'Studi Pengaruh Penerapan E-Learning Terhadap Keaktifan Mahasiswa dalam Kegiatan Belajar Mengajar Studi Kasus Universitas Mercu Buana Jakarta', *In Seminar Nasional Aplikasi Teknologi Informasi (SNATI)* (2012)

<sup>12</sup>Mohammad Yadzi, 'E-Learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi', *Jurnal Ilmiah Foristek* Vol. 2, No. 1, (2012)

time). Teaching and learning materials delivered through thus media have text, graphics, animations, simulations, audio and video.

Online teaching is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning<sup>13</sup>. Online learning is a program for organizing online learning classes to reach a broad and massive group of students. Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information technology. The online teaching requires an internet network. The teachers and students carry out learning together, at the same time but in the different place. Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

Online teaching is a teaching and learning process that relies on connectivity between students with a teacher in online way. By utilizing the gadgets to connect each other. At first, the concept of online teaching was designed to overcome problems, improving quality, relevance, and efficiency in the field of education caused by various obstacles such as distance, place and time. For this reason, the implementation of online teaching must be in accordance with the characteristics of learners, learning and teaching objectives and learning and teaching process. Thus, the objectives of online teaching are to provide educational opportunities to people who cannot follow conventional teaching and learning. There are at least four (4) profits or benefits of online learning and teahing activities through the internet namely, enhance interactivity, time and place flexibility, potential to reach a global audience, easy updating of content as well as archivable capabilities.

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<sup>13</sup>Leli Efriana, 'Problem of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution', *JELITA: Journal of English Language Teaching and Literature*, (2021)

But in practice, the process of online learning activities, certainly not all students and teachers are directly familiar with the new costumes, given that use of technology tools for most areas in remote countries has not been evenly distributed. Some of consider that online learning and teaching as a perfect solution affective and afficient. However, not a few of them object to online teaching and learning due to many problems<sup>14</sup>.

From some of the definitions above we can canclude that online teaching isa distance learning process between teachers and students based on technology such as computers or android so that teachers and students can still communicate with each other even though they are far apart.

## **2. Factor Causing Successful Online Teaching**

Effective online teaching involved feedback, interaction, and content, and promote self-learning, as well as an understanding of learning styles. This is achived through the use of various tools such us alectronic presentations tools, online chat, whiteboard conferencing, e-mail, and web-based reseources. When online learning process, interaction can be asynchronous or sychronous. A successful teachers must determine which of these tools, and what type of timing, are going to be most effective for a particular group of students in given course, in order to promote maximum learning<sup>15</sup>.

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<sup>14</sup>Herlianda Dwi Putra Siregar, 'Dilema Pembelajaran Online: Antara Efektivitas dan Tantangan', *Mimbar Agama Budaya*, p.59-63. (2020)

<sup>15</sup>Lisa Dawley, 'The Tools for Successful Online Teaching', *INFOSCI Information Science Publishing*

There are several factors that can affect the success of online learning<sup>16</sup>, they are:

- a. Students characteristics
- b. Instructur characteristics
- c. Related to motivational aspect, internal motivation
- d. Institutions' quality and service
- e. Infrastructure aspects and system quality
- f. Related to aspect of the quality of courses and information
- g. Related to aspect of the learning environment

Budhianto state that the successful implementation of online learning process is influenced by many factors<sup>17</sup>. But these factors can be grouped into three groups: the first group is factors related to the system used including its supporting infrastructure, the second group is factors related to the content and information provided in learning, and third group is the factors related to the self rediness of system users including management and staff who support the running of the system.

To make online learning process successful, the key is efectiveness, there are 3 factors that can have an effect related to online learning<sup>18</sup>, they are:

- a. Technology, in particular network settings must allow for synchronous and asynchronous exchange to accure; students should have easy access; and the network should take minimal time to exchange documents

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<sup>16</sup>Agus Yudiawan, Budi Sunarso, Shuharmoko, Fatma Sari, Ahmadi, 'Successful Online Learning Factors in Covid-19 era: Study of Islamic Higher Education in West Papua, Indonesi', *International Journal of Evaluation and Research in Education (IJERE)*, p.198. (2021)

<sup>17</sup>Bambang Budhianto, 'Analisis Perkembangan dan Faktor yang Mempengaruhi Keberhasilan Pembelajaran Daring', *Jurnal AgriWidya*. p.24. (2020)

<sup>18</sup>Roman Andrianto Pangondia, Paulus Insap Santosa, Eko Nugroho, 'Faktor-faktor yang Mempengaruhi Kesuksesan Pembelajaran Daring dalam Revolusi Industri 4.0', *Seminar Nasional Teknologi Komputer & Sains (SAINTEKS)*. p.58. (2019)

- b. Characteristics of the teacher, the teachers plays a central role in the effectiveness of online learning, is not technology that is important but the instructional application of techonlogy from the teacher that determines the effect on learning
- c. Characteristics of students, students who do not have basic skills and high self-discipline can do better learning with conventional methods, while students who are smart and have discipline and high self-confidence will be able to carry out learning method.

Based on the theories above, there are many factors can causing to successful online teaching such us the characteristics from the teacher or the student, supporting infrastructures, or related to motivational aspect, internal motivation such us from their parents, health, related to aspect of the learning environment and the others.

### **3. Problem of Online Teaching**

During the pandemic covid-19, everyone is required to work and study at home, including teachers and students, but during the pandemic, also we know that student learning motivation has become lower, making teacher and student feels burdened by online learning as it is today. This triggers several factors that cause online teaching problem.

Not all students have learning styles that match with online learning process. Some students feel bored or intimidated in front of the computer. Although e-learning systems are attractive and effective to implement, there are still many students who prefer to go to offline classroom. What's more, students need real social interaction in learning. Teaching online requires more time and preparation than teaching in the classroom. Moreover, not all materials can be easily taught online<sup>19</sup>.

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<sup>19</sup>Arif Widodo, Nursaptini, 'Problematika Pembelajaran Daring Dalam Perspektif Mahasiswa', *ELSE (Elementary School Education Journal)*, p.103. (2020)

From the theory above, the students may feel bored or boredom in learning, or cause a lack of focus, which was previously they able to study together with their friends which immediately changed by stuying alone at home without social activity. And this is where the teachers are required to carry out varied learning do that students do not get bored and learning becamas fun.

The other problems faced when doing online teaching<sup>20</sup>, they are:

- a. Internet access (data package)
- b. The lack of understanding of online learning, that the online learning process that has been conducted by the educators and students are still not familiar with the various existing platforms. So that more access to online learning with Whatsapp media because this is what usually they are used to.

The internet network still become the problem in online teaching process. As we know that many locations have problems with the internet network that can causes teachers and students cannot implement online teaching. And all existing plastforms already provide tutorials on how tu use them. Even on Youtube site, there are many youtubers who upload various procedures to become teachers and students on learning platforms.

On the other cases, some teachers still have the challenges or problem in teaching online during pandemic Covid-19 using the application<sup>21</sup>, such us:

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<sup>20</sup>Zainal Abidin, Rumansyah, Kurniawan Arizona, ‘Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19’,*Jurnal Ilmiah Profesi Pendidikan*, p.67. (2020)

<sup>21</sup>Fransiska M. Ena Tukan, ‘Challenges and Strategies Using Application in Teaching Online Classroom During Pandemic Covid-19’,*ELITE JOURNAL : Journal of English Linguistics, Literature, and Education*, 2 (2), p.165. (2020)

- a. Operating the application during the online classroom. Most of teachers are familiar with the application, but some of the others still have difficulty with it.
- b. Developing the materials for teaching, developing the assessment, and evaluation. Most of the teachers say that they should prepare more time to develop the material that they will teach to the students.
- c. Developing the teaching method for online teaching. The teachers should be more creative in developing their teaching method in their online class.
- d. Combining the material and application. The teachers should know that this application can support their teaching materials or not. And when combining the material with the application, the students can easily understand the materials or not, is there any knowledge that student can learn or not.
- e. Motivating teachers themselves, students, and parents. Sometimes the teachers say that they have difficulty motivating themselves for teaching in the online classroom and push themselves to adapt to the situation right now. The teachers should always monitor their students, because each student has a different motivation in learning the material. And the teachers should motivate the parents to always guide their children in learning.

Problems in online learning and teaching are from students, teachers and also parents. The teachers have difficulty in managing online teaching and learning and tend to focus on completing the curriculum, teachers have difficulty communicating with students' parents as partners at home. The students have difficulty concentrating on studying from home and complain the severity of the assignment from the teacher, increased feelings of stress and boredom due to continuous isolation have the potential to cause anxiety and depression for children. The parents, not all parents can afford accompanying children to study at home because there are other responsibilities, difficulties for parents in understanding lessons and motivating children when accompanying study at home.

Several studies show that competence in mastery of information, communication, and technology for Indonesian teachers is not spread evenly throughout the region. What's more there is a gap quality of education in all regions in Indonesia, especially between Java and outside Java. Inequitable use of the internet, gaps in teacher qualifications and quality of education, as well as lac of skill in mastering information, communication and technology are vulnerabilities in online learning and teaching initiatives in Indonesia<sup>22</sup>.

From the problem and challenges above, teachers should find the best way to solve their problem during teaching the online classroom. The strategies used by the teacher during teaching online classroom using the application such us, watching the video tutorial, so teachers can know how to operate the application righly, then choosing a suitable application for their material.

#### **4. Online Teaching for Junior High School**

Education in this pandemic Covid-19 situation make everybody stay at their home, then all people are must work from home (WFH) and it is also occurs in education, and the students must learning at home with online learning programs or doing distance learning with their teachers. There are many students that cannot follow or attend online class or online learning because some of problems. Not just the students, but teachers also have some of problem in conducted online teaching. Apparently, there are still many teachers who don't have knowledge about things about IT.

