ENGLISH TEACHERS CHALLENGES IN TEACHING ONLINE DURING NEW NORMAL IN MAN KAUR REGENCY

Thesis

Submitted as A Partial Requirements for the degree of "Sarjana" (S.Pd) in English Language education

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2021

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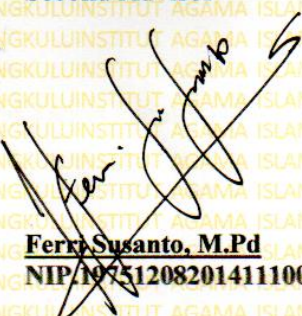
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In hereby sincerely state that the thesis entitled "English Teachers Challenges in Teaching Online During New Normal in Man Kaur Regency" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

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MOTTO

إِنَّ لْعُسْرِمَعَ يُسْرًا

Sesungguhnya sesudah kesulitan itu ada kemudahan

(Asy-Syarh: 6)

(NEVER GIVE UP)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. Feeling grateful to Allah SWT for all the pleasure, strength, patience in living life.
2. For my beloved parent, Mr. Ansori and, Mrs. Rahima, love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.
3. My beloved brothers, Alpin Tara and Heru Gergantara. Thank you for your prayer, support and love that you shared for me.
4. My Supervisor 1, Dr. H Ali Akbarjono, M.Pd, and My Supervisor II, Ferri Susanto, M.Pd, who had given the guidance until this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
5. My besties, Anita Sari, Septi Rahayu, and Nokta Efriyanti, who always support me from start until now, more than words to show my feel. Thank you for bringing the pieces of heaven in my life.
6. My close friends Dita Amalia, Lisa juniarti, Meli Yuliza, Rasih Safitri and Tika Ulandari, my classmates TBI class B, thank you for the supports.
7. To myself, thank you for not giving up, thank you for holding on. You are the best!. Thank you to friends who were involved in achieving this success and thank you for the support, enthusiasm and prayers from all of you
8. Staff and employees of TBI IAIN Bengkulu Study Program
9. My almamater IAIN Bengkulu

AKNOWLEDGMENTS

Alhamdulillah, all praises and thanks to Allah SWT for the abundance of grace and grace, the author can complete this thesis with the title "English Teacher Challenges in Teaching Online During New Normal in MAN Kaur egency".

Shalawat and greetings may always be bestowed upon our lord and uswatun hasanah, Rasulullah Muhammad SAW. Author realize that this thesis cannot be separated from the guidance, motivation, and assistance from various parties. For that, the author expresses his gratitude to:

1. Prof. Dr. H. Sirrajudin, M.Ag. M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag., M.Pd, as Dean of the Faculty of Tarbiyah and Tadris IAIN Bengkulu is the impetus for the success of the author.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd as the head of English Department.
5. Dr. H Ali Akbarjono, M.Pd, as supervisor I as well as mentor academics who always help and guide the writer in complete this thesis.
6. Ferri Susanto, M.Pd, as supervisor II who always helps and guide the writer in completing this thesis.
7. All Lecturers at Tarbiyah and Tadris Faculty especially the lecturers of English department study program, who had given the valuable knowledge and guidance during my study.

ABSTRACK

Lipriani Padilla, SNR: 1711230023. *English Teachers Challenges in Teaching Online during New Normal in MAN Kaur Regency.* **Thesis: Study Program of English Education Department of Tadris, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies (IAIN) Bengkulu.**

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This research was motivated by the government's policy to carry out learning from home as a form of preventing the transmission of the Covid-19 virus. This study aims to determine the English Teachers Challenges in Teaching Online during New Normal in Man Kaur Regency. This type of research is descriptive qualitative research. Data collection techniques were carried out by observation, interview and documentation methods. The data analysis technique used is data reduction, data display, verification and confirmation of conclusions. The results of this study are unstable internet connections in teaching, limited learning media such as students not having laptops or smartphones, limited time and techniques in providing online explanations and students not understanding the material during online learning.

Keywords: The Challenges in Teaching Online during New Normal, Learning in Pandemic covid-19, New Normal

ABSTRAK

Lipriani Padilla, NIM: 1711230023. *Tantangan Guru Bahasa Inggris Mengajar Online Saat New Normal di MAN Kabupaten Kaur*. Skripsi: **Program Studi Pendidikan Bahasa Inggris Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.**

Advisor I: Dr. Ali Akbarjono, M.Pd   Advisor II: Ferri Susanto, M.Pd

Penelitian ini dilatarbelakangi oleh kebijakan pemerintah untuk melaksanakan pembelajaran dari rumah sebagai bentuk mencegah penularan virus Covid-19. Penelitian ini bertujuan untuk mengetahui tantangan guru bahasa Inggris mengajar online saat new normal di MAN Kabupaten Kaur. Jenis penelitian ini adalah penelitian kualitatif deskritif. Teknik pengumpulan data dilakukan dengan metode observasi, interview dan dokumentasi. Teknik analisis data yang digunakan dengan pengurangan data, tampilkan data, verifikasi dan konfirmasi kesimpulan. Hasil penelitian ini adalah koneksi internet tidak stabil dalam mengajar, keterbatasan media pembelajaran seperti siswa tidak memiliki laptop atau smartphone, keterbatasan waktu dan teknik dalam memberikan penjelasan secara online dan siswa tidak memahami materi selama pembelajaran online.

Kata kunci: Tantangan Mengajar Online Saat New Normal, Belajar di Masa Pandemi Covid-19, New Normal

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The Covid-19 pandemic is an obstacle for all people in the world and this is also a health crisis for humans. In the world of education, the Covid-19 pandemic has also had a tremendous impact. Many schools in the world are closed to stop the spread of Covid-19, based on a report by ABC News on March 7, 2020, dozens of countries closed school to prevent the spread of the virus. Since schools are closed, at least 290.5 million students around the world have their academic experiences interrupted (Irwanto, 2020).

The education sector is one of the most seriously impacted by the COVID-19 pandemic. Schools have been the most dangerous places to be in terms of safety and protection. School staff, teachers, parents, and other stakeholders' health is at risk, so schools were temporarily closed to stop the virus from spreading and reducing infections. Teachers were able to work from home and students were able to study from home thanks to the community lockout and quarantine. Other schools have cut their classes shorter than anticipated, disrupting further educational opportunities. Cases for the next academic year have been postponed, allowing schools more time to prepare continuity plans and handle alternative learning modalities. Since teaching and learning, which takes place mostly in the classroom, is the most vulnerable to disruption, education leaders agreed

to deal with and embrace the New Normal education (Villa and Manalo, 2020).

Learning patterns undergo changes. If in the previous carried out teaching and learning events face-to-face, it becomes distance learning or learning from home. In this lesson, the teacher is not present in the same room with students but takes place in a different place. Distance learning is carried out with the help of media in the form of an electronic HP android device that is connected via the internet network. Learning from home is implemented with a distance learning system. A study conducted by Chun, Kern, and Smith (2016) summarizes that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT). In the implementation, the distance learning system is applied through an online.

Therefore, educators such as teachers, lecturers or trainers are demanded to adapt to a new situations by changing the way of teaching. One possible way is by using a teaching strategy that can be applied to conduct distance learning and online learning because it is impossible to come to class. Some of the teaching strategies are cooperative learning, inquiry-based instruction, differentiation, behavior management, and technology in the classroom. The technology used in teaching is highly useful for teachers at all levels of education, especially in this era of the pandemic. For example, a teacher can use WA, Google classroom, or

zoom to deliver lessons to students at their homes without meeting directly with students.

