THE EFL TEACHER'S PERSPECTIVE ON ONLINE ENGLISH LEARNING CHALLENGES

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Abstract

The purpose of this study was to detail the examination of the challenges faced by the EFL instructor at the Junior High School while teaching English as a foreign language online. The participants in this descriptive qualitative study were English teachers at the Junior High School. Using complete sampling, we were able to collect data from four English teachers. Interviews and audio recordings were utilized to gather data for this study. Interview data analysis revealed the English teacher's online pedagogical strategy for delivering lessons amid the COVID-19 pandemic. The use of learning applications as the medium for this new approach to learning was dominant. Using another app to prepare lessons, all of the English teachers at the Junior High School delivered their lessons over the WhatsApp app. Students utilized the specialized learning app, which included G-Form and Quizizz, to complete assignments and tests. The author learned that the English instructors at the Junior High School were dealing with several issues. The English teachers at the Junior High School face several challenges, including students' lack of interest and motivation, network limitations, a cap on students' use of school computers, and pupils without personal devices. Students without access to computers or cell phones may be the ones who don't respond in this instance. Thus, it all began because the student lacked access to private internet study resources.

Keywords: Online Learning Difficulties, Online English Learning, EFL Teacher

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INTRODUCTION

Services that are cheap, readily available, and easy to understand and educate will be the primary focus of many advancements in this global and digital age. Technological progress is impossible to evade as time passes. In this technologically advanced educational age, both students and teachers need to make certain adjustments. The commoners, including the teacher and students, assemble in one spot, and technology doesn't matter just yet. However, the educational age and every aspect of human life are transforming due to this pandemic.

Traditional methods of education have been thrown for a loop because to Corona Virus Disease 2019 (Covid-19). Consequently, we must find a way to overcome the obstacle. It is not out of the question to have distance learning in the contemporary educational age. Learning activities are carried out independently in a variety of distance learning ways. With technology as a medium for education. The word media is derived from the word medŌë, meaning a messenger or intermediary who conveys a message from its source to its destination. As a workaround, people are currently engaging in what is known as "online learning," a form of distance education that makes use of digital media.

The development of more efficient means of communication has allowed for the shortening of formerly insurmountable distances, both within and between nations. There has been tremendous development in communication technology.

Technology is anticipated to facilitate the interactive communication process between instructors and students as part of the educational process in schools. The function of teachers in the learning process is crucial. Teachers will always be necessary, no matter how advanced educational technology gets. To put it simply, students are taught how to complete assignments and get the necessary

knowledge through the use of learning techniques that can be established through communicative activities.

Deni Darmawan states in his book that, if there are telecommunications network infrastructures in place, electronic information can reach any part of the globe (Darmawan, 2016). Online education has changed the face of education globally since the COVID-19 pandemic began. Up until this point in the pandemic, educational approaches have adapted by making use of technology advancements. Both students and teachers are now accustomed to the idea of online education. Thus, there are unique difficulties associated with learning that affect not just students and instructors but also parents who choose to support their children's education through online means. Performing the

Even in classes where there is no direct interaction between instructor and student, it is the responsibility of the teacher—and all teachers—to create an engaging and enjoyable learning environment and to effectively transmit information.

Najib Sultan once observed that for teachers to fulfill their duty as learning managers, they must be able to foster an environment that is favorable to learning (Sulhan, 2016). Keeping the class on track is of utmost importance. Good classroom management ensures that all aspects of the learning environment are structured according to plan.

Learning and teaching are both seen as forms of communication. Acquiring the ability to communicate in a second language is central to the idea of language learning. methods with a communicative character will be better utilized to teaching and learning English, according to Breen and Candlin, who emphasize the significance of learning methods in linguistics instruction (Yip & M.Kwan, 2007). Interpersonal and intrapersonal communication are both possible. The fact that it

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takes place between multiple individuals makes interpersonal communication a multi-party process. On the other hand, interpersonal communication happens when two people who know one other well engage in conversation with each other.