#### **B. Conceptual Framework**

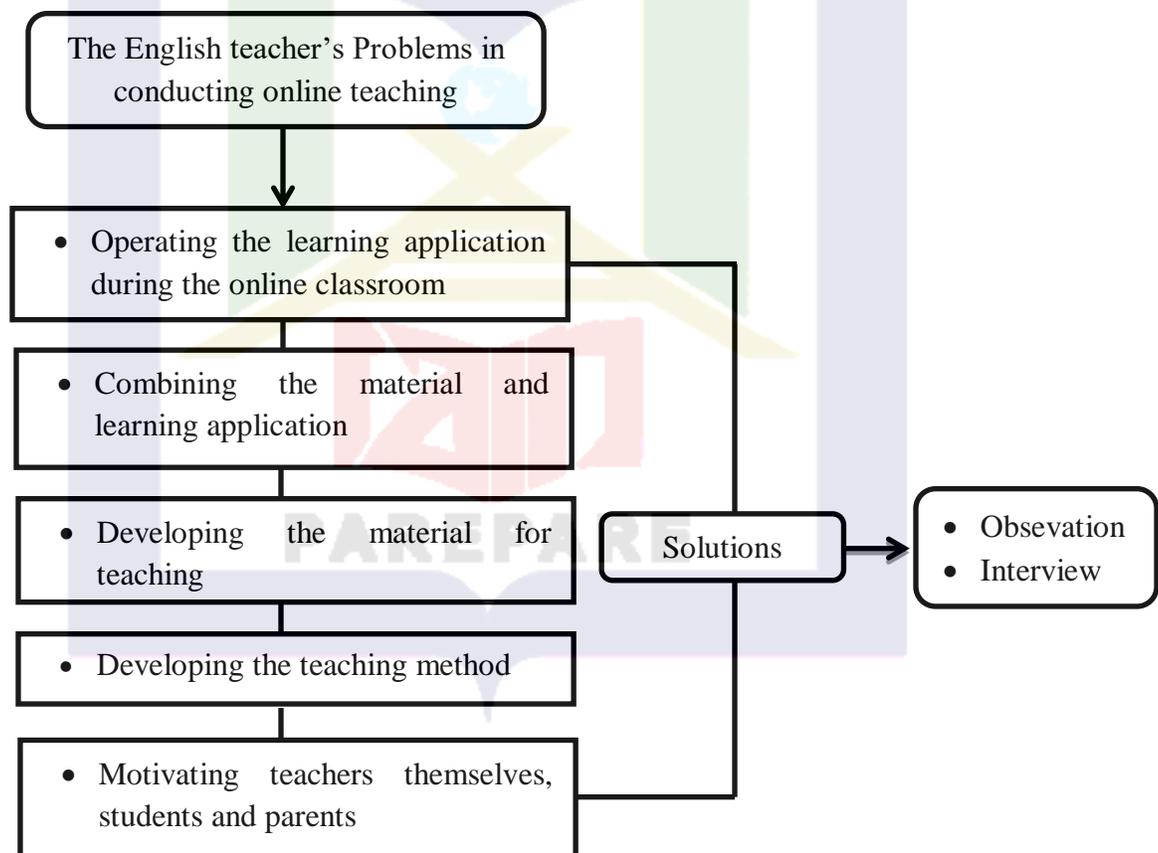
Online teaching is a way that can be used to conduct online learning processes in the Covid-19 pandemic that requires to work from home and require to study at home. But, some students find some problem as well as teachers. Such us Operating

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<sup>22</sup>Herlianda Dwi Putra Siregar, 'Dilema Pembelajaran Online: Antara Efektivitas dan Tantangan', *Mimbar Agama Budaya*, p.60-63. (2020)

the application during the online classroom, Combining the material and application, Developing the materials for teaching, Developing the teaching method for online teaching, developing the assessment, and evaluation, Motivating teachers themselves, students, and parents.

Therefore, to achieve learning goals, these problems must be faced with best solution too. Because these problem can give bad affect for study result of the student. Therefore, the researcher intends to investigate what is English teacher problems in conducting online teaching and what is the solution for English teacher problems in conducting online teaching. To understand the teachers problem, the researcher should do the observation and interviews to the related teacher.



## CHAPTER III RESEARCH METHODOLOGY

### A. Design Research

In this research, the research design which the researcher takes is qualitative descriptive.

Qualitative research is research that emphasizes the quality or the most important thing from the nature of a product or service. The most important thing from a product or service in the form of an event, phenomenon or social phenomenon is the meaning behind the incident which can be used as a valuable lesson for the development of a theoretical concept. A qualitative research is explored and deepened from a social phenomenon or social environment consisting of actors, events, places and times. Qualitative research was conducted because the researcher wanted to explore descriptive phenomena that could not be quantified<sup>23</sup>.

Qualitative research is descriptive. The data collected takes the form of words or pictures rather than numbers. Written research results contain excerpts from the data to illustrate and provide evidence for presentation. The data includes interview transcripts, field notes, photography, videotapes, personal documents, memos, and other official records<sup>24</sup>.

Case Study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, both at individual, group of people, institutions, or organizations level to gain in-depth knowledge of the event<sup>25</sup>.

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<sup>23</sup>Djam'an Satori, *METODOLOGI PENELITIAN KUALITATIF*. Bandung: 2017

<sup>24</sup>Emzir. *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: 2011

<sup>25</sup>Mudjia Rahardjo. *Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya*. Malang: 2017

## **B. Location and Time of the Research**

The location of this research will be conducted at SMPN 2 Polewali Mandar. It is located in Polewali, Jl. Durian No.64, Kecamatan Polewali, Kabupaten Polewali Mandar, West Sulawesi.

The researcher will use descriptive qualitative research and use observation and interview to collecting the data. Therefore, the researcher will use more than one month for collecting the data from the teacher and observation in the school.

## **C. Focus of the Research**

The researcher wants to focus the research on “Teacher’s problems in conducting online teaching (a case of English teacher at SMPN 2 Polewali Mandar). This research focus to find out English teacher’s problems in conducting online teaching and the solutions for English teacher’s in conducting online teaching. Thus, the focus of this research in this research is the only English teacher who teaches at all levels at SMPN 2 Polewali Mandar.

## **D. Types and Sources of Data**

The type of data used by researcher in this study is qualitative data. Qualitative data is research that will produce descriptive data such as statement and action of the subject being observed. The data is then described and discussed to answer the related problems.

According to Lofland, the main data sources in qualitative research are words and actions, and the additional data such as documents, and others<sup>26</sup>. Then, the data sources used in this study consisted of two data sources, namely primary data and secondary data.

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<sup>26</sup>Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*. Jakarta: 2008

Source of data refers to the origin of research data obtained and collected by researchers. In answering the research problem, it is likely that one or more data sources, this really depends on the need and adequacy of data to answer research questions. This data source will determine the type of data obtained, whether including primary data or secondary data. It is said to be primary data, if the data is obtained from the original source; whereas it is said to be secondary data if the data is obtained not from the original source but from the presentation of other parties.

a. Primary Data

Primary data is data obtained directly from the object of field research by taking data directly from peoples who are related and experinenced the incident by giving some oral questions. The primary data in this research were English teacher at SMPN 2 Polewali Mandar.

b. Secondary Data

The secondary data in this research are literature, journal , article, internet sites related to the research conducted, field notes and every tool that may help the process of conducting this research. It will be helpful while the researcher is doing the observation in the school.

In the field of education in schools, research data sources can be in the form of humans such us: principals, teachers, other education personnel, students, parents, supervisors or other stakeholders whose data can be collected through interview data collection techniques. Tangible data sources events, such as: teaching and learning activities, student interactions in learning, meeting atmosphere, flag ceremony activity, and other activities whose data collected through observation data collection techniques. Data source in the form of writing/voice/or other such as: written manuscripts, film, or other whose data is collected through documentation data collection techniques.

## **E. Procedure of Collecting Data**

Data collection techniques are an important thing in research, because this will be a strategy or method used by researchers to collect the data needed in their research. Data collection in research is needed to obtain reliable materials, information, facts, and information. The procedures that the researcher will apply in order to collect the systematic and valid data in this research are observation and interview, the brief explanation is presented below:

### **1. Observation**

As a method of data collection, observation is a systematic observation and recording of elements that arise in a symptom in the research object. This method is used to see and directly observe the state of the field so that researchers get a broader picture of the problems being studied<sup>27</sup>. In short, observation is a process of systematically observing, observing, and observing behavior for a specific purpose.

In a qualitative study, when the interview method has been carried out, the data collected will be the views and opinions of individuals interviewed through words. In qualitative research data will be better and more valid when it is also equipped with analysis of the behavior and context of the subjects and research objects. For this purposes, the observation method is more appropriate to use. Observation is a very fundamental thing in qualitative research. Useful observation for collecting various behavioral data or social interactions. Observation data can be in the form of open-ended data, namely patterns or closed & coded data, namely confirmation of certain patterns. Observation is also a continuum of participatory up to non-participatory.

In the interview process, there are the tendency of the informant to provide answers normative. Meanwhile, through the observation of the observer can know

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<sup>27</sup>Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: 2012

directly the existence of the object or even researcher is observing. Or in other words, data obtained through interviews is “what people say”, while data obtained through observation is “what people do”.

To obtain optimal results, interviews should be carried out by taking into account the following<sup>28</sup>:

- a. Ensure that the object or event you are going to observe completely invisible or detectable by the five senses
- b. Use the 5W and 1H principles as a guide for observations
- c. Against objects or events that contain sensitivity high, the observations are made in such a way that does not create an atmosphere that can affect object/event originality. In addition, observation activities do not harm the observer alone
- d. To obtain comprehensive and in-depth information on certain objects or events observer can make involved observations or pretend to participate
- e. Equip yourself with observation notes and cameras

## 2. Interview

The interview is a communication interaction process carried out by at least two people, on the basis of availability and in a natural setting, where the direction of the conversation refers to the goals that have been set by prioritizing trust as the main foundation in the process of understanding<sup>29</sup>. In short, the interview is a process of interaction by two or more people, where both parties involved between the interviewer and the interviewee have the same right to ask and answer questions and

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<sup>28</sup>Ida Bagus Gde Pujaastawa, ‘Teknik Wawancara dan Observasi untuk Pengumpulan Bahan Informasi’, *Universitas Udayana*, (2016)

<sup>29</sup>Haris Herdiansyah, *Wawancara, Observasi, dan Focus Group: Sebagai Instrumen Penggalan Data Kualitatif*. Jakarta: 2013

can even share ideas, experiences and others. The interview technique is a systematic way to obtain information in the form of oral statements about an object or event in the past, now and will come.

In social science, interviews are still widely accepted as a mainstay method for data collection. But in its development, other data collection methods in qualitative research such as the use of autobiography, participatory research and collective memory were to be used in qualitative research. Other methods of data collection for example are using diary.