In the aspect of Indonesian education, of course those affected, students and teachers may not be able to adapt to the case. Traditional education that is always carried out in schools has turned into an online teaching and learning situation. This forces many teachers to use online learning media which is not commonly applied in Indonesia. Therefore, it creates new challenges in every teaching and learning process carried out by teachers, especially English teachers.

Based on interviews with one of the teachers English in MAN Kaur Regency on Tuesday, March, 02, 2021 (Distika and Oktavia, interview March, 02, 2021). Data collection was carried out from the results of interviews. In the learning process during the Covid-19 period, the English teacher said that some students had difficulty accessing the internet, for example students living in rural villages, in Kaur the internet network was not evenly distributed, sometimes the electricity went out during class hours, she also stated that the signal was often lost, Therefore, there are students who have difficulty accessing the internet for the teaching and learning process. In addition, she provides an extension of time for students to send assignments and for social media used during learning, she said using social media such as Google Classroom, Forms, and Zoom Meeting. Finally, if students cannot use their cell phones or access the internet to collect assignments, students are allowed to send their

assignments home. Therefore, based on the researcher's preliminary interviews of the teacher at MAN Kaur Regency, it was found that several problems were related to the challenges on teaching online.

To help the researcher with the main research, a pre-observation in MAN Kaur Regency has been conducted (interview March, 02, 2021), with several problems identified, they are: *First*, media: some students who do not have laptops or smartphones, which forced them to buy new ones or borrow from a neighbor. *Second,* internet access: where they live in rural areas, it often causes them to have problems, namely, the internet connection is often unstable. *Third,* techniques: the teacher also has limited time and methods or techniques in giving explanations to students satisfactorily because it is quite difficult to provide them online. *Fourth*, some students did not understand a material during the learning period so they asked the teacher directly through the teacher's personal WA.

This study is describing the challenges faced by the teacher in a qualitative form. From the background of the study above, the research is interested in researching and describing **"English Teachers Challenges in Teaching Online During New Normal in Man Kaur Regency"**

B. **Identification of The Problem**

Based on the detailed explanation of the background above, here are the problems faced by the teacher and the students resumed as the following: 1). Internet connection is not stable in teaching. 2). Limited learning media such as students not having laptops or smartphones. 3).

Limited time and techniques in providing explanations online. 4). Students do not understand the material during online learning

C. **Limitation of the Research**

Based on the research background above, the researcher will focus on the English teacher challenges in teaching online during new normal to be precise at MAN Kaur Regency.

D. **The Research Questions**

This study intends to answer the following research questions:

1. What are the English teacher challenges in teaching Online during New Normal in MAN Kuar Regency?

2. How did the English teachers face challenges in teaching online during new normal in MAN Kaur Regency?

E. **Objectives of The Research**

Based on the formulation of the problem above, the objectives of this study are:

1. To find out English teacher challenges in teaching online during new normal in MAN Kaur Regency.

2. To find out English teachers face challenges in teaching online during new normal in MAN Kaur Regency

F. **Significance of The Research**

The result from this research is to expect to be use theoritical and partically:

1. Theoretically

The research results are expected to add knowledge, insight, and can be used as a guide that provides information about English teachers challenges in teaching online during new normal in MAN Kaur Regency

2. Practically

The results of this study are expected to provide an overview of various English teachers challenges in teaching online during new normal in MAN Kaur Regency

G. Definition of The Key Terms

1. The Challenges in Teaching Online

"Teaching is a type of interpersonal control that seeks to improve the future actions of others," Gage says (in Rajagopalan, 2019). Smith expanded the concept of teaching in 1963 to include two sets of variables that the agent cannot regulate (class size, student characteristics, physical facilities, etc.) and which he can change (teaching techniques and strategies).

2. E-Learning

E-learning is a phenomenon in education that is described as the use of technology to access curriculum and learning materials that contain information and knowledge in traditional educational systems (Pribadi, 2017).

3. New Normal

The outbreak of the Corona virus (COVID-19), which has affected almost every nation on the planet, started in early 2020 and has shocked the world. Since January 2020, the World Health Organization (WHO) has declared the world to be in a global emergency due to this virus (Anugrahana, 2020). The COVID-19 pandemic has affected many people, and the crisis has extended to education, with both the federal and state governments proposing to close all educational institutions. This was done to avoid the spread of COVID-19.

Finally, the government issued a new normal policy. This is because the education sector is getting worse due to the closure of schools during the pandemic. With this new normal policy, the government continues to urge you to always follow health protocols until the pandemic ends.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Online English Teaching

a. Definition of Online English Teaching

The teaching process of English language in Indonesia is based on the school-based curriculum. Teaching is the process interaction of two or more people to achieve knowledge and give influence to the learner. According to Andrew Pollard and Jill Bourne teaching is a way for people to show or help someone who wants to learn to do something, instructs, guides, give something, help to know or understand. Risk states that a process is conceptualized in many ways different ways, using metaphors, alternatives, and analogies is called teaching.

Furthermore, it's not easy to define what it means to teach. While many teachers use almost identical teaching strategies, they may have different viewpoints on what teaching means for them. Some people believe that teaching is simply the process of passing on information to students. Others may assume that teaching is beneficial to learning. "Being democratic and encouraging learners to engage in decision-making requires more time and coordination than commanding the class from the front," Harmer explained. It

means that teaching is not just about monitoring students but also about inspiring them to participate.

Meanwhile, teaching online is teaching with social media tools. Teaching online is education that takes place over the internet, no need to meet or face to face directly. It is can called also distance teaching and does not need an offline classroom.

According to Anderson, Rourke, Garrison, and Archer, online teaching is a very complex and difficult task. As a result, studies of the multifaceted roles of online educators can use a solid structure to help them better understand their position. Their critical theory of thought and group inquiry are also extremely helpful in comprehending the online teaching experience. The teaching experience, in particular, sheds light on the training that online educators must undertake in order to impose their position in the online world. This model, which provides a conceptual framework for studying the online instructor experience, consists of three basic elements to the instructional experience: (a) cognitive presence, (b) social presence, and (c) teaching presence

b. **The Challenges in Teaching online**

The Covid-19 spread had a significant impact on the economic environment, which was beginning to fade, but the impact is now being felt in the educational world. Many countries, including Indonesian, have adopted policies that prohibit all educational

practices, forcing the government and related institution to provide alternative educational process for students and students who are unable to complete the educational process in educational institution (Abidah, et al, 2020).

This condition of course requires mature readiness and adaptation by all parties involved, such as teachers, students, and parents so that the teaching and learning process runs well.

Faculty must be trained to meet the special criteria of teaching at a distance, according to a new American Federation of Teachers study on distance learning.

Some of the challenges for instructors of teaching online include:

1. Understanding of the online world
2. The ability to make the most of the medium.
3. Making electronic services accessible to students on a daily basis
4. Providing students with timely answers and reviews (Poe and Marth).

Teaching challenges during the Covid-19 pandemic:

1. Challenges of Learning Technology and Media

Media and learning technology have an important role in teaching. Media and learning technology are decisive elements in the world of education today. That is why, since the last few

decades, teachers and lecturers are required to be able to master and be able to operate learning media and technology. Such as: operating a laptop to make presentations and present lecture materials to students through the LCD and of course with displays that also have to be attractive. This challenge was also justified by a German professor. Prof. Dr. Gerhad Fortwengel of the University of Applied Science and Arts in Hannover, Germany, and Senior Experten Services (SES) Germany (in Ika, 2021) said the corona outbreak was a great stimulus for the world of education. Encourage the use of information technology in distance learning programs.