One of the many ways in which mobile technology helps schools succeed is by facilitating distant learning (Sadikin, 2020). Teachers can make use of software that mimic classrooms, and students can study whenever it is convenient for them thanks to online learning. Virtual classrooms powered by platforms like Google Classroom, Schoology, Edmodo, and Zoom are just a few examples of the many media that may bolster the execution of online learning. Another option for accessing online learning is the instant messaging software, such Telegram, WhatsApp, etc. Social media platforms like Instagram and Facebook also offer online learning opportunities (Jamaluddin, 2021). Why? Because in an online classroom, students have access to learning resources that may be located in different locations or even in different countries, yet may still communicate, engage, and work together.

Even if technology can't fully supplant teachers, they may still play an important role in helping students develop a sense of personal responsibility for issues such as social justice and environmental protection. However, there are still a number of challenges that students face while studying. Concern over the COVID-19 pandemic has prompted many to look for answers among educators and professionals in the field. Because they are the key to their students' academic achievement, excellent educators are inseparable from high-quality education (Sadiman, 2007). June 20th

the twenty-first century is rife with obstacles, such as the unpredictable and ever-evolving nature of change and the lightning-fast progress in science,

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technology, information, and communication. The globe shrinks into an area without boundaries. Naturally, in order to keep students' interest and motivation for learning high, teachers must go above and beyond by implementing new innovations (Sardi et al., 2022). Naturally, students' classroom learning is greatly impacted by the employment of learning approaches that involve the creative use of technology media.

According to Sanjata et al. (2022), there is a distinct component to using an online system to learn English. Vocabulary, phrases, syntax, and so on are the basic building blocks of any language. The teacher should pay close attention to each section because it provides a specific description of how to use the online system. Naturally, it's not a picnic. To fully grasp and articulate the lesson, we must prudently utilize the internet.

LITERATURE REVIEW

Online English Learning

The rise of the internet and technology has revolutionized education, especially English as a Foreign Language (EFL) teaching. Online learning platforms have enabled teachers to reach students worldwide, eliminating geographical barriers. The shift to digital learning, accelerated by the COVID-19 pandemic, has changed the landscape of language instruction. However, this shift has also brought to light numerous challenges for EFL teachers, who have had to adapt to new tools, platforms, and methods of teaching.

Challenges in Technology Integration

A significant difficulty reported by EFL teachers is the effective integration of technology into their teaching practices. According to Hockly (2018), many teachers face challenges in becoming proficient in using digital tools, even when they possess

the language teaching skills required. The rapid introduction of new digital tools and platforms without adequate training has made the transition to online teaching complex for many educators. Reinders & Wattana (2014) also emphasize that teachers' lack of technical knowledge and training can hinder the effectiveness of online language teaching, creating a barrier to successful teaching and learning.

Student Engagement and Motivation

One of the most frequently mentioned difficulties in online EFL teaching is maintaining student engagement. In traditional face-to-face settings, teachers can utilize body language, classroom activities, and in-person interactions to capture students' attention. However, online settings often result in students becoming distracted by other online activities, social media, or household environments. According to Kukulska-Hulme (2020), while online platforms offer flexibility, they also make it harder for teachers to ensure students' sustained attention and participation. Research by Shroff & Vogel (2009) indicates that the absence of face-to-face interactions leads to a sense of isolation for both students and teachers, further hindering engagement.

Communication Barriers

Another challenge faced by EFL teachers in online learning is the lack of clear communication. Studies such as those by Meskill (2013) show that in virtual classrooms, technical issues like poor internet connection, microphone malfunctions, or audio-visual delays often result in miscommunication and confusion. This is especially problematic in language teaching, where clear and accurate communication is essential for students' understanding and language acquisition. Additionally, students may feel less comfortable speaking or asking questions when they are not physically present with the teacher, leading to reduced interaction and feedback (Wang & Vásquez, 2012).