Broadly speaking the type of interview is divided into (1) planned interview and (2) incidental interviews. Planned interviews are made to obtain information materials in accordance with the theme that has been planned before. To conduct a planned interview, the interviewer must first prepare the interview guide and determine the relevant speakers or informants. The resource person in question is parties who are considered to have knowledge and experience related to the planned theme. Whereas in incidental interviews, the interviewer is less possible to prepare for this, given the object or events that occur are incidental or unplanned. Nevertheless, it doesn't mean that the interviewer has no knowledge of the way or rule of certain interviews.

Planned interviews should be accompanied by an interview guide in the form of a list of questions which have been prepared previously. Interview guides are very helpful for interviewers in maintaining the direction or topic of the interview (especially in interviews that contain questions structure). In addition, the interview guidelines that have been prepared beforehand ensures the completeness of the informations.

On the other hand, interviews conducted without using an interview guide can cause the interview to become undirected and even deviate from the proper theme. As

a result, the substance of the information presented becomes less clear and presents more irrelevant information.

### **F. Data Validity**

Qualitative research is declared valid if the validity of the data is tested, among others: credibility (*credibility*) how to test the credibility of the data from qualitative research results carried out by: observation extension, increasing perseverance in research, triangulation, discussion, negative case analysis, and membercheck, *transferability* (*transferability*), dependability (*dependability*), and certainty (*confirmability*).

*Credibility* test is a measure of the truth of the data collected, which describes the suitability of the researcher's concept with the research results. Transferability test, in a study that has a high transferability value, is always sought by others to be referred, imitated, studied further, to be applied elsewhere. Therefore, researchers need to make good reports so that they are legible and provide complete, clear, systematic, and reliable information. The dependability test *shows* that the researcher has the nature of obedience by showing the consistency and stability of the data or findings that can be replicated. Therefore, the dependability test is a test of the data with the informant as the source and the technique taken can show high rationality or not. And the *confirmability* test is that the data obtained can be traced to the truth and the source of the information is clear. In concept, confirmability is done through member check, triangulation, re-observation, re-checking<sup>30</sup>.

### **G. Technique of Data Analysis**

In the research process, after the data is collected and obtained, the next most important step is to conduct analysis. Data analysis is the process of searching for, and systematically compiling the data obtained from the results of interviews, field

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<sup>30</sup>Djam'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*. Bandung: 2017.

notes, and documentation, by organizing the data into categories, describing, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by students. yourself and others<sup>31</sup>.

In qualitative research, data analysis is more focused during the field process along with data collection. In fact, data analysis in qualitative research is an on going activity that occurs throughout the investigation process rather than after process. There were three current flows of activities in analyzing the qualitative data, such as: data reduction, data displays, and conclusion drawing or verification<sup>32</sup>:

### 1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing on the things that are important. Thus, the data that the directors have provided will provide a clearer picture, making it easier for researchers to collect further data. Data reduction is a form of analysis that sharpens, classifies, directing, removing unnecessary, and organizing data in a way that in such a way that a final conclusion can be drawn.

### 2. Data Display (Data Presentation)

After the data is reduced, the next step is to display the data. In qualitative research, the presentation of this data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. According to Miles and Huberman “the most frequent form of display data for qualitative research data in the past has been narrative text”. Looking at display help us to understand what is happening and to do something-further analysis or caution on that understanding”.

### 3. Conclusion Drawing and Verification

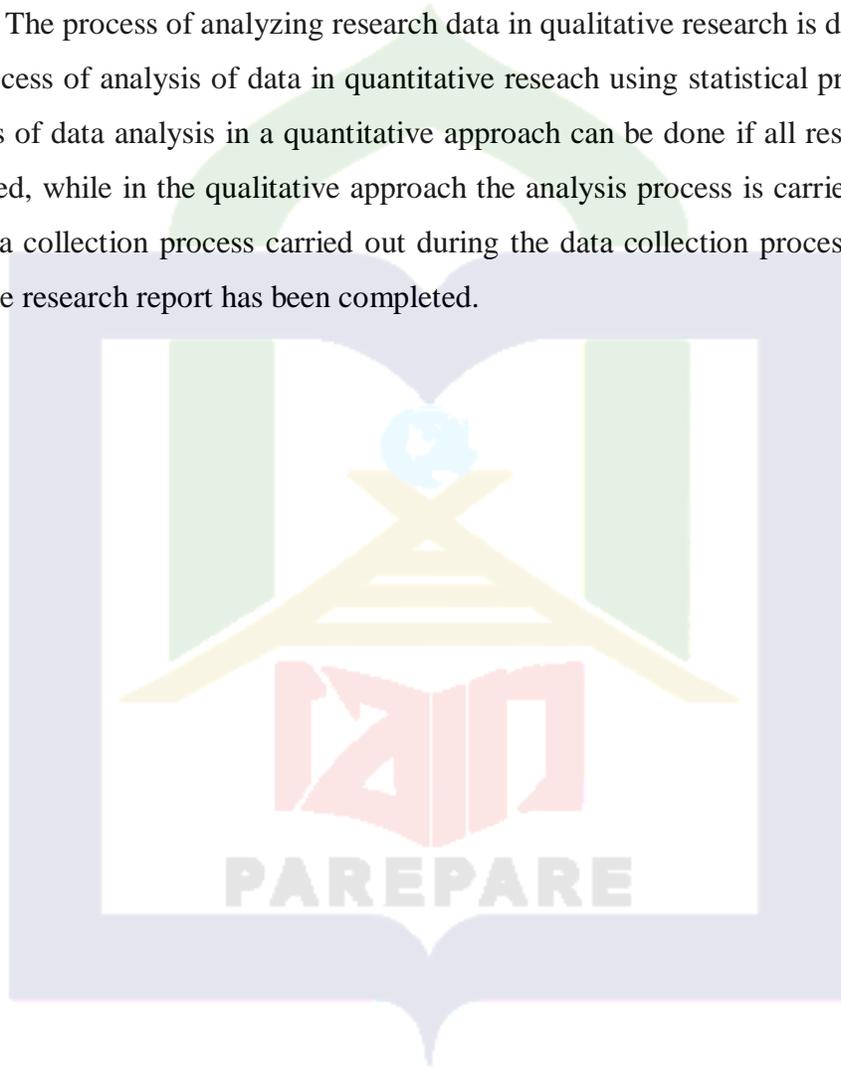
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<sup>31</sup>Djam'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*. Bandung: 2017

<sup>32</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: 2018

The third step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, will change if no strong and supportive evidence is found in the next data collection.

The process of analyzing research data in qualitative research is different from the process of analysis of data in quantitative research using statistical programs. The process of data analysis in a quantitative approach can be done if all research data is collected, while in the qualitative approach the analysis process is carried out during the data collection process carried out during the data collection process carried out until the research report has been completed.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

In this chapter, the researcher will present the research results of the problems of teachers in conducting online teaching at SMPN 2 Polewali Mandar. The data used by the researchers in this study were the results of interviews with English teachers conducted at SMPN 2 Polewali Mandar who taught English online. The researchers conduct research or data collection for 20 days. Starting on August 18, 2022 until September 06, 2022. In this study the researchers collected data through interviews with the teachers concerned. At the time of conducting interviews, researchers used interview guidelines which are included in the type of planned interview. Then the researcher uses Indonesian and local languages to create or build good communication with informants smoothly and well.

Based on the research that has been done by the researcher, the researcher found several problems of English teachers in conducting online teaching based on the statements expressed by the teachers at SMPN 2 Polewali Mandar in question. Not only teacher problems, researchers also found the causes why problems in online learning can occur as well as solutions made by English teachers in overcoming the problems faced when teaching online. Here are the details:

#### **1. Teachers' problems in online teaching**

The following are the problems faced by teachers in conducting online teaching, where this is a direct experience by English teachers at SMPN 2 Polewali Mandar. The number of informants in the research at this school consisted of 3 English teachers, with details; 1 English teacher grade 7 as informant 1 namely Hasnawati, 1 English teacher grade 8 as informant 2 namely Hasmawati, and 1 English teacher grade 9 as informant 3 namely Nurhayati.

The informants said:

a) **The learning process is limited by data packages**

*“Masalahnya itu, anak-anak kalau tidak ada data kuota nya tidak bisami ikut pembelajaran online”*

(The problem is if the students don't have a data package, then they can't join or take part in learning)

*“Kemudian itu, pembelajaran yang berlangsung itu kurang efektif nak, karena pembelajaran kita ini dibatasi dengan kuota data”*

(Then, the learning that take place is less effective because we are limited by the data package)

*“Kita juga tau kalau kemampuan ekonomi masing-masing orang tua siswa itu berbeda-beda yah<sup>33</sup>”*

(As a teacher, we know that income of each student's parents is different)

This information was obtained from informant 2 namely Hasmawati on August 23, 2022 at 10.02 AM by conducting a direct interview at the library of SMPN 2 Polewali Mandar. It was explained that of course the internet network is an important

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<sup>33</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewd, Polewali Agust 23, 2022

factor for implementing teaching and online learning process. It is like the main support for online learning process. Apart from being limited in time, learning is also limited by data packages. It is undeniable that when learning takes place and data packages from students suddenly run out. As a result, the teacher and the students become very disturbed and also the students will miss lessons. This problem is side by side with the problem of good quality and bad internet network. The teachers cannot determine the good or bad signal because some of the areas have bad signals and this becomes the learning process would not be effective. As in the following another informant statement namely Ms. Hasnah informant 1 that says:

*“Kadang juga ada beberapa siswa disini yang tinggal di pedalaman”*

(Some of students are live in rural areas)

*“Jadi jaringan internetnya kurang bisa menggunakan Zoom”*

(So the internet network can't be used to Zoom)

*“Jadi kadang kita menggunakan aplikasi Whatsapp<sup>34</sup>”*

(So sometimes, we used Whatsapp application)

The informant states that there are several students who come from this school whose addresses are in areas that have less stable internet network access. So, during the learning process, the teacher usually uses Zoom, then there are some students who are unable to join in the learning process. From that, teachers are forced to use other applications that are easier to address students who are in such situations

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<sup>34</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

**b) Some students who do not have online learning media (smartphone)**

*“Ada beberapa siswa itu yang kadang tidak bisa ikut pembelajaran, karena mereka tidak punya media seperti hp”*

(There is students who sometimes can not follow the learning, because he doesn't have the learning media like the smartphone)

*“Kalau pembelajaran berlangsung ia pake hp punya kakaknya”*

(If the learning take place he uses his brother's smartphone)

*“Jadi ketika kakanya juga punya kelas online dia jadi tidak bisa ikut pembelajaran karena digunakan juga sama kakaknya<sup>35</sup>”*

(So when his brother also has an online class, he can't join the learning)

This information was obtained from informant 1 namely Ms. Hasnahon August 22, 2022 at 11.25 AM by conducting direct interviews in the teacher's room at SMPN 2 Polewali Mandar. It was explained that this smartphone media became an important and main media for students for online learning process. Students will miss learning if students do not have smartphones. Unlike teachers, each of whom is indeed facilitated a gadgets by the school to support their online teaching. The informant also said that there were some students who did not have a smartphone and could only borrow a smartphone from their sibling. Of course on this problem, parents have an important role to support what are their child's need in online learning.