During the Covid-19 pandemic, these demands will increase and increase, where every educator is required not only to be able to operate laptops, LCDs with attractive presentations, but they are also required to be able to operate several online meeting applications, e-learning applications, to can creatively organize the class by attendance, the same method of assessment online (Manggoa, 2020).

1. Lack of Teaching Facilities and Infrastructure Challenges

During the current pandemic, many teachers, lecturers to students and students have complained about the network or internet signal that often interferes with online learning activities. Therefore it must be admitted that in this nation, the internet

network still needs to be improved and expanded in reach. So don't be surprised if there is a lot of news about students who can't study because they don't have an internet network at home.

In addition, even though there is an internet network, students or students are often faced with the problem of unavailability of smartphones and laptop used for online learning. Ulfa Hikmat (2020) said, "The most common challenge in implementing this online learning is lack understanding of teachers and students in the use of technology and limited internet network access. Even though this is the most important part of running this online learning system. This has become one of the major obstacles and challenges that must be faced, in this limitation the teaching and learning process with this online learning system is not optimal and the results are obtained was not as expected ".

c. Approach, Models, Method, and Strategy in Language Teaching

1. Approach

The approach is a set of assumptions dealing with the nature of language, learning, and teaching. An approach defines assumptions, beliefs, and theories about the character of language and teaching. It means that approach is more general than method and technique because it deals with the theories and

beliefs about language, learning, and teaching, without focusing on the specific procedure of conducting learning. The main approaches to teaching-learning are: 1. Teacher-centered approach, 2. Student-centered approach, 3. Inductive and Deductive Approaches, and 4. Herbartian approach.

2. Models

The learning model is a conceptual framework that assists teachers in helping students learn how to learn. Rooted in a major philosophical and psychological orientation to teaching and learning. Then, the learning activity model must match its scope, style, and atmosphere. It is a prescriptive strategy that helps teachers determine their responsibilities during the planning, implementation, and evaluation phases of teaching. From those definitions above the researcher concludes that the learning model is a conceptual framework or style that describes a systematic procedure for organizing the learning experience of students to achieve certain learning objectives, and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities.

3. Method

A method is an associate overall arrange for a scientific presentation of language-based upon a particular approach It's can be concluded that the teaching method can be interpreted as

a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. The examples of methods are GTM (Grammar Translation Method), Audiolingual Method, and Direct Method.

4. Strategy

Teaching strategy is a step-by-step process of planning, designing, implementing, and evaluating the materials and techniques used in the teaching activities to know how effective they are. For example, the teacher can use cooperative learning, inquiry-based learning, differentiation, technology in the classroom, and direct instruction.

Based on the theory above, the researcher can conclude that online English teaching is a process of interaction between educators and students to achieve knowledge acquisition with e-learning, namely using information technology with internet media, computer networks and electronic applications. Indicators of online English teaching are:

1. Learn from home

2. Distance learning

3. Learn to use applications

4. The use internet

2. E-learning

a. Definition E-learning

In simple words, e-learning is a combination of the letters 'e' for electronic and 'learning' for learning. E-learning means learning whose implementation is learning that is facilitated by technology facilities such as the internet, audio, videotape, satellite transmission, or computer equipment is referred to as e-learning. Even though it shows clearly about the technological equipment used, the most important focus in e-learning is still on the learning process because 'e' or electronic in this case only functions as a tool. E-learning is also often called online learning or online courses. E-learning is also known as the transformation of learning from a teacher-centered to a student-centered approach with supporting ICT facilities, e-learning provides the possibility for students to be able to study anywhere and anytime (Sari, 2015).

From the definitions above, it can be concluded that e-learning is a way of conducting education with the help of technology in form of electronic devices and an internet connection to enable teachers to deliver the lessons to the learners. Below is the table comparing the difference between Traditional Learning and E-Learning from some perspectives (Bencheva, 2011):

Table 2.1. Comparison between Traditional Learning and E-Learning

Adapted From Nina (2011)

	Traditional Learning	E-Learning
Classroom Discussions	The teacher usually talks more than the student.	The student talks at least as much as or more than the teacher.
Learning Process	The learning is conducted with the whole class participating; there is almost no group or individual study.	Most of the learning process takes place in groups or by individual student.
Subject Matte	The teacher conducts the lesson according to the study program and the existing curriculum.	The student participates in determining the subject matter; the studying is based on various sources of information, including web data banks and net experts located by the student.
Emphases in the Learning Process	The students learn "what" and not	The students learn "how" and less

	"how"; the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry-based education and in solving problems, but rather in tasks set by the teacher.	"what"; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats
Motivation	The students' motivation is low, and the subject matter is "distant" from them.	The students' motivation is high due to the involvement in matters that are closer to them and to the use of technology.
Teacher's Role	The teacher is the authority.	The teacher directs the student to the information

Location of Learning	The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson Structure	The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by group dynamics.

Based on the table above, there are several differences between traditional learning and e-learning, namely classroom discussions, learning process, subject matter, emphases in the learning process, motivation, teacher's role, location of learning, and lesson structure.

b. Types of E-learning

There are two types of e-learning, they are as the following:

1. Synchronous E-learning.

   Synchronous learning is the kind of learning that happens in real time. This means that students and the instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures (Riwayatiningsi and Sulistyani, 2020).

It means that even though the teacher and students are not in one physical place together, they still interact in real-time through media such as:

a. Zoom

Zoom is a collaborative, cloud-based video conferencing service offering features including online meetings, group messaging services, and secure recording of sessions. As with comparable platforms like Skype, Zoom offers the ability to communicate in real time with geographically dispersed individuals via computer, tablet, or mobile device (Archibald, 2019). Therefore, it is suitable for use as a learning medium. An example of the use of zoom during learning is that the teacher presents the learning material by utilizing the features in the zoom by providing an interaction space to give questions or asking students to ask the chat column on the zoom or directly ask questions in the zoom room.

b. YouTube

YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve

their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips. Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily (Almurashi, 2016)

c. Google Meet

Google Meet is a video conference application that is used for online meeting processes created and developed by Google. Google Meet allows users to hold meetings on the go, conduct virtual teaching and learning activities and training classes, remote interviews, and much more. Google Meet has a feature that can be used to make high quality video calls for a group that can reach 250 people (Juniartini, 2020).

2. Asynchronous E-Learning.

Although Synchronous and Asynchronous E-Learning are similar, each of them has different characteristics in terms of the types of digital media used, and the effectiveness in various

situations. Some learning applications and social media that can be used in Asynchronous E-Learning are:

a. WhatsApp

WhatsApp is a type of mobile messaging application that can be installed on iPhone, Android, Windows Phone, or Windows PCs. It allows users to make free voice calls, face-to- face video calls, or text messages. For example face-to-face learning in class, the teacher can send pictures or certain problems/cases, then students are invited to discuss by sending answers via the WA Group.

b. E-mail

E-mail is defined as a system for delivering messages to single or multiple recipients through telecommunications links of computers by applying a web-based service or dedicated software. An example of email use in e-learning is that the teacher instructs the students to turn in the assignment through email. To make it possible, all students will be required to create an email address so that they can submit the papers or assignment via email. Moreover, the teacher can provide handouts that are sent via email.

c. Edmodo

Edmodo could be a teaching tools shapely once social networks with attention on communication and not simply

the distribution of data from the teacher and grade reportage. It can be used to share files, links, assignments, and grades as well as issue alerts and updates, dialogue with students on a wall that is similar to Facebook, surveying students, and mapping out the class syllabus on a public calendar. For instance, Edmodo can be integrated into classrooms for several uses, such as to post assignments, take quizzes, create polls for the student to respond, and provide links for useful information. Edmodo enables students to upload assignments for their teachers to view and grade.

d. Google Classroom

Google Classroom is a collaborative tool for teachers and students that builds on existing Google technologies, mainly Google Docs, Google Drive, and Gmail. A teacher working with Google Classroom can setup classes to which students can join using a code provided by the platform. Within a course, teachers can: create and distribute assignments and attach different types of documents to them; monitor the state of the students' submissions; and provide feedback to the students once the assignment is turned in. Teachers can grade the assignments and manage the grades using Google Spreadsheets (Mones, 2017).