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Assessment and Feedback Challenges

Assessing students' language skills effectively in an online environment is another challenge. Zhang et al. (2020) suggest that online assessments, such as quizzes or written tests, cannot capture the full range of language abilities, especially speaking and listening skills. Teachers often face difficulties in providing immediate and personalized feedback in online formats. Garrison & Anderson (2003) argue that meaningful assessment in an online environment requires careful planning, including the use of synchronous sessions, online discussions, and peer assessments. This can be time-consuming and labor-intensive for teachers.

Cultural and Linguistic Challenges

EFL teachers also face cultural and linguistic challenges that impact online learning. According to Cohen & Macaro (2017), cultural differences can affect how students approach online learning, particularly when teachers and students come from different cultural backgrounds. For instance, students may have different expectations of teacher-student interactions, which could influence participation levels and their comfort in expressing themselves. Additionally, in EFL settings, linguistic challenges related to students' proficiency levels may become more pronounced when communication takes place through a digital medium. Teachers may struggle to gauge students' language proficiency accurately due to limited face-to-face interaction.

Pedagogical Challenges

EFL teachers must also adapt their pedagogical approaches to the online environment. Traditional methods of teaching, such as direct instruction or group work, often require modification for online settings. Benson (2013) argues that teachers need to develop new strategies that are suitable for the virtual classroom, such as utilizing collaborative tools or incorporating multimedia resources. Teachers

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may find it challenging to modify their materials or activities to suit the digital format while maintaining their effectiveness in promoting language learning.

Teacher Well-being and Burnout

The shift to online teaching has placed additional stress on teachers, leading to issues of burnout and mental fatigue. Rosenberg (2020) emphasizes that the isolation inherent in online teaching, combined with the pressure to master new technologies and maintain high standards of instruction, can contribute to teacher stress. Additionally, the blurring of work-life boundaries in remote teaching has led to longer working hours and less downtime for teachers. Loh & Goh (2021) argue that these pressures can lead to teacher burnout, negatively affecting their teaching performance and overall well-being.

RESEARCH METHOD

Descriptive qualitative research is used in this study. To gain a thorough comprehension of the current state of affairs, its underlying causes, and the perspectives of those involved is the goal of qualitative research (Wijaya, 2019). The English teacher at SMPN 3 Kota Mojokerto was the focus of this study. The fifth grade at the Junior High School has four English instructors. Because this study's emphasis was on the English teacher at the Junior High School—one of four courses covered—a total of four samples were utilized.

Interviews were the means of data collection. As a data-gathering approach, the researcher in this study used structured interviews, which allowed them to know exactly what information would be gathered. The activities in qualitative data analysis were carried out interactively and continually until they were finished, according to Miles and Huberman (1984) in Endang Widi Winarti (Winarni, 2018). Processes involved in data analysis, including cleansing, displaying, and reaching or

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verifying conclusions.

RESULTS AND DISCUSSION

The application that is usually used in Online English Learning

A combination of social and physical isolation measures implemented during the Coronavirus epidemic necessitated that both students and teachers engage in online instruction. With technology as a medium for education. The word media is derived from the word medŌë, meaning a messenger or intermediary who conveys a message from its source to its destination. At the moment, people practice distance learning through what is known as "online learning," which is facilitated by the use of technology as a medium.

The instructional strategy that teachers at the Junior High School have devised for teaching, particularly English, is similar to the online learning approach employed in traditional institutions. An online method utilizing the WhatsApp app and other apps to create instructional materials facilitates the process of learning English. The English teacher at the Junior High School typically used programs like Quizizz, Google Drive, YouTube, KineMaster, and Canva.

Quoting smkn1-Tanjung pandan.sch.id instead Canva is a website that lets you make your graphics and edit existing ones. The user also has the option to download other designs, including pictures, fonts, and themes, to supplement their projects. Canva also allows us to make brochures, posters, and flyers, which can be used as educational materials.

One program that many people use to edit videos on their smartphones is KineMaster. Students will find the exhibit to be both engaging and useful for the comprehension lesson. The course materials can have visually appealing designs that incorporate relevant films and animated visuals. Plus, you can easily post your

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KineMaster films to popular social media sites like Facebook, WhatsApp, YouTube, and more.