**c) Changing teaching methods from face-to-face classes to online learning**

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<sup>35</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

*“Iya, pasti, kalau pada saat pembelajaran tatap muka itu proses pembelajarannya dilakukan secara langsung saja dan sesekali pakai aplikasi tapi tidak sebanyak dan sesering digunakan pada saat pembelajaran online nak”*

(Yes, definitely, if during the face-to-face learning, the learning process is directly and occasionally using applications but not as much and as often as during online learning)

*“Iya benar itu, karena kami tidak mungkin mau menerapkan metode pengajaran yang sama seperti waktu kelas tatap muka”*

(Yes right, because we might not apply the same teaching methods with face-to-face learning usual)

*“Tidak mungkin kita mau terapkan metode ceramah saja sedangkan kita tidak bisa mengawasi secara langsung kalau saat online<sup>36</sup>”*

(We can't if only use the lecture method while we can't monitor the students directly)

This information was obtained from informant 2 Ms. Hasmawati on August 23, 2022 at 10.02 AM with direct interviews conducted at the library of SMPN 2 Polewali Mandar. It was explained that indeed the teaching method had to be different from the previous ordinary class. Although it is possible that in ordinary face-to-face classes, they have also used applications in their learning, but still not as often as during online learning. So the teacher changes his teaching method so that learning can run well and can be understood by students.

Meanwhile, informant 3 Ms. Nurhayati on August 24, 2022 at 11.05 AM with a direct interview at the school cooperative of SMPN 2 Polewali Mandar. It was

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<sup>36</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

explained that looking at the situation and condition of the learning class, it must be adjusted to the chosen teaching method so that students who are studying at home can understand what we are explaining.

**d) Less interesting learning**

*“Kita sebagai guru pasti bisa lihat siswa ta dih kalau misalkan mereka sudah bosan itu bagaimana”*

(We as a teacher, of course can see how the gesture if they are bored or saturated with the lesson)

*“Kalau di kelas seperti biasanya saja mereka seperti bosan mendengarkan guru menjelaskan, yah apalagi di kelas online ini, akibat mungkin dari pemebelajaran yang kurang menarik jadi mereka meresponnya dengan tidak terlalu semangat ketika belajar<sup>37</sup>”*

(If in the face-to-face learning they are bored, what about in the online class, as a result of less interesting learning so they only respond with no spirit when learning)

This information was obtained from informant 3 Ms. Nursyamon August 24, 2022 at 11.05 AM with a direct interview at the school cooperative of SMPN 2 Polewali Mandar. It was explained that making learning interesting in online learning is not an easy thing. Teachers are required to do interesting and creative things that can be applied in online learning classes. So the the teacher is also required to create interesting and effective lesson contents in online learning by maximizing the potential software and teacher’s ability to build a conducive learning atmosphere,

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<sup>37</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

such as providing feedback. If the learning presented by the teacher is less interesting then student boredom cannot be avoided.

**e) Students who sometimes leave/disappear from the online learning room**

*“Bisa saja mereka cuma hadir saat absen dan setelah itu keluar”*

(They can just only took attendance after that they not participate in learning)

*“Kadang-kadang kan ketika pembelajaran sudah berlangsung, tau-taunya mereka sudah tidak ada dalam room, tiba-tiba hilang, keluar”*

(Sometimes, when learning has been going on, unexpectedly some students have come out of the online learning room)

*“Inilah dampaknya bagi siswa yang sedang ada kendala jaringan atau bahkan tiba-tiba kuotanya habis di.”*

(This is the impact on students who are having an internet network problems or the data package runs out)

*“Jangankan siswa yah, guru saja bisa juga tiba-tiba hilang atau keluar dari room pada saat sedang menjelaskan<sup>38</sup>”*

(Teachers can also suddenly come out of the online learning room)

This information was obtained from informant 2 Ms. Hasmawati on August 23, 2022 at 10.02 AM by conducting direct interviews at the library of SMPN 2 Polewali Mandar. It was explained that there were some students who could suddenly disappear when learning because the internet network owned by students or teachers could not be guaranteed to always be stable. It is undeniable that there are also students whose addresses are in villages that do not have a good internet network.

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<sup>38</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

This has an impact when the learning process takes place, students who have poor network connections may suddenly leave the online learning room and end up not participating in learning.

**f) Teachers can't reprimand students directly**

*“Kita tidak bisa menegur langsung anak-anak, apalagi Bahasa Inggris kita betul yang harus membimbing”*

(We can't rebuke students directly, especially in English lessons, the teacher must guide the students directly)

*“Di depan guru saja mereka bisa curi-curi waktu untuk tidak belajar apalagi pembelajaran secara online”*

(In front of the teacher, students may take time not to study, especially when online learning)

*“Kita cuma berusaha saja nak, tetap berlanjut sampai mana anak-anak mampu kita bimbing, ada siswa yang tertarik dan ada juga tidak tapi kita tetap berusaha<sup>39</sup>”*

(We're just trying, keep on continuing to what extent we can teach the students, there are students who are interested in English and there are also not, but we keep trying)

This information was obtained from informant 3 Ms. Nursyam on August 24, 2022 at 11.05 AM by conducting direct interviews at the school cooperative of SMPN 2 Polewali Mandar. It was explained that teachers could not reprimand students directly in online classes as in usual face-to-face classes, teachers could easily reprimand students who were caught disturbing their friends, playing with other friends or who did not pay attention when the teacher was explaining learning

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<sup>39</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali August 24, 2022

material, because students within reach or right in front of him, whereas if online learning the teacher and students cannot communicate directly because they are not in the same room or at a distance. Not directly connected the communication between teachers and students can't produce learning goals. Loss of communication face to face make the teacher feel not connected completely with the students

**g) Lack of teacher trust in student learning outcomes**

*“Kalau diberikan tugas, biasa itu bukan hasil kerjanya sendiri”*

(The tasks that are given after the learning, usually not the result of their own work)

*“Hasil perkerjaan nya itu saya kurang percaya ya, biasa dia ambil dari google saja”*

(the teacher cannot trust one hundred percent the result of the tas)

*“Biasa nya juga tugasnya dikerjakan sama orang tuanya atau saudara<sup>40</sup>”*

(And also the task done by their parents or sister/brother)

This information was obtained from informant 1 namely Ms. Hasnahon August 22, 2022 at 11.25 AM by conducting direct interviews in the teacher's room at SMPN 2 Polewali Mandar. It was explained that the teacher did not trust the student learning outcomes given by the teacher in this online learning, because the teacher could not directly monitor whether these students really understood what the teacher had conveyed in the online learning room. Even though they can ask what they do not understand from the lessons that have been given. The lack of effective interaction

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<sup>40</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

between teachers and students causes a lack of teacher trust in students learning outcomes.

**h) Lack of interaction between teacher and students**

*“Kita juga tidak bisa interaksi secara langsung sama abak-anak”*

(We can't interact directly with students)

*“Jadi kita tidak bisa tau apakah anak-anak paham sama penjelasan kita tadi ataukah tidak”*

(We can't know whether the students understand or not)

*“Kalau kelas tatap muka kan kita bisa berkomunikasi langsung, tatap muka sama anak-anak yang tidak paham dan kita bisa sempurnakan bahasanya<sup>41</sup>”*

(If in the face-to-face class we can interact directly with students and we can improve it)

This information was obtained from informant 3 namely Ms. Nursyam on August 23, 2022 at 11.25 AM by conducting direct interviews at the school cooperative of SMPN 2 Polewali Mandar. It was explained that the lack of interaction between teachers and students when learning was taking place could make students less understand what the teacher had conveyed or taught. Students find it difficult to understand the lessons given by the teacher. Teachers may be able to correct what is wrong with students in face-to-face learning, but in online classes teachers find it difficult to correct student errors directly.

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<sup>41</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

From the data presented above, the result of the interview with the English teachers at SMPN 2 Polewali mandar that have been conducted, the researcher conclude as follows:

*Table 1.1 The result of interview with teachers*

<b>No.</b>	<b>Learning Problems</b>	<b>The Data</b>
1.	The learning process is limited by data packages	Ms. Hasmawati said: “The problem is if the students don’t have a data package, then they can’t join or take part in learning. Then, the learning that take place is less effective because we are limited by the data package. As a teacher, we know that income of each student’s parents is different”
2.	Some students who do not have online learning media (smartphone)	Ms.Hasnah said: “Some of students are live in rural areas. So the internet network can’t be used to Zoom. So sometimes, we used Whatsapp application”
3.	Changing teaching methods from face-to-face classes to online learning	Ms. Hasmawati said: “Yes, definitely, if during the face-to-face learning, the learning process is directly and occasionally using applications but not as much and as often as during online learning. Yes right, because we might not apply the same teaching methods with face-to-face learning usual. We can’t if only use the lecture method while we can’t monitor the students directly”

4.	Less interesting learning	Ms. Nursyam said:  “We as a teacher, of course can see how the gesture if they are bored or saturated with the lesson. If in the face-to-face learning they are bored, what about in the online class, as a result of less interesting learning so they only respond with no spirit when learning”
5.	Students who sometimes leave/disappear from the online learning room	Ms. Hasmawati said:  “They can just only took attendance after taht they not participate in learning. Sometimes, when learning has been going on, unexpectedly some students have come out of the online learning room. This is the impact on students who are having an internet network problems or the data package runs out. Teachers can also suddenly come out of the online learning room”
6.	Teachers can't reprimand students directly	Ms. Nursyam said:  “We can't rebuke students directly, especially in English lessons, the teacher must guide the students directly. In front of the teacher, students may take time not to study, especially when online learning. We're just tryng, keep on continuing to what extent we can teach the students, there are students who are interested in English and there are also not, but we keep trying”
7.	Lack of teacher trust in student learning outcome	Ms. Hasnah said:  “The tasks that are given after the learning, usually not the result of ththeir own work, the teacher cannot trust one hundred percent the result of the tas. And also the task done by their parents or sister/brother”
8.	Lack of interaction between teacher and students	Ms. Nursyam said:  “We can't interact directly with students. We can't know whether the students understan or not. If in the face-to-face class we can interact directly with students and we can improve it”

## 2. Problems cause in online teaching

The following are the causes of teacher problems in conducting online teaching, where this is a direct experience by an English teacher at SMPN 2 Polewali Mandar. The number of informants in this school consists of 3 English teachers, with details: 1 grade 7 English teacher as informant 1 namely Ms. Hasnawati, 1 English teacher grade 8 as informant 2 namely Ms. Hasmawati, and 1 English teacher grade 9 as informant 3 namely Ms. Nurhayati.