Here are the differences between Asynchronous E-Learning and Synchronous E-Learning (Stefan, 2008)

Table 2.2. The differences between Asynchronous E-Learning and Synchronous E-Learning

Adapted from Stefan, 2008

	Asynchronous ELearning	Synchronous E-Learning
When?	• Reflecting on complex issues • When synchronous conferences cannot be regular due to work, family, and alternative commitments	•Discussing less complex issues •Getting acquainted •Planning tasks
Why?	• Students have longer to replicate as a result of the sender doesn't expect an instantaneous answer	• Students become additional committed and impelled as a result of a fast response is anticipated.
How?	• Use asynchronous means such as e-mail,	• Use synchronous means that like video

	discussion boards, and blogs.	conferencing, instant electronic messaging, and chat, and complement with face-to-face conferences.
Examples	• Students expected to replicate singly on track topics is also asked to keep up a journal. • Students expected to share reflections concerning course topics and critically assess their peers ideas is also asked to participate in on-line discussions on a discussion board.	• Students expected to figure in teams is also suggested to use instant electronic messaging as support for about to recognize one another, exchanging concepts, and coming up with tasks. • A teacher who needs to gift ideas from the material. • Literature in a very simplified means would possibly provide an internet lecture by video conferencing.

Based on the table above, it is known that there are several differences in Asynchronous E-Learning and Synchronous E-Learning. First, asynchronous e-learning: reflecting on complex issues; when synchronous conferences are not possible due to work, family, or other obligations, students have more time to reproduce because the sender does not demand an immediate response, use asynchronous means such as e-mail, discussion boards, and blogs; and the examples namely: students who are expected to repeat alone on track topics are also expected to keep a diary, and students who are expected to share thoughts on course topics and objectively evaluate their peers' ideas are also expected to engage in online discussions on a discussion board.

Then, on synchronous e-learning; discussing less complicated issues, getting acquainted, and preparing assignments, students become more committed and motivated because a quick answer is expected, use synchronous means such as video conferencing, instant electronic messaging, and talk, and supplement with face-to-face conferences, and the examples, Specifically, students expected to work in groups are advised to use instant electronic messaging as a means of recognizing one another, sharing concepts, and devising tasks; a teacher who needs to convey ideas from the material and literature in a simple manner may deliver an internet lecture via video conferencing; and a teacher who needs to

deliver ideas from the material and literature in a simple manner may deliver an internet lecture via video conferencing.

c. **The Challenges of E-Learning**

Despite the advantages of E-learning mode to facilitate English learning, in the time of the pandemic, E-learning also has some challenges such as: (Mardiah: 2020)

1. The unavailability of internet access/ WIFI, electricity, computer, PC, and other infrastructures that support the E-learning process;

2. The lack of cheaper software;

3. Learners don't feel motivated enough because the students may end up feeling isolated and emotionally disconnect;

4. Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind, and so forth;

5. Lack of classroom-like teacher presence;

6. The problem of skill and knowledge, some lecturers and students are not skillful and illiterate in using digital technology;

7. Attitude towards ICT (Information, communication, and technology), understanding of the importance of ICT in

learning including E-learning needs to be encouraged persistently

d. **Advantages and Disadvantages of E-learning**

1. Advantages of E-learning

The following are some of the benefits that the use of e-learning in education has yielded based on a study of literature (Arkorful and Abaidoo, 2014):

a) If time and location are taken into account, it is adaptable. Every student has the choice of choosing the location and time that is most convenient for him or her. According to Smedley, the adoption of e-learning provides institutions, as well as their students or learners, with a great deal of versatility in terms of when and where learning material is provided or obtained.

b) E-learning increases the effectiveness of expertise and skills by offering convenient access to a large array of data.

c) By the use of discussion boards, it is able to provide opportunities for learners to form relationships. By doing so, e-learning helps to remove obstacles to engagement, such as the anxiety of speaking with other students. Students are encouraged to engage with one another through e-learning, as well as to share and appreciate various points of view. E-learning facilitates collaboration

and strengthens the bonds that support learning. According to Wagner et al. E-learning provides additional opportunities for interactivity between students and teachers during content delivery.

d) E-learning is cost-effective because it eliminates the need for students and learners to fly. It's also cost-effective because it provides learning opportunities to a large number of people without requiring a large number of buildings.

e) When it comes to e-learning, individual differences are often taken into account. Some students, for example, tend to focus on specific sections of the course while others are willing to go over the entire course.

f) E-learning may help compensate for a lack of academic personnel, such as instructors or teachers, facilitators, lab technicians, and so on.

E-learning has considerable potential to support the success of achieving learning goals. Here are the benefits of e-learning as stated by Sudarwan Danim & Khairil (in Sari, 2015):

a) Overcoming distance and time constraints.

b) Promoting an involved learning mindset.

c) Creating a new learning environment.

d) Expanding learning opportunities.

e) Maintain control over the learning process.

f) Make it easy to update teaching materials for teachers.

g) Encourage the growth of cooperation.

h) Accommodates various learning styles.

2. Disadvantages of E-learning

The disadvantages of e-learning as summarized from Munir's opinion include (in Sari, 2015):

a) The use of e-learning as distance learning makes participants students and teachers / teachers are physically separated, as well as between participants educate one another. This physical separation may reduce or it even eliminates direct interaction between teacher and participants students. This condition can result in teachers and students being less close so that it can interfere with the success of the learning process. It is also feared that the lack of interaction could hinder the formation of attitudes and values, moral, or social in the learning process so that it cannot applied in everyday life.

b) Technology is an essential part of education, but if more so focused on the technological aspects and not on the educational aspects there is a tendency to pay more attention to technical aspects or aspects business / commercial and ignore the educational aspects to change

academic abilities, behavior, attitudes, social skills or learners.

c) The learning process tends towards more training and education emphasize the knowledge or psychomotor aspects and pay less attention affective aspects.

d) Teachers are required to know and master strategies, methods or techniques ICT-based learning. If not able to master, then process transfer of knowledge or information is hampered and even possible thwart the learning process.

e) The learning process through e-learning uses an internet service requires students to learn independently without depending on teacher. If students are not able to learn independently and be motivated learning is low, it will be difficult to achieve learning goals.

f) The weakness technically is that not all students can take advantage of it internet facilities due to unavailable or lack of a computer connected to the internet. Not all educational institutions can provide electricity and infrastructure that support learning with e-learning. If students try to provide their own facilities it or renting in an internet cafe can be constrained by cost issues.

g) If not using open source software, can get the problem of limited availability of software which costs relative expensive.

h) Lack of more computer and internet skills optimal.

3. **New Normal**

This Corona virus is a large part of the virus that can cause disease in humans and animals. If in humans it causes respiratory infections, such as the common cold, causing serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). This new type of corona virus was found in humans since the outbreak in Wuhan China, since December 2019, which was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and can cause Coronavirus Disease-2019 (COVID-19). Initial signs of infection with the Covid-19 virus include flu, diarrhea, runny nose, dry cough, sore throat, and headache. Then, humans who experience these symptoms have two possibilities, namely recovering or getting worse. Humans who have worsening symptoms are characterized by high fever, and cough with phlegm to bleed when coughing, chest pain, and shortness of breath (Firmansyah and Kardina, 2020).