When I'm instructing English, I make use of several web tools, including Canva, Google Drive, YouTube, and WhatsApp. For my English classes, I utilize WhatsApp to send students links to my YouTube videos; for those who don't have YouTube, I provide them with a Google Drive connection where they may read my lessons.

Using the other app, the instructor created lesson plans and hand them out to the class over WhatsApp. Take the popular video-editing app Kine Master as an example.

There were occasions when I utilized the Kine Master app and other instances when I utilized the WhatsApp app. So, I'm making a video right now using the Kine Master app, and then I'll share it on the Whatsapp app. Therefore, I recorded the material in the form of a lesson video using the Kine Master application, and then I shared it on WhatsApp; the kids usually do the activities that are included in the videos.

That was the way the English instructor presented the lesson to the class. However, things changed when the English teacher was going to do an assessment. G-Form, Quizizz, Google Classroom, and other specialized learning apps were typically utilized by them.

Sometimes I also use aam Google Form, so I usually make a Google Form for testing purposes, like a Mid Test or even just for this day's work. Then I share the link to it in our WhatsApp group so that the kids can fill it out. The advantage of this is that kids can see the letters right away, like I can aamm, and kids can see "oh this is good and this is bad" and so on throughout the day. At times, I also make use of a Quizizz app; when I do, I also give out these kinds of questions in the form of

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quizzes, huh. Using the Quizizz app, I created a test on ten numbers and aamm; then, the kids worked on it; I shared the link in their school, learning, and class groups. Because these kids can be silly because I can make them laugh too because they're doing silly things right now because they're laughing so hard because it's like this.

The English Teacher's Difficulties in Online Learning

The English teachers at the Junior High School faced several challenges, according to the research participants. Network limitations and limited internet quota are among the challenges.

Using the online system to teach English has been challenging for me, yes. On occasion, they may not have enough data or a strong enough internet connection to access the course materials and assignments.

Also, not all pupils are enthusiastic about learning and some do not even have mobile phones to help them out.

The fact that some of my pupils do not own Android phones is one of the most typical problems that I encounter.

Every single English teacher I spoke with expressed frustration with this particular online learning system. An English instructor mentioned that several of her students do not own cell phones. According to what the researchers found; students who didn't have their own Android phone ended up borrowing one from their parents.

...There are a few issues that have been addressed. The first thing is that some of our pupils do not have their own HP, thus it's a private phone. They usually "*nebeng*" with their HP or HP's parents, so learning it is a chore. Yes, because the moment it is given, there is a response, whether it's a morning or a morning after.

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This way, parents can keep an eye on their children as they learn and maybe even help them grasp the concept or task at hand. If this is not the case, disruptions will occur when parents try to attend to their children's needs while also using their phones. Thus, this turned out to be one of the challenges that the English teacher faced. Students did not respond when asked their English teachers' opinions on the online learning system, according to another study's conclusion.

The kids' lack of reaction is something I consider. Oh, maybe it's because of other things that annoy, like a terrible network, limited capacity, and the fact that HP isn't just a private company, but rather the property of individuals or even the students' parents. It may be like that.

An application that is usually used in Online English Learning at the Junior High School

In this COVID-19 pandemic, technology has emerged as a powerful tool for education. At the moment, people practice distance learning independently through the medium of the internet, which is referred to as online learning. Hamzah B. claims that distant learning entails a variety of approaches in which students complete individual learning tasks. Teachers at the Junior High School came up with a new way of teaching, particularly English, that differs from the popular online approach that most schools utilize (Uno, 2014).

Online English lessons are conducted through the WhatsApp app, with supplementary materials created by other apps (Nesi & Ventianus, 2012). As previously said, online learning is a transition from more traditional forms of education to those that take place entirely on the internet (Rohmah, 2020). Canva, KineMaster, YouTube, Google Drive, Quizizz, and others were frequently utilized by the English teacher at the Junior High School. The results of this study demonstrate the necessity of media such as learn applications on for

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online English learning.