The Informants said:

- a) **Problems with the internet network and data packages**, causing the online learning process to feel very limited by the package and the stability of the internet network, or even during the learning process there are some students who suddenly disappear or leave the online learning room due to the instability of the internet network. Ms. Hasnawati state that:

“Kan tadi masalahnya itu kalau pada pembelajaran daring, masalahnya ada pada data, kuotanya siswa. Penyebabnya sebenarnya terbentur kesitu ji juga<sup>42</sup>”

(The previous problem was the students data package. So, it is also the cause hit here too)

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<sup>42</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

- b) Students who do not have learning media (smartphones),** cause some students to miss lessons or even not be able to join online learning. Ms.

Hasnah states that:

“Begitumi nak, kan ada lah beberapa siswa yang tidak punya media yah, seperti hp, kalau misalkan tidak punya hp artinya tidak bisa itu ikut pembelajaran, ketinggalan materi mi karena tidak punya hp. Walaupun juga sebenarnya kita tau yah, kalau dikarenakan juga karena latar belakang ekonomi keluarganya yang kurang mampu, tapi kita tetap carika solusi untuk anak itu bisa ikut pembelajaran<sup>43</sup>”

(That is, there are some students who do not have media, such us smartphones that can cause the students can not participate the learning or the students will miss the learning. Even though we actually know that the students is from a family with an underprivileged economic bacground, but we are still looking fro a solution so that the student can still participate in learning)

- c) Less effective learning is because online is not a face-to-face class,** causing teachers to have to change teaching methods to make the students more interesting, teachers also cannot direct reprimands, and lack of interaction between teachers and students.

“Penyebab lainnya yaitu, tidak terlalu efektif toh karena daring tidak secara tatap muka langsung, jadi bisa dipastikan itu kalau ada beberapa siswa yang kurang paham dari penjelasan atau dari materi yang sudah diberikan<sup>44</sup>”

(the another causes, it was less effective because it is a online not dace-toface with the students, so it can be certained that if there are some students who do not understand the explanation or the material that has been given)

- d) Unable to communicate directly or lack of communication between teachers and students, and less than maximum learning time**causing a lack

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<sup>43</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

<sup>44</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

of trust between teachers on student learning outcomes because teachers cannot directly provide guidance. Also causing less effective learning to make teachers sometimes provide less than optimal material explanations to their students. Ms. Nursyam state that:

“Yah itumi tadi, tidak bisa berkomunikasi langsung dengan anak-anak, pembelajaran untuk menjelaskan materi untuk anak-anak kurang maksimal waktunya karena kan waktunya cuman 40 menit 1 pelajaran, kita dikejar waktu, karena 1 hari itu kalau bukan 6 pelajaran ada 3 pelajaran dan Cuma 30 menit, waktunya sempit dan tidak bisa berkomunikasi langsung, tidak bisa memberikan penjelasan secara maksimal<sup>45</sup>”

(As I said before, we cannot communicate directly with students, learning to explain material for children is not optimal, we are like being chased by the time, we cannot provide maximum explanation)

e) **The lack of the teachers preparation due to Online learning process**

**suddenly**, this is one of the causes of the many problems that occurred. Online learning that is applied suddenly makes it quite difficult for the teachers to prepare things in the form of strategies and media in learning. This statement was from informant 3 namely Ms. Nursyam that says:

*“Tiba-tiba pembelajaran online ini diterapkan”*

(Suddenly Online learning is applied)

*“Kami sebenarnya butuh juga persiapan dalam melakukan pembelajaran online”*

(We also need preparation in doing Online learning)

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<sup>45</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

*“Banyak yang harus dipersiapkan nak, jadi kita juga cukup berikan arahan dan pengetia kepada anak-anak siswa saja, memotivasi, bahwa pembelajaran harus tetap dilakukan meskipun mungkin masih banyak anak-anak yang kurang setuju<sup>46</sup>”*

(There are a lot to be prepared, so we just give direction and understanding also motivating that learning must continue to run even though there maybe many students who disagreed.)

From the data presented above, the result of the interview with the English teachers at SMPN 2 Polewali mandar that have been conducted, the researcher conclude as follows:

*Table 1.2 The resul of interview with the teachers*

NO.	Problems causes	The Data
1.	<b>Problems with the internet network and data packages,</b> causing the online learning process to feel very limited by the package and the stability of the internet network	Ms. Hasmawati said: “The previous problem was the students data package. So, it is also the cause hit here too”
2.	<b>Students who do not have learning media (smartphones),</b> cause some students to miss lessons or even not be able to join online learning	Ms. Hasnah said: “That is, there are some students who do not have media, such us smartphones that can cause the students can not participate the learning or the students will miss the learning. Even though we actually know that the students is from a family with an underprivileged economic bacground, but we are still looking fro a solution so that

<sup>46</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

		the student can still participate in learning
3.	<b>Less effective learning is because online is not a face-to-face class,</b> causing teachers to have to change teaching methods to make the students more interesting, teachers also cannot direct reprimands, and lack of interaction between teachers and students.	Ms. Nursyam said: “The another causes, it was less effective because it is a online not dace-toface with the students, so it can be certained that if there are some students who do not understand the explanation or the material that has been given”
4.	<b>Unable to communicate directly or lack of communication between teachers and students, and less than maximum learning time</b> causing a lack of trust between teachers on student learning outcomes because teachers cannot directly provide guidance	Ms. Nursyam said: “As I said before, we cannot communicate directly with students, learning to explain material for children is not optimal, we are like being chased by the time, we cannot provide maximum explanation”
5.	<b>The lack of the teachers preparation due to Online learning process suddently,</b> this is one of the causes of the namy problmes that occurred	Ms. Nursyam said: “There are a lot to be prepared, so we just give direction and understanding also motivating that learning must continue to run even though there maybe many students who disagreed”

### 3. Teachers' solutions for online teaching problems

The following is a solution to the problems of teachers in conducting online teaching, where this is a direct experience by an English teacher at SMPN 2 Polewali Mandar. The number of informants in this school consists of 3 English teachers, with details: 1 grade 7 English teacher as informant 1 namely Ms. Hasnawati, 1 English teacher grade 8 as informant 2 namely Ms. Hasmawati, and 1 English teacher grade 9 as informant 3 namely Ms. Nurhayati.

The Informants said:

a) **There is quota assistance from the government**

*“Kan ada bantuan dari pemerintah berupa pake data untuk siswa dan guru”*

(The existence of assistance from the government is a data package for students and teachers)

*“Nah, itu berupa solusi juga itu bagi siswa”*

(Well, it's a solution too for students)

*“Sebagai motivasi juga bagi siswa untuk rajin ikut pembelajaran<sup>47</sup>”*

(Also as a motivation for students to be diligent in learning)

This information was obtained from informant 2 namely Ms. Hasmawati on August 23, 2022 at 10.02 AM by conducting a direct interview at the library of SMPN 2 Polewali Mandar. It was explained that the data package assistance from the government was certainly very helpful for students in participating in online learning. Parents of students will also not worry about the cost of purchasing a quota which

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<sup>47</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

may be burdensome for some parents. Teachers also won't worry about students who sometimes can't take lessons because the data packages run out.

**b) Provide evidence that the student is doing the work on their own**

*“Saya suruh itu anak-anak videokan dirinya kerjakan itu tugas yang sudah saya kasih”*

(Ask the students to make a video of themselves when doing their assignment)

*“Setidaknya dengan begitu kita bisa lihat kalau ternyata mereka yang kerja tugasnya<sup>48</sup>”*

(At least the teacher can see that their task are doing by themselves)

This information was obtained from informant 1 namely Ms. Hasnahon August 22, 2022 at 11.25 AM by conducting direct interviews in the teacher's room at SMPN 2 Polewali Mandar. It was explained that the solution made by the teacher related to the teacher who did not believe in the student's learning outcomes was really the result of the student's work, so the teacher took action by asking students to make a video containing themselves doing the task. Because the student could have copied from google or even done by his parents.

**c) Using applications that the teacher feels are interesting for students to make learning more interesting**

*“Kita pakai aplikasi yang mereka belum temui seperti google site”*

(We use the application that they never meet before)

*“Mereka juga bisa langsung melihat karena ada juga video di kirimkan<sup>49</sup>”*

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<sup>48</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

<sup>49</sup>Hasmawati English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 23, 2022

(The students also could see because there is a video)

This information was obtained from informant 2 namely Ms. Hasmawati on August 23, 2022 at 10.55 AM by conducting direct interviews at the library of SMPN 2 Polewali Mandar. It was explained that the teacher use the learning application that the students never meet before that interesting and can attract the students' attention when learning takes place using the application.

Another informant said:

*“Begitumi anak-anak, kita menyikapi dengan bagaimana maunya anak-anak”*

(We respond with what students wants)

*“Kalau bosan kita bisa ganti-ganti aplikasi pembelajaran”*

(If the students feel bored, we can change the learning applications)

*“Misalnya dari WA, zoom ganti ke google meet atau google site<sup>50</sup>”*

(From the Wa into the Zoom or Google Meet and Google site)

This information was obtained from informant 3 namely Ms. Nursyam on August 23, 2022 at 11.25 AM by conducting direct interviews at the school cooperative of SMPN 2 Polewali Mandar. It was explained that the teacher could change the learning application if it was felt that the students were bored with one application. The teacher also looks for learning applications that they feel are interesting to use in learning so that students also feel interested and curious.