The current state of the pandemic will not take place quickly to return to normal in carrying out activities from various aspects, especially in carrying out educational activities which involve students

and education personnel. Therefore, the government took a policy by implementing the new normal and giving an appeal to the public that required activities in accordance with the health protocol.

According to Wiku Adisasmita (in Rosidi and Nurcahyo, 2020), Chair of the Covid-19 Handling Acceleration Task Force Expert Team, the new normal is a shift in conduct that allows people to go about their daily lives while still adhering to health guidelines to avoid Covid-19 transmission.

Furthermore, the New Normal is a scenario for coping with COVID-19 more quickly in terms of health and socioeconomics. The Indonesian government, for example, has announced plans to enact a new normal scenario based on epidemiological studies and regional preparedness. With the adoption of New Normal, education will once again follow health-related guidelines (Prahani and Cheng, 2020)

During this pandemic, the normal new teaching and learning process is supported by the presence of technology and the internet, where online learning activities can be carried out by teachers and students through applications that can provide interaction between teachers and students, among others. , by using applications such as: Zoom, Google class, WhatsApp, and other applications. It aims to carry out social distancing towards a new normal.

Towards a new normal in school management there is a shift system, this shift system is the distribution of schedules or waves when

students enter school, therefore shift system is applied if learning activities can be carried out in school. However, the shift system like this must be modified first, with the aim of not increasing the teacher's working hours, if before the pandemic learning activities at school were twice 45 minutes, now in new normal it is 45 minutes once. This clearly cannot be done by the role of teachers and schools alone, but the government must also be involved in solving it by reorganizing the subject matter through a special curriculum created during this pandemic period (Firmansyah and Kardina, 2020).

Based on the explanation above, the researchers can conclude that new normal is the government's scenario for a new way of life after the outbreak of a virus known as COVID-19 by complying with current health protocols. Indicators of new normal condition are:

1. Activities in compliance with health protocols

2. Implementation of clean and healthy living behavior

3. Keep your distance when interacting

4. Use a mask

B. Review of Related Studies

There have been two previous studies done on the challenge of online teaching for English teachers during the Covid-19 outbreak, which will be defined as follows:

The first is conducted by Cholis Setyawan (2020), which is entitled "Challenges on Teaching Online English Subject in SMK Negeri 1

Nawangan."(Setyawan, 2020). This study describes of the challenges of teachers in teaching online English subject in SMK Negeri 1 Nawangan. This study aimed at identifying and describing the challenges faced by teachers in teaching online English subject in SMK Negeri 1 Nawangan. The subjects of this study were 2 English teachers in SMK 1 Nawangan. This study applied a qualitative method. The research method used by researchers is by interviewing and providing online questionnaires. This study found that poor internet access experienced by students of SMK Negeri 1 Nawangan is a major problem. Students are often slow to respond to the process of learning activities carried out online. In addition, teachers also cannot directly measure students' ability. To reduce internet access problems experienced by students, the school facilitates internet data packages for teachers and students. In the end, this research is expected to be useful for English language teachers, readers, and schools to obtain information and be able to develop the quality of education.

The second previous study is entitled "Problems Faced by English Teachers in Teaching English Online During Pandemic Covid-19 at SMP N 2 Kedunggalar," conducted by Sukma Berlian Arum Prabawati (2021). The study aims to: 1) to identify the online learning media used by English teachers at SMP N 2 Kedunggalar, 2) to find out the problems faced by English teachers in the online learning process during Covid-19 at SMP N 2 Kedunggalar, and 3) to find out how teachers deal with problems in teaching English Online during the Covid-19 pandemic at SMP N 2

Kedunggalar. The descriptive qualitative analysis approach was used in this study. The aim of this study is to look into the issues that English teachers at SMP N 2 Kedunggalar have with online learning, as well as the solutions that teachers have come up with for online English learning at SMP N 2 Kedunggalar. The researcher used interviews, observation, and documentation to gather data. Triangulation is a data validity technique that was used. The researcher used interactive analysis to analyze the data in this report. Data reduction, data presentation, and conclusion/verification are the techniques used. The results of this study showed that the media used by the teacher were WhatsApp and Google Classroom. The reason was that the media was considered more practical and efficient. The problems faced by English teachers in learning English online during the Covid-19 Pandemic at SMP N 2 Kedunggalar were difficulties in students' internet access and many students did not respond. Based on the research results, it is also known that the solution to the problem faced is to provide an extension of the time for sending assignments and if students have difficulty accessing the internet, students are allowed to collect at school. For students who do not respond, the teacher takes the initiative to contact personally, if this method is deemed insufficient then the teacher tries to contact his friends and the teacher reminds them through the group. For the problem of boredom, the teacher gave group assignments (Prabawati, 2021).

The similarity of this research with the previous study is that one of the goals of the research is to find out the challenge of online teaching for English teachers during the Covid-19.

Then, the difference in terms of objects of the study is, in this research, the object of the study will be the English teacher at SMK Negeri 1 Nawangan, while in the previous study, the object was an English teacher at SMP N 2 Kedunggalar. The method used in the two previous studies were the research method used by researchers is by interviewing and providing online questionnaires. While one more the researcher used interviews, observation, and documentation to gather data. After that, research locations are different.

CHAPTER III

RESEARCH METODHOLOGY

A. Type of Research

In this research, the researcher used descriptive qualitative research focusing on English teacher's challenges in teaching online at new normal in MAN Kaur Regency. Sherman & Webb (2005) stated that qualitative research is a discovery into a new concept, not only verification of ideas. Ary, et all. (2010:22) stated that the focus of qualitative research is interpreting the experience of people. The researcher collects the data, makes a description on it, and then make a conclusion. This study is in the form of descriptive qualitative since the research describes the findings of the research in text, not in form of number. Then, according to Sugiyono (2012) qualitative methods are used to obtain in-depth data, data that contains meaning.

This study describes the English teacher's challenges in teaching online during new normal in MAN Kaur Regency. This study may bring the reader to the understanding of what is happening in the situation during the observation, how the process of teaching online conduct by the teacher to the students in MAN Kaur Regency.

To conclude, the researcher chooses the qualitative since the data in the form of words. In another way, it causes the researcher want to describe the English teacher's challenges in teaching online at new normal in MAN Kaur Regency.

B. **Research Settings**

1. Research Place

The researcher chose the school at MAN Kaur Regency for several reasons. Because the school is located in a rural area and usually there are some potential problems to occur, such as signal and electricity. The next point to consider is that the majority of the students' parents are farmers, with some coming from low-income backgrounds. This situation will help the researcher know better the way the English teacher solves the problems.

2. Research Time

This research was carried out from early January 2021 to the end of July 2021.

C. **Research Subjects**

In qualitative research, research subjects are often referred to as informants. Informants are people who are trusted to be sources or sources of information by researcher who will provide accurate information to complement the research data. Spradley (in Sugiyono, 2009) states that qualitative research does not use the term population, but is called a social situation which consists of three elements, namely a (place), (actors), and (activity) that interact synergistically.

Sugiyono (2009) argues that the sample in qualitative research is not called the respondent, but as a resource person, or participant, informant, friend and teacher in the study. In addition, the sample is also not called a

statistical sample, but a theoretical sample, because the purpose of qualitative research is to produce a theory. Determination of the sample in qualitative research is carried out when the researcher starts to enter the field and during the research**.**

The selection of the subject is based on the uniqueness of the case. In this study, the subject taken is someone related to English. Because here the researcher will analyze English teachers challenges in teaching online, obviously the subject taken is an English teacher. The research subjects are two people, they are Teacher 1 (T1) and Teacher 2 (T2), as an English teacher at MAN Kaur Regency. The researcher chose these teachers as the study's focus because they lacked online teaching skills, which led students to not understand the subject matter presented, necessitating extra attention.