Like SAA demonstrated when she used the app to create the instructional video, uploaded it to her channel, and then sent it out via WhatsApp, effective online English instruction also requires competent teachers. In keeping with what Cepi Riyana stated, online education necessitates two-way communication between instructors and students through the use of ICT (Information and Communication Technology), including the Internet. The instructor created a lesson plan using an alternative app, such as KineMaster, and then shared it with the class over WhatsApp. Teachers' proficiency in teaching modern subjects—such as face-to-face but distant learning, interacting with students from different locations, etc.—was found to grow using this online method during the pandemic. That is how the English instructor presented the course information; they used a variety of apps to create the lessons.

When the English teacher was going to assess the class, though, things changed. G-Form and Quizizz are examples of other, more targeted learning applications that they frequently employ. During the COVID-19 epidemic, the English teacher's online class was given through several learning technologies. The use of learning applications as the medium for this new approach to learning was dominant. All of the English teachers at the Junior High School use the messaging service WhatsApp to present their lessons, with supplementary resources created in a different app.

The English Teacher's Difficulties in Online Learning

According to the results, the researcher interviewed the respondents, who are English teachers who had to deal with the COVID-19 outbreak that rendered all classes offline. The study's author then uncovered several

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challenges encountered by English instructors. The challenges faced by the English teacher at the Junior High School include limited internet quotas, network limits, pupils without personal learning devices like laptops or mobile phones, and students' lack of interest.

Using this online learning system has proven to be challenging for every single English teacher. It was mentioned by the English teacher that not all students own a cell phone. According to another English teacher, the students don't participate. The findings showed that students who did not own an Android phone borrowed one from a parent or guardian.

The study's author reasoned that this would be a great opportunity for parents to keep tabs on their children's education and perhaps even help them grasp concepts more thoroughly. With the subject matter or the assignment at hand. In other cases, disruptions have occurred because parents were attending to their children's needs while simultaneously using their phones. The English teacher so encountered this as one of her challenges.

It appears that the instructor made an effort to assess and comprehend the pupils' plight throughout this pandemic. If any kids do not respond, it could be because they do not have access to a cell phone. Teachers of English have reported two main issues, the first of which is that their students lack access to appropriate private resources. It demonstrates that, under certain circumstances, the problems are related.

It was not always limited to that one instance in another instance. For online education to work, both students and instructors must make use of various forms of information and communication technology, including computers and the Internet (Rahayu, 2020). Another challenge with online education, according to the study's authors, is an unstable network. In online

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system learning, the most important factor is the availability of network facilities, as they are associated with a seamless learning experience. Respondents located outside of the city center or beyond the provider network's coverage area will inevitably disrupt the efficiency of the learning process.

CONCLUSION

An examination of the interview data revealed the English teacher's use of an internet platform to teach the course during the COVID-19 outbreak. As a medium for this new approach to learning, learning applications became king. The English instructors at the Junior High School all utilize the messaging software Whatsapp to conduct class discussions and distribute course materials. Canva, KineMaster, YouTube, Google Drive, and Quizizz were among the programs often utilized by the English teacher at the Junior High School. According to the results of this study, media such as learning applications are necessary for effective online English language instruction. Regarding the assignment or test, the instructor made use of specialized learning applications like G-Form and Quizizz. The English teacher's usage of a variety of learning apps during the COVID-19 outbreak demonstrates how she conducted class online. The use of learning applications as the medium for this new approach to learning was dominant.

The study's author discovered that the Junior High School's English instructors faced several challenges. Issues faced by English teachers at the Junior High School include limited internet quotas, network limits, pupils without personal devices like phones or laptops, and students' lack of interest in learning. It is possible that the pupils who are not responding in this instance do not have access to a cell phone or laptop. In general, it all began with the fact that students

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lacked access to private online learning resources, and the effect was on how they responded to online instruction. Another possible explanation is the student's inability to respond, as one of the parents of a student at the Junior High School informed the researcher that her son uses the phone for study purposes, but that she sometimes struggles to keep him from getting distracted by the game.

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