**d) An offline class is held at the school for students who miss the learning material**

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<sup>50</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

*“Ada pemanggilan khusus bagi anak-anak yang kurang kehadirannya, yang tiba-tibahilang ketika pembelajaran berlangsung mungkin karena kendala jaringan, supaya hadir di sekolah”*

(There is a special call from school to the students who lack their presence, or who are constrained by internet network to present in the school)

*“Untuk diadakan pengajaran secara offline atau tatap muka”*

(To conduct a face-to-face learning)

*“Ada mungkin beberapa minggu itu diadakan kepada siswa yang betul-betul memiliki kendala jaringan, kendala dari medianya<sup>51</sup>”*

(The activity was held for several weeks to students who were correctly constrained by the network or media)

This information was obtained from informant 1 namely Ms. Hasnahon August 22, 2022 at 11.25 AM by conducting direct interviews in the teacher's room at SMPN 2 Polewali Mandar. It was explained that the school agreed to hold offline learning to address the students who rarely participate in online learning or students who have bad internet connection or even the students don't have learning media like the smart phone.

Another informant said:

*“Masing-masing guru mata pelajaran melakukan kunjungan nak kerumah siswa”*

(Each subject teachers makes a visit to the student's house)

*“Kita cari tau nak kenapa jarang hadir pembelajaran”*

(The teachers looking for the reasons why the students are rarely present)

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<sup>51</sup>Hasnah English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 22, 2022

*“Di Sekolah, juga kita adakan evaluasi tiap-tiap 3 bulan<sup>52</sup>”*

(Also, in the school conduct an evaluation in every 3 months)

This information was obtained from informant 3 namely Ms. Nursyamon August 24, 2022 at 11.25 AM by conducting direct interviews at the school cooperative of SMPN 2 Polewali Mandar. It was explained that the offline learning was held several times because the teacher could not be silent at the same time seeing his students who could not participate in online learning. Schools make efforts to respond to students who are less present in online learning by holding face-to-face learning. Teachers can't just leave their students behind.

- e) **The teacher allows students to join another student who have smartphones**

*“Kita kasih kesempatan gabung dengan temannya”*

(We give the opportunity to join with their friend)

*“Awalnya itu gabung, kita bikin kayak kelompok yang bergabung di satu tempat”*

(At the first, it indeed a groups, we made a groups and joints in one place)

*“Tapi mengirim tugasnya tetap secara person<sup>53</sup>”*

(But, when sending their duties, it is still individually)

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<sup>52</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

<sup>53</sup>Nursyam English teacher in SMPN 2 Polewali Mandar, Interviewed, Polewali, August 24, 2022

This information was obtained from informant 3 namely Ms. Nursyamon August 24, 2022 at 11.25 AM by conducting direct interviews in the cooperative room of the SMPN 2 Polewali Mandar school. It was explained that there were indeed some of them who did not have learning media such as smartphones. And the policy of the teacher is to tell them, students who do not have smartphones to join their friends who have media such as smartphones. This is done so that students do not miss learning.

From the data presented above, the result of the interview with the English teachers at SMPN 2 Polewali mandar that have been conducted, the researcher conclude as follows:

*Table 1.3 The result of interview with the teachers*

NO.	Teacher's Solution	The Data
1.	There is quota assistance from the government	Ms. Hasmawati said: "The existence of assistance from the goverment is a data package for students and teachers. Well, it's a solution too for students. Also as a motivation for students to be diligent in learning"
2.	Provide evidence that the student is doing the work on their own	Ms. Hasnah said: "Ask the students to make a video of themselves when doing their assignment At least the teacher can see that their task are doing by themselves"
3.	Using applications that the teacher feels are	Ms. Hasmawati said:

	interesting for students to make learning more interesting	“We use the application that they never meet before. The students also could see because there is a video”
4.	An offline class is held at the school for students who miss the learning material	Ms. Hasnah said: “There is a special call from school tp the students who lack their presence, or who are constrained by internet network to present in the school. To conduct a face-to-face learning. The activity was held for several weeks to students who were correctly constrained by the network or media”
5.	The teacher allows students to join another student who have smartphones	Ms. Nursyam said: “We give the opportunity to join with their friend. At the first, it indeed a groups, we made a groups and joints in one place. But, when sending their duties, it is still individually”

## B. Discussion

Online learning is also known as distance learning. Online learning can also be said to be e-learning, internet learning, web-based learning, distributed learning, etc. Online learning is learning that in the learning and teaching process uses a learning application and internet network that supports the learning process so that teachers and students can connect even though they are not in the same place or time. Simply put, online learning refers to learning and other supportive resources that are

available through a computer<sup>54</sup>. If face-to-face learning is not being carried out by teachers and students due to a situation, then online learning should be a solution to keep learning going. Learning can still be interesting by using some interesting and effective learning applications.

Online teaching is a teaching and learning process that relies on connectivity between students with a teacher in online way. By utilizing the gadgets to connect each other. At first, the concept of online teaching was designed to overcome problems, improving quality, relevance, and efficiency in the field of education caused by various obstacles such as distance, place and time. For this reason, the implementation of online teaching must be in accordance with the characteristics of learners, learning and teaching objectives and learning and teaching process. Thus, the objectives of online teaching are to provide educational opportunities to people who cannot follow conventional teaching and learning. There are at least four (4) profits or benefits of online learning and teaching activities through the internet namely, enhance interactivity, time and place flexibility, potential to reach a global audience, easy updating of content as well as archivable capabilities.

Online learning is also associated with the term *mobile learning* or *m-learning*, which is online teaching through mobile communication devices such as tablet computers and smart phone<sup>55</sup>. Because online learning is distance learning, online learning must have many obstacles or problems. Especially the problems that

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<sup>54</sup>Saul Carliner, *'An Overview of Online Learning Second Edition'*. United States: 2004

<sup>55</sup>Tian Belawati, *Pembelajaran Online. Tangerang Selatan: Universitas Terbuka*, 2019

are being faced by teachers as instructors or tutors to their students in the online learning process.

In this paragraph, the research discussion of this research is to answer the problems statement in the first chapter in this research. This section present the data of teachers interview related to the problem being studied.

### **1. Teachers' problems in online teaching**

The researcher found a few of teacher's problems in conducting online learning. There are eight problems of teacher's problem in conducting online teaching at SMPN 2 Polewali Mandar.

- a. The learning process is limited by data packages. Based on the results of the interview with informant 2 on August 23, 2022 that students cannot participate in learning when they do not have a data package and the learning process that takes place is less effective because it is limited by data packages. Teachers also can't force it because the economic abilities of each student's parents are different.
- b. Some students who don't have online learning media (smartphone). Based on the results of interviews with informant 1 on August 22, 2022 that there are some students who do not participate or sometimes do not participate in online learning because they do not have a smart phone. Because usually the student only borrows a smart phone from his brother, where his brother also has an online learning class. Teachers certainly cannot force all students to have smart phones because each teacher's parents have different economic abilities.

- c. Changing teaching methods from face-to-face classes to online learning. Based on the results of interviews with informant 2 on August 22, 2022 that during face-to-face learning, the application is usually only used occasionally and not as much and as often as in online learning. Therefore, teachers need to change teaching methods and apply different teaching methods to face-to-face classes.
- d. Less interesting learning. Based on the results of an interview with Informant 3 on August 23, 2022 that as a teacher who interacts with students, the teacher can tell if the students are bored because the learning is not interesting. Because of the experience of teachers who teach directly in face-to-face classes, students can get bored, especially if in online learning. So the response of students is less enthusiastic about participating in learning.
- e. Students who sometimes leave/disappear from the online learning room. Based on the results of interviews with informant 2 on August 23, 2022 that when the online learning process is ongoing, usually or sometimes there are only a few students who suddenly disappear or leave the online learning room and this is usually the impact of poor internet connections owned by students.
- f. Lack of teacher trust in student learning outcomes. Based on the results of interviews with informant 1 that after online learning is complete, usually the teacher will give assignments. Then, the teacher is less able to trust the results of the student's assignments. Because usually they are done by parents or siblings or even just copying from the internet or google.

- g. Teachers can't reprimand students directly. Based on the results of interviews with informant 3 on August 24, 2022 that teachers cannot directly reprimand students as in face-to-face classes, due to the limited distance between teachers and students. Especially for English subjects that really must be guided. If in face-to-face classes they usually play quietly with their friends, what about online learning that teachers can't see directly.
- h. Lack of interaction between teacher and students. Based on the results of interviews with informant 3 on August 24, 2022 that because the teacher cannot interact directly with students, the teacher cannot know whether the student understands what the teacher has explained in the lesson or not. This is different from face-to-face classes which can deal directly with students who do not understand so that teachers can perfect anything that is less than what students understand. Due to the lack of direct communication, the teacher also does not trust the results of the assignments that the students are doing.

Based on those findings, it can be highlighted that the teacher's problem in conducting online teaching is dividing into eight points. This shows that in online teaching and learning process teachers also faces some problems in implemented the online learning system. Due to the government policies in the field of the education is to do learning process from home, so the teachers miss the deep interactions with their students, so they cannot control students' effective factors which also important for the teaching and learning process. Some of the above problems occur due to lack of readiness in prepared by the teacher themselves, because the online learning

process is also suddenly faced. As we know that online learning and teaching activities has implemented from home as a preventing the spread of the Corona Virus.

Based on the result of the research above, the problems in this study has a relationship with the theory and the research results of the journal from Elsa Rosalina, Nasrullah, Eka Puteri Elyani with the title “*Teacher’s Challenges Towards Online Learning in Pandemic Era*”. Where in their journal they conclude that the online learning process is supported by facilities such as the internet connection, gadget and quota package. Then followed by the learning process such as the interaction, the explanation, the generation gap between teacher and students and the way to control students<sup>56</sup>. While in this study, the results of the research that has been carried out by researchers also mention that the problems faced by the teachers at SMPN 2 Polewali Mandar in online learning process that take place are not far from the constraints of internet network access and data packages and there are some students who do not have gadgets to participated in the online learning.

The theory used in the previous chapter, namely the theory from Zainal Abidin, Rumansyah, Kurniawan Arizona in his journal “*Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19*” which revealed that in the online learning process there are problems that are most often encountered by teachers and students. One of them is internet access. Internet access is the most important thing in supporting the online learning process.

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<sup>56</sup>Elsa Rosalina, Nasrullah, Eka Puteri Elyani, ‘Teacher’s Challenges towards Online Learning in Pandemic Era’, *LET: Linguistics, Literature and English Teaching Journal* (2020)

This theory is related to the results of research that has been carried out because based on the results of interviews with related teachers that indeed in online learning it is not only students but teachers also often face problems with internet networks. Even though online learning process requires a fairly strong internet network, such as: Zoom, Google Meet, Google Classroom and many more. Moreover, some students have their addresses in an area where the network conditions are not stable.