D. Data Collection Techniques

The understanding of data collection techniques according to Arikunto (2019) are methods that can be used by researchers to collect data, where this method shows an abstract, cannot be realized in visible objects, but can be demonstrated its use.

Since the main aim of research is to obtain data, data collection techniques are the most important step in the research process. Data can be obtained in a variety of environments, from a variety of sources, and in a variety of ways. Data can be obtained in a natural setting as viewed from above. When looking at data collection from the perspective of the data

source, main and secondary sources may be used. In terms of data collection methods or techniques, triangulation may be used, which involves observation, interview, recording, and a combination of the three.

1. Observation

Observation is a systematic recording of the symptoms or phenomena being investigated, apart from that observation is also defined as an observation activity through focusing on an object by using all the sense organs (Marzuki, 2000)

Observation can be interpreted as observation and a systematic approach to the symptoms that appear on the object of research. This observation uses participatory observation, where the researcher is actively interested in the everyday activities of the individual being studied or used as a study data source (Sugiyono, 2010).

Thus the observation method is a conscious effort to collect data which is carried out systematically with standardized procedures (Arikunto, 2019).

In this direct observation, the researcher, apart from acting as a full observer, can observe the symptoms or processes that occur in actual situations that are directly observed by the observer. In this study, the observer looked at the challenges of teaching teachers online in normal new English subjects in MAN Kaur Regency.

2. Interview

The interview is used as a data collection technique if the researcher wants a preliminary study to find problems that must be researched. Interviews can be conducted in a structured or unstructured manner and can be conducted face-to-face or by telephone. The process of obtaining an explanation for gathering information using the question and answer method can be face to face, namely through the media of communication between the interviewer and the person being interviewed without using guidelines.

In this study, researcher used unstructured interviews. An unstructured interview is an independent interview where the researcher does not use a systematic and complete structured interview guide for data collection. The interview guide used is only an outline of the problems to be asked.

3. Documentation

According to Arikunto (2019), documentation is looking for and collecting data on matters in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on.

According to Herdiansyah (2010), documentation is a method of gathering qualitative data by looking at or reviewing records produced by the subject or others regarding the subject. Documentation analysis is one way qualitative researchers can get a picture of a subject's point of view through written media and other documents produced or written directly by the subject in question.

Based on the two expert views, it can be inferred that data collection by reporting is something that researchers do to gather data from a variety of sources. The print media addresses the sources that would be researched.

This study uses the documentation method and the documents used for data collection are the results recordings, photographs, writings and archives used by researchers when conducting interviews and observations.

E. **The Validity of the Data**

Validity refers to a data collection instrument's ability to quantify what needs to be measured and to obtain data that is important to the measurement. To put it another way, an instrument is considered to have high validity if it can be used to precisely measure anything. Validity is a property that the measurement instrument must possess since it is directly related to whether or not the data can be trusted. The researcher attempted to obtain data validity in this report. To confirm the validity, the researcher was chosen triangulation. Then, Sugiyono (2012) said triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources. The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain. There were four triangulation techniques, namely (Sutopo, 2002):

1. Triangulation of data is the same or similar data. It will be more steady the truth when excavated from several different data sources.

2. Triangulation of researchers is the results of research both data or conclusions about certain parts or as a whole can be tested for validity from several researchers.

3. Triangulation methodology is carried out by a researcher by collecting similar data but by using different techniques or data collection methods.

4. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

The researcher used data triangulation in this analysis. Triangulation was done on this data by comparing the findings of observation research, interviews, and documentation.

F. Data Analysis Technique

This analysis is a descriptive one, with the outcomes of interviews and documentation studies providing more descriptive characteristics. The collected data will be evaluated qualitatively and presented in a descriptive manner.

Data analysis is the process of systematically searching and compiling data gathered through interviews, field notes, and documentation, by categorizing data, breaking it down into units, synthesizing, arranging data into patterns, and deciding which ones are relevant and which will be. Learned and drew conclusions in such a way

that one self and others might appreciate them. Data analysis is more focused during the field phase in qualitative research, along with data collection.

According to Miles and Huberman (in Sugiyono, 2012, data processing tasks were carried out interactively and continuously until they were completed. The following are the three stages of data analysis:

1. Data Reduction

    The information gathered in the field is written down in the form of reports or data that is carefully collected. Reducing data entails concentrating on the most important aspects. As a result, the decreased data would provide a better image and make it easier for researchers to collect additional data.

2. Display Data

    Reduced data is presented or displayed in an easy to understand form. In qualitative research, the presentation of data in qualitative research can take the form of a brief summary, a part of the relationship between groups, or something similar.

3. Verification and Confirmation of Conclusions (conclusion Drawing and Verification)

    Conclusion and verification, conclusions will be followed by evidence obtained during field research. Data verification is intended to determine the final data and the overall problem according to the data category.

Thus the analysis is carried out when the author is in the field by describing all the data that has been obtained, then analyzed in such a - systematic, accurate, and accurate way. In this case the data used comes from interviews and existing documentation and is accompanied by observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion from the research in MAN Kaur Regency to answer the research question. The result of online classroom observation and interview are explained and discussed as the following:

A. **Finding**

This chapter presents findings on data analysis of English teacher challenges in teaching online in MAN Kaur Regency. Related to the objectives of the study, the researcher would like to: (1) identify the English teacher challenges in teaching online in MAN Kaur Regency and (2) describe the English teacher face challenges in teaching online.

1. **The English teachers challenges in teaching online during new normal in MAN kaur Regency**

To find out English teacher challenges in teaching online during new normal in MAN Kaur Regency. Researchers conducted a research project June 7 to June 18, 2021, on two teachers Englishat MAN Kaur Regency. The following are the findings obtained by researcher regarding the English teacher challenges in teaching online during new normal in MAN Kaur Regency.

a. **Internet Access**

Communication between teachers and students requires good internet access so that the online teaching and learning process runs well. Meanwhile, some students at MAN Kaur face limited internet access. Students are not facilitated properly because of poor signal coverage, problems with internet data packages, so they cannot access the internet.

Teacher 1 (T1) stated that the first challenge was internet access. Following the interview conducted with the teacher, she said:

"Not all students have difficulty accessing the internet, but some of them have difficulty accessing the internet, for example, students who live in villages that lack internet, in Kaur the internet network is not evenly distributed, some of them have villages with poor internet or signal in their villages, Therefore, some students have difficulty accessing the internet for the teaching and learning process". ("Tidak semua siswa kesulitan dalam mengakses internet, tapi sebagian ada yang kesulitan mengakses internet, contoh nya itu siswa yang tinggal di desa yang kurang internetnya, di Kaur ini jaringan internet nya belum merata sebagian ada desa yang internetnya atau sinyal kurang ada di desa mereka, oleh karena itu sebagian siswa ada yang kesulitan mengakses internet untuk proses belajar mengajar".)

Furthermore, Teacher 2 (T2) strengthens the argument, she also says:

"From online learning, the main problem I face is the difficulty in accessing the internet. The internet difficulties occur because of the difficulty of signaling at their homes, and it also affects the online learning process, such as being late in collecting assignments and many students who are less responsive, besides that they are also lazy in doing assignments."("Dari pembelajaran daring itu masalah yang saya hadapi yang utama adalah kesulitan mengakses internet. Kesulitan internet tersebut terjadi karena susahnya sinyal di rumah mereka, dan berpengaruh juga terhadap proses pembelajaran daring, seperti terlambat mengumpulkan tugas serta banyak siswa yang

kurang respon, selain itu mereka juga malas dalam mengerjakan tugas".)