Then, based on the theory has been used, namely the theory of Septia Hardiman Fauziah “Teachers’ Problems in Conducting Online Teaching at SMPN 1 Batipuh, Tanah Datar Regency”. This study was conducted to investigate about what teachers problem in online teaching. In this research, the researcher can generally conclude that there are many teachers’ problems in conducting online teaching a study English Teachers at SMPN 2 Polewali Mandar. The obstacles experienced by English teacher can be grouped into 6 groups. Which is problem in internet network, teachers perception of students who are truants in learning, limitation of teachers in preparing learning materials, lack of interest in students of learning, lack of teachers trust in student learning outcomes, lack of interaction between teachers and students<sup>57</sup>. Jadi, jika melihat dari masalah-masalah yang telah dipaparkan di atas, The researcher also found almost same problems with this with this research. So, this theory also related to the results of the research has been done.

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<sup>57</sup>Septia Hardiman Fauziah, “Teachers’ Problems in Conducting Online Teaching (A Case Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency)” (Thesis; Tarbiyah and Teacher Training Faculty: Batusangkar, 2021).

The teachers also agree that online and offline learning process have different ways of interaction. Although both of the learning activities have to interact with each other in online learning the interaction cannot be optimal as such as in offline learning.

## **2. Problems causes in online teaching**

There are many problems faced by the teachers when conducting online teaching, the researcher also found some of the causes of why problems in online learning can occur. This data was obtained from the results of interviews with the teacher related.

- a. Problems with the internet network and data packages can cause the unstable network connection owned by the students and causing the online learning process feel limited by the teachers. Also, even during the learning process there are some students who suddenly disappear or leave the online learning room due to the instability of the internet network. The teachers cannot force all students to have a good or stable internet network connection because the teacher knows that there are some students who live in areas with less stable networks. When students suddenly leave the online learning room, it could be because the data package owned by the student runs out.
- b. Less effective learning is because online is not a face-to-face class, causing teachers to have to change teaching methods to make the students more interesting, teachers also cannot direct reprimands, and lack of interaction between teachers and students.

- c. Unable to communicate directly or lack of communication between teachers and students, causing a lack of trust between teachers on student learning outcomes because teachers cannot directly provide guidance. And also, cause of this problem is due to the lack of direct communication between teachers and students, teachers cannot be directly connected to guide their students. Less than maximum learning time, causing less effective learning to make teachers sometimes provide less than optimal material explanations to their students.
- d. The students who do not have learning media (smartphones), causing some students are miss the lessons or even not be able to join online learning because not all students have their own smartphone, and the teachers also cannot forced, because they're knows that each student's parents are had different economic conditions.
- e. The lack of teachers preparation due to online learning that suddently,

Based on those findings above, it can be highlighted that some of the causes of why problems in online learning can occur is dividing into six points. The five points above shows that in online teaching and learning process, the facilitations like internet connection, gadge and data package are really important things in supporting online learning. According to the results of the interview that the school is facilities their teachers to support the online learning process. Meanwhile, several students is children with middle to lower economic class so that not all students have facilities such as smartphones, can't avoid it yet. It cannot be denied that the economic conditions of each child are different.

Based the theory have been used, namely the theory from Zainal Abidin, Rumansyah, Kurniawan Arizona in his journal “*Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19*” which revealed that in the online learning process there are problems that are most often encountered by teachers and students. One of them is internet access. Internet access is the most important thing in supporting the online learning process. This theory is related to the results of research for this part that has been carried out because based on the results of interviews with related teachers that indeed in online learning it is not only students but teachers also often face problems with poor internet networks. Moreover, some students have their addresses in an area where the network conditions are not stable.

On the another theory, the result of reserach by journal from “*Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak*” was conducted by Rochyani Lestianawati and Arif Widyantoro concluded that one of the reason that cause online problems states that students’ limitation in accessing the internet and students’ economically disavantaged family’s backgrounds also affected the teaching and learning online process<sup>58</sup>. The research results in this study also state that teachers feel that the cause of less than optimal learning is alsso caused by some students who do not have a gedget or smartpone, while in online learning process, of course gadget or smartphone are the

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<sup>58</sup>Rochyani Lestianawati, Arif Widyantoro, ‘Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak’, *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching)* Vol.2, No.1, 2020

main supporting facilities. This is of course because the students comes from a family that has a less stabil economy.

### **3. Teachers' solutions for online teaching problems**

There are many problems faced by the teachers when conducting online teaching, the researcher also found some of the solutions made by the teacher to overcome problems that arise in online learning. This data was obtained from the results of interviews with the teacher related.

- a. The learning process is limited by data packages. For this problem, the solution that can be taken as an offer for this problem is the assistance of data packages from the government based on information from informant 2 on August 23, 2022. So that teachers and parents of students do not need to worry and students also consider the data package assistance from the government as a motivation to study.
- b. Some students who don't have online learning media (smart phone). For this problem, the solution that can be offered by the teacher is an offline class is held at the school for students who miss the learning material based on information from informant 1 on August 22, 2022. And another solution is teacher allows students to join another student who has smartphones based on information from informant 3 on August 24, 2022.
- c. Changing teaching methods from face-to-face classes to online learning. For this problem, the solution that can be offered by the teacher is using applications that the teacher feels are interesting for students to make learning more interesting

based on information from informant 2 on August 23, 2022 and informant 3 on August 24, 2022.

- d. Less interesting learning. For this problem, the solution that can be offered is Using applications that the teacher feels are interesting for students to make learning more interesting based on information from informant 2 on August 23, 2022 and informant 3 on August 24, 2022.
- e. Students who sometimes leave/disappear from the online learning room. For this problem, the solution that can be offered by the teacher is the assistance of a data package from the government based on information from informant 2 on August 23, 2022. It could also be another solution, namely an offline class is held at the school for students who miss the learning material based on information from informant 1 on 22 August 2022.
- f. Lack of teacher trust in student learning outcomes. For this problem, the solution that can be offered is to provide evidence that the student is doing the work on their own. For example, by making a video in which the student is working on the assignment. This solution is based on the results of an interview with informant 1 on August 22, 2022.

Based on those findings, it can be highlighted that some of the solutions made by the teacher to overcome problems that arise in online learning is dividing into six points. This research result is shows that the problems that arises when the teachers conducts online learning, it turns out that the teachers has also done things

that can be a solutions for problems that arise in online learning. The solutions above are can be a strategy for the teachers in solve the problems when teaching in online.

Based on the previous theory,the theory of Roman Andrianto Pangondia, Paulus Insap Santosa, Eko Nugroho,in their journal "*Faktor-faktor yang Mempengaruhi Kesuksesan Pembelajaran Daring dalam Revolusi Industri 4.0*"revealed that to make online learning process successful, the key is effective, there are factors that can have an effect related to online learning, such as: technology , characteristics of the teacher , characteristics of students. From this theory it has a relationship with the results of research that has been carried out based on interviews with teachers related that the teacher conducts online learning of course using technology to support the learning process to deliver learning materials to students. The informan said that the teachers are used a variety of learning applications in conducting online learning such as: Zoom, Google Meet, Google Classroom, Whatsapp and more again. The technologies are can support the learning process easily. So, the teachers are also required to have a creative nature because the teacher has a very important role for effective learning as in the results of the interview the teacher can find out if the students are feeling bored because the learning is not interesting, then this is where the creative nature of the teacher is needed so that learning can become learning. which is fun even though it is taking place online.

On the teory and journal from "*Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak*" was

conducted by Rochyani Lestianawati and Arif Widyantoro states that there were three types of teaching strategies or solutions used by the teachers in conducting online teaching and learning process. And the most applied strategies or solution used by the teachers were using online chat, in which Whatsapp was the most taken application. The other strategies or solution applied were using video conference and combining both online chat and also video conference<sup>59</sup>. While the results of the research in this study are based on interviews that have been conducted with related teachers, in the online learning process that has been carried out the teachers sometimes also used chat in the Whatsapp application when distributing material to be studied to students who cannot join the video conference. And often the teachers was conducted the video conferences used Zoom, Google Meet, Google Classroom and the link of video conference was shared using the Whatsapp chat application.

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<sup>59</sup>Rochyani Lestianawati, Arif Widyantoro, 'Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak', *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching)* Vol.2, No.1, 2020

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the results of the research that has been conducted by the researcher, the researcher can conclude in general that there are many problems found by the researcher related to teacher's problems in conducting online teaching a study of English teachers at SMPN 2 Polewali Mandar.

The following are the problems or obstacles experienced by English teachers in conducting online learning. There are also several reasons or causes why problems can occur in online learning along with the solutions made by English teachers in responding to problems in online learning at SMPN 2 Polewali Mandar.

1. Teacher's problems in conducting online teaching
  - a. The learning process is limited by data packages
  - b. Some students who do not have online learning media (smartphone)
  - c. Changing teaching methods from face-to-face classes to online learning
  - d. Less interesting learning
  - e. Students who sometimes leave/disappear from the online learning room
  - f. Teachers can't reprimand students directly
  - g. Lack of teacher trust in student learning outcomes
  - h. Lack of interaction between teacher and students
2. Problems causes in online teaching

- a. Problems with the internet network and data packages
  - b. Students who do not have learning media (smartphones)
  - c. Less effective learning is because online is not a face-to-face class
  - d. Unable to communicate directly or lack of communication between teachers and students and less than maximum learning time
  - e. The lack of the teachers preparation due to online learning process suddently
3. Teacher's solutions for online teaching problems
- a. There is quota assistance from the government
  - b. Provide evidence that the student is doing the work on their own
  - c. Using applications that the teacher feels are interesting for students to make learning more interesting
  - d. An offline class is held at the school for students who miss the learning material
  - e. The teacher allows students to join another student who have smartphones

### **B. Suggestion**

Based on the results of the research in this study, the researcher wolud like to provide some suggestions as follows:

#### 1. English Teachers

It is recommended to all teachers, not only English teachers, to learn and understand more about technology. Because in this technological era, teachers should indeed use technology in their learning because with the support of technology, they can also help facilitate teaching media, the material provided by the teacher can be

displayed in front of the class or students and then provide a special attraction for students. Because most students are visual learners.