Then the researcher interviewed about students experiencing signal

disturbances, they said:

TI: "Not all students experience signal/network interference" ("Tidak semua siswa mengalami gangguan sinyal/jaringan")
T2: "No, only a few students"("Tidak, hanya beberapa siswa saja")

Furthermore, the researcher continued interview about solutions in

online learning. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: "My solution is to give students an extension of time to submit their assignments. In addition, if students cannot use their mobile phones or access the internet, my students are allowed to send them to my home. Teachers must also be able to find interesting material so that students are comfortable and not bored when studying material and doing assignments." ("Solusi saya adalah memberikan perpanjangan waktu kepada siswa untuk mengirim tugasnya. Selain itu, jika siswa tidak bisa menggunakan telepon genggamnya atau mengakses internet, siswa saya perbolehkan untuk mengirimnya ke rumah saya. Guru juga harus bisa mencari materi yang menarik agar siswa nyaman dan tidak bosan saat belajar materi dan mengerjakan tugas.")

T2: "The solution that I applied, one of which was by giving an extension of time to submit assignments and if students still had trouble accessing the internet, assignments could be submitted to the school. For students who are less responsive, I take the initiative to contact personally which is considered lacking, I try to contact my friends and I remind them through the group. To deal with student boredom, I gave group assignments and I was reminded to stick to the health protocol." ("solusi yang saya terapkan, salah satunya yaitu dengan memberikan perpanjangan waktu untuk mengirimkan tugas dan jika siswa masih kesusahan mengakses internet, tugas bisa dikumpulkan ke sekolah. Untuk siswa yang kurang respon saya berinisiatif menghubungi secara pribadi dirasa kurang, saya mencoba menghubungi temanaya dan saya ingatkan melalui grup. Untuk menyiasati kebosanan

siswa, saya berikan tugas kelompok dan saya ingatkan untuk tetap mematuhi protocol kesehatan.")

Based on data taken from interviews, the challenges faced by the two teachers were almost the same, namely some students faced limited internet access because the signal area was not well covered. In addition, they explained that not all students had signal interference but only a few students. Solutions are given in the form of an extension of time when collecting assignments,

b. **Media**

Online learning that is applied at MAN Kaur uses internet applications as a medium in delivering material and giving assignments in learning. The media is using the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent in the WhatsApp Group. Besides WhatApp also uses Google Classroom and Zoom Meating as a medium for further learning.

Below is a conversation between researcher and teacher 1 (T1). She explain that:

"The media that I use in the online teaching and learning process are of course books, laptops and cellphones, for online media for my teaching and learning process, I use the Google Classroom application, WhatsApp group and Zoom Meeting." ("Media yang saya gunakan dalam proses belajar mengajar daring ini tentunya ada buku, laptop dan hp, untuk media daring proses belajar mengajar saya, saya menggunakan aplikasi google clasrroom, group WhatsApp dan Zoom Meeting.")

Furthermore, the researcher conducted interview with teacher 2 (T2),

She said:

"In addition to using Google Classroom and WhatApp media, we occasionally use media via Zoom and Google forms for the learning process, but the main media are WhatApp and Goggle Classroom." ("Selain menggunakan media Google Classroom dan WhatApp kami sekali-kali menggunakan media via Zoom dan google form untuk proses pembelajaran, tetapi tetap media utamanya yaitu WhatApp dan Goggle Classroom.")

Then the researcher interviewed about the media used by students,

Teacher 1 (T2) and Teacher 2 (T2) said:

T1 : "No, only a few don't have cellphones." ("*Tidak, hanya beberapa saja yang tidak mempunyai hp."*)

T2: "Yes, but not all students" *(" Ya, tapi tidak semua siswa")*

Based on the data above, the two participating teachers also mentioned that they used internet applications as a medium in delivering material and giving assignments in learning. The media is using the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent in the WhatsApp Group. Teachers 1 and 2 stated that only a few students did not have cellphones.

c. **Facilities provided by the school**

Based on the problem of internet access the school also provided a solution or the facilities to the students and the teacher. The school also instructs the teacher in order the students are not felt overburdened with many assignments.

Below is the conversation between the researcher and teacher 1 (T1) in the interview section:

"Schools provide internet quotas to teachers and students to support the online teaching and learning process. The school also instructs teachers not to give too many assignments to students"("Sekolah memberikan kuota internet kepada guru dan siswa untuk mendukung proses belajar-mengajar daring. Sekolah juga menginstruksi kepada guru agar tidak memberikan terlalu banyak tugas ke siswa.")

Below is the respond of teacher 2 (T2):

"Internet data package subsidies for teachers and students."
("Subsidi paket data internet untuk guru dan siswa.")

Based on the data above, schools provide waivers such as providing free internet quotas to teachers and students.

d. **Managing Online Class**

The class conducted between online and offline is different. Managing class can affect the teaching-learning process. Both teachers and students in a good situation are easy to succeed in the teaching learning process.

Below is a conversation between the researcher and Teacher 1 (T1) and Teacher 2 (T2) to find out the students' capabilities in understanding the material, they said:

TI: *"I think it's a little difficult. Because, in this case, the internet is inadequate or the network has a little difficulty, so some students find it difficult to understand the material being conveyed because the internet network is not good." ("Menurut saya sedikit sulit. Karena, kaur ini internet kurang memadai atau sedikit kesulitan jaringanya, jadi ada beberapa siswa sulit memahami materi yang di sampaikan karena jaringan internet kurang baik.")*

T2: *"Of course, yes. The teacher does not really know the students' understanding of the material that I have given because the response is not as direct as in the classroom. Students rarely ask me questions and choose to be lazy when studying online, unlike in regular classes which I can directly monitor."* (*"Tentu saja, ya. Guru tidak begitu mengetahui pemahaman siswanya akan materi yang sudah saya berikan karena responnya tidaklah secara langsung sebaik saat di ruang kelas. Siswa jarang bertanya pada saya dan memilih untuk malas saat belajar daring tidaklah seperti di kelas biasa yang saya secara langsung dapat memantau."*)

Furthermore, the researcher interviewed about other challenges when managing online classes, Teacher 1 (T1) said:

"Online teaching is not like a normal class. That I prefer to teach in ordinary classes at school, meet in person. Online classes are not effective because teachers find it difficult to convey material and give scores to students because teachers do not know their students are cheating or not when doing assignments." (*"Mengajar daring tidaklah seperti kelas biasanya. Bahwa saya lebih memilih untuk mengajar di kelas biasa di sekolah, bertemu langsung. Kelas daring tidaklah efektif karena guru kesulitan untuk menyampaikan materi dan memberikan skor pada siswa karena guru tidak mengetahui siswanya melakukan kecurangan atau tidak saat mengerjakan tugas"*)

Another opinion was also conveyed Teacher 2 (T2), she said that:

"Of course there is, online teaching is not like a normal class. Online classes are not effective because the teacher has difficulty delivering material and giving scores to students because the teacher does not know whether the students are cheating or not when doing assignments and when doing Zoom Meeting many students do not show their faces during the lesson, so the teacher does not know whether the students are listening or not. Not the material taught by the teacher " (*"Tentunya ada, mengajar daring tidaklah seperti kelas biasanya. Kelas daring tidaklah efektif karena guru kesulitan untuk menyampaikan materi dan memberikan skor pada siswa karena guru tidak mengetahui siswanya melakukan kecurangan atau tidak saat*

mengerjakan tugas dan saat melakukan Zoom Meating siswa banyak tidak menampakkan mukanya pada saat pelajaran berlangsung, jadi guru tidak mengatahui apakah siswa mendengarkan atau tidak materi yang di ajarkan oleh guru")

Based on the findings above, it can be concluded that the online learning applied at MAN Kaur teacher 1 and teacher 2 expressed difficulties and preferred to do offline classes. Teacher 2 also stated that the teacher could not explain directly to students' understanding of the material provided by the teacher via WhatsApp.