In this study, researchers suggest that teachers pay more attention to effective learning methods in online learning. Effective learning carried out by teachers can also convey the results well to students. Of course, teachers are also expected to have strategies in implementing online learning, because online learning allows students to get bored because learning is less interesting and learning is carried out remotely, causing very less interaction between teachers and students.

## 2. English Department Students

For all students majoring in English, the researcher suggests that as a student who will one day become an English teacher so that as much as possible learn and understand being a teacher who is creative in applying technology because technology is very important and has many advantages in presenting learning in class later. And must understand well online learning.

## 3. Students

For junior high school students, researchers expect students to always be diligent in participating in learning. Because the nature of students is very influential in the face-to-face learning process and online learning because of the success of teachers in achieving student learning goals, that is, starting with seeing student learning outcomes. In online learning, parents also have an important role to always provide support or motivation to their children.

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 (A Case Study Of English Teachers At SMPN 2  
 Polewali Mandar)

From this study, the researcher will use the following research instruments :

a) Observation

#### Observation Guide Checklist

Date / Time :

Teacher's Name:

Place :

Subject :

Observer :

No.	Indicator	Observation Activity	Yes	No
1.	Long enough Online learning lasts	Learning Process	√	
2.	Conducting a kind of WORKSHOP / MGMP in responding to online learning	Learning Process	√	
3.	English teachers use several learning applications when doing Online learning	Learning Process	√	

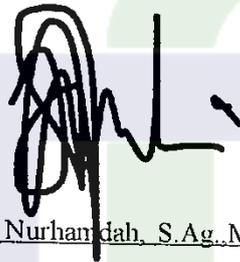
Setelah mencermati pedoman wawancara dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 25 Juli 2022

**Mengetahui,**

Pembimbing Utama

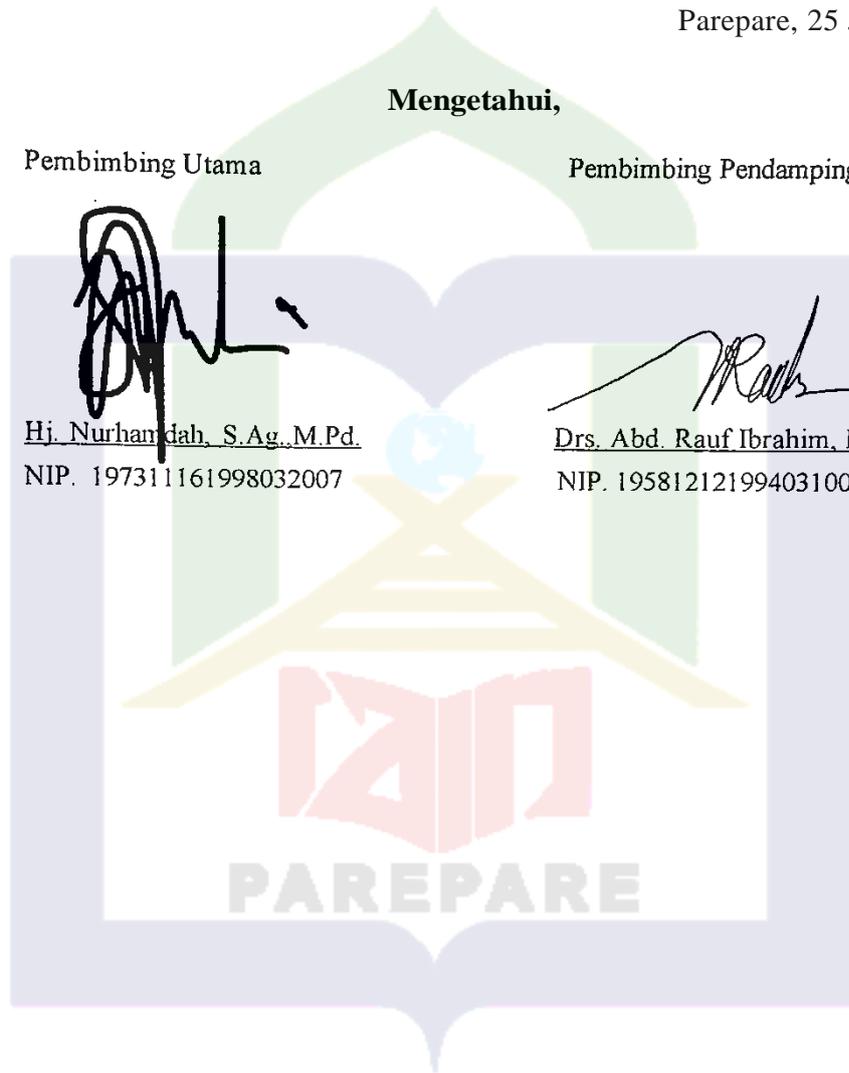
Pembimbing Pendamping



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No.	Indicator	Description
1.	Long enough Online learning lasts	The online learning process at SMPN 2 Polewali Mandar has been carried out for two years. Since the spread of Covid-19 is getting higher and there are government regulations that require online learning processes to continue to carry out learning even in the midst of an emergency. The length of the online learning process that takes place indicates that there is an effort from the teachers or school to respond to the online learning process that occurs
2.	Conducting a kind of WORKSHOP / MGMP in responding to online learning	At SMPN 2 Polewali Mandar, to respond that online learning will be conducted, the teachers conduct workshop or MGMP's to discuss how the online learning process will run
3.	English teachers use several learning applications when doing online learning	At SMPN 2 Polewali Mandar, in the online learning process, English teachers use various applications. Other than the Whatsapp applications, the teachers also used the Zoom, Google Meet, Google Site, Google Classroom, which can support sharing the materials and conducting video conferences with students.

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>  <b>Jl.Amal Bakti No.8 Soreang 911331</b>  <b>Telepon (0421)21307, Faksimile (0421)2404</b></p>
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From this study, the researcher will use the following research instruments :

a) Interview

• **Planned Interview**

**Interview Guide**

1. How does the school provide information technology facilities or learning applications to conducting online learning?
2. What learning applications are used by teachers in online learning English?
3. How do the teacher operate learning applications during online learning?
4. What are the challenges/difficulties faced by teachers when teaching English online?
5. What are the solution that the teacher does to overcome these difficulties?
6. How the teacher motivate themselves, students to face online learning?

7. How do all the problems happened in facing online teaching?

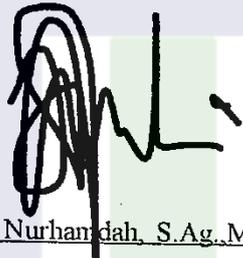
Setelah mencermati pedoman observasi dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

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Nomor : B.2683/ln.39.5.1/PP.00.9/07/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar  
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NIM : 18.1300.003  
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Semester : VIII (Delapan)  
Alamat : Kanang, Desa Batetangnga, Kec. Binuang, Kab. Polman,  
Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul **"Teacher's Problems In Conducting Online Teaching (A Case Study of English Teacher at SMPN 2 Polewali Mandar)"**. Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2022.

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

*Wassalamu Alaikum Wr.Wb*

Parepare, 29 Juli 2022

Makki Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



# PEMERINTAH KABUPATEN POLEWALI MANDAR DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

## IZIN PENELITIAN

**NOMOR : 503/0526/IPL/DPMPSTSP/VIII/2022**

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr RINI ANGRAENI
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik  
Nomor : B-0526/Kesbangpol/B.1/410.7/VIII/2022, Tgl.8-08-2022

## MEMBERIKAN IZIN

Kepada :

<b>Nama</b>	:	<b>RINI ANGRAENI</b>
<b>NIM/NIDN/NIP/NPn</b>	:	<b>18.1300.003</b>
<b>Asal Perguruan Tinggi</b>	:	<b>IAIN PAREPARE</b>
<b>Fakultas</b>	:	<b>TARBIYAH</b>
<b>Jurusan</b>	:	<b>PENDIDIKAN BAHASA INGGRIS</b>
<b>Alamat</b>	:	<b>BATETANGNGA KEC. BINUANG KAB. POLEWALI MANDAR</b>

Untuk melakukan Penelitian di SMPN 2 Polewali Kabupaten Polewali Mandar yang dilaksanakan pada bulan Agustus s/d September 2022 dengan proposal berjudul "TEACHER'S PROBLEMS IN CONDUCTING ONLINE TEACHING (A CASE STUDY OF ENGLISH TEACHER AT SMPN 2 POLEWALI MANDAR)"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk diuraikan sebagaimana mestinya

Ditetapkan di Polewali Mandar  
Polewali Mandar, 08 Agustus 2022

**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**



**Mrs. MUJAHIDIN M.Si**

Pangkal T Pembina Utama Muda  
NIP : 19660606 199803 1 014

Tembusan:

1. Unsur Forkopinda di tempat



PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 POLEWALI

Alamat: Jl. Durian No. 7 (Telp. 0428-21150) Polewali Kab. Polewali Mandar 91311

**SURAT KETERANGAN**

Nomor : B-690/SMPN.2/Kasek/421.3/IX/2022

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Polewali Kec. Polewali Kab. Polewali Mandar menerangkan bahwa :

Nama : **RINI ANGRAENI**  
NIM : 18.1300.003  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Universitas : IAIN Pare-Pare  
Alamat : Kanang

Telah melaksanakan penelitian di SMP Negeri 2 Polewali mulai bulan Agustus sampai September 2022, dalam rangka penyelesaian SKRIPSI disertai pengumpulan data dengan judul:

“TEACHER’S PROBLEMS IN CONDUCTING ONLINE TEACHING (A CASE STUDY OF ENGLISH TEACHER AT SMPN 2 POLEWALI MANDAR)”

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Polewali, 15 September 2022  
Kepala Sekolah,



**SARMAN, S.Pd., M.Pd**  
NIP. 19660502 199001 1 004





## CURRICULUM VITAE



Rini Angraeni, the writer was born on Mei 04, 2022 in Kanang, Polewali Mandar, West Sulawesi. She is the first child from three children in her family. Her Father's name is Sirajuddin and her Mother's name is Nasira. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2006-2007 at RA DDI Kanang and she was graduated on 2007. While at the same year she continued her education in MI DDI Kanang 2007-2012. Then, she continued again her education in MTS DDI Kanang on 2012-2015. And on 2015 she continued study in MAN 2 Parepare and was graduated on 2018. Then, continued her study at IAIN Parepare and completed her study with the title "Teacher's Problems In Conducting Online Teaching (A Case Study Of English Teachers At SMPN 2 Polewali Mandar)"