2. **How English teachers face the challenges of teaching online during the new normal at MAN Kaur**

Implementation of learning in the classroom, teachers are expected to create effective learning so that students can develop optimal learning abilities and reduce obstacles that will be obtained by students. During online-based learning, the English teacher will try to find common ground for solutions to the problems encountered so that learning runs optimally.

The English teacher at MAN Kaur also provides solutions to problems encountered in teaching English subjects online.

Interviews were conducted to Teacher 1 (T1) and Teacher 2 (T2) about interesting media for students not to feel bored while learning, they said:

T1: *"The teacher makes learning strategies by collecting interesting learning materials, so students don't get bored. The practice questions are also packaged more attractively like quizzes. In addition, the teacher also gives rewards for children who are diligent in doing assignments"* (*"Guru*

membuat strategi pembelajaran dengan mengumpulkan materi belajar yang menarik, agar siswa tidak bosan. Latihan soal-soalnya juga dikemas lebih menarik seperti kuis. Selain itu, guru juga memberi reward bagi anak yang rajin mengerjakan tugas")

T2: *"Yes, my solution is to be able to create and provide interesting learning so that I don't get bored. I invite students to make Voice Notes (VN) singing English songs and reading in English. If students have difficulty accessing the internet, I give students extra time to submit assignments. I also don't get tired of motivating students because situations and circumstances require children to learn online."* (*"Ya solusi saya, harus bisa menciptakan dan memberikan pembelajaran yang menarik supaya tidak bosan saya mengajak para siswa untuk membuat Voice Note (VN) bernyanyi lagu inggris dan membaca dalam Bahasa Inggris. Jika siswa kesusahan mengakses internet, saya memberikan perpanjangan waktu kepada siswa untuk mengumpulkan tugas. Saya juga tidak bosan bosan memberi motivasi siswa karena memang situasi dan keadaan menuntut anak anak belajar secara online.")*

Based on the findings above, that interesting media for students do not feel bored when teaching teacher 1 using interestingly packaged materials, giving rewards to students who do assignments and Teacher 2 also states that if students have difficulty accessing the internet, I give students an extension of time to collect assignments.

In implementing learning, teacher develop method used by in managing online learning. Based on the results of observations made by the author in the implementation of online learning, it can be seen that the teacher uses a lot of lecture and assignment methods when learning via Zoom or Video call. The lecture method is used to explain the material that will be studied by students so that students will find it easier. To understand the learning material, at the end of the lesson the teacher will usually give assignments as an exercise from the material that has been studied, but the tasks given are not like in face-to-face learning In this

online learning, students are given the task of only a few questions, because in the implementation of this online learning the teacher may not give too many assignments to students.

Based on the results of interviews with teacher 1 and teacher 2, the following data were obtained:

"This online learning method uses the lecture method more because it makes it easier for students to understand the learning material, they can ask anything they don't understand. Usually at the end of the lesson the mother gives about the material that has been studied and then gives assignments, now online learning so the teacher can't give too many assignments". ("Metode pembelajaran online ini lebih banyak menggunakan metode ceramah karena lebih memudahkan siswa dalam memahami materi pembelajaran, mereka bisa bertanya apa saja yang belum mereka pahami. Biasanya di akhir pembelajaran ibu memberikan tentang materi yang sudah dipelajari selanjutnya pemberian tugas, sekarang pembelajaran online jadi guru tidak bisa memberikan tugas terlalu banyak")

Based on the results of observations and interview made by the author in the implementation of online learning is seen by the teacher using learning approach by providing motivation to enthusiasm for learning to students and provide rewards for students who are diligent and disciplined in the online learning process. Because in the implementation of online learning, students really need motivation and encouragement to keep the spirit of learning.

Based on the results of interviews with teacher 1 and teacher 2, the following data were obtained:

"In this online learning process, mother always motivates students to stay enthusiastic about learning. Although online, mother also provides rewards for students who are diligent and disciplined during the online

learning process so that they will be more enthusiastic in the learning process, that's usually the approach mother do it in the online learning process. However, sometimes they are noisy and unfocused, so I admonish you to pay attention again when you explain the material" ("Dalam proses pembelajaran online ini ibu selalu memotivasi siswa agar tetap semangat belajar. Meski online, ibu juga memberikan reward bagi siswa yang rajin dan disiplin selama proses pembelajaran online agar mereka lebih semangat dalam proses pembelajaran, itu biasanya pendekatan ibu lakukan dalam proses pembelajaran online. Namun, kadang-kadang mereka berisik dan tidak fokus, jadi saya mengingatkan mererka untuk memperhatikan lagi ketika saya menjelaskan materi")

Online learning causes teachers and students to not be able to meet face-to-face so that they cannot know directly whether students understand the material correctly or not. This is evidenced by the results of interviews with Teacher 1 and Teacher 2 as follows:

T1: *"Because the teacher cannot meet in person, the conclusion is that if the student has done the assignment, the score is good, he has listened to the material from the WhatsApp group, then I think I understand if no students ask questions, and the teacher cannot measure or test the extent to which students understand with the material being distributed, the most important thing is that the subject matter has been conveyed to the students." ("Karena guru tidak bisa bertemu langsung, kesimpulannya adalah jika siswa itu sudah mengerjakan tugas, nilainya sudah bagus, sudah menyimak materi dari grup WhatsApp maka saya anggap sudah paham jika tidak ada siswa yang bertanya, dan guru tidak bisa mengukur atau mengetes sejauh mana siswa paham dengan materi yang dibagikan, yang terpenting adalah materi pelajaran sudah tersampaikan ke siswa.")*

T2: *"For this problem, if students do not understand the material I convey, I provide a solution to be able to chat with me privately via WhatsApp or go home to ask for material that is not understood. And I also appreciate the children who listen to my material well." ("Untuk masalah ini, jika siswa belum mengerti materi yang saya sampaikan saya memberi solusi untuk bisa chat saya secara pribadi melalui WhatsApp atau bisa langsung kerumah untuk menanyakan materi*

yang belum di mengerti. Dan saya juga memberi apresisi kepada anak yang menyimak materi saya secara baik.")

Based on the findings above, it is explained that students' understanding cannot be measured directly by the teacher because they cannot monitor students directly. Students' understanding can be known based on their scores, if they show good results, students are considered to have understood the material. The important thing from the teacher is that students have received the subject matter.

B. Discussion

In the discussion, research findings are organized and presented in such a way that the research problem becomes a reference in preparation and presentation. In the following, the researcher discusses answering the research questions based on the results of the observation and interviews.

1. The English teachers challenges in teaching online during new normal in MAN kaur Regency

a. Internet Access

Gusty, et al., (2020) said that online learning has its own strengths, challenges and obstacles. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions, although it cannot be denied that it still brings positive and negative impacts.

During the current pandemic, many teachers, lecturers to students and students have complained about the network or

internet signal that often interferes with online learning activities. Therefore it must be admitted that in this nation, the internet network still needs to be improved and expanded in reach. So don't be surprised if there is a lot of news about students who can't study because they don't have an internet network at home.

In addition, even though there is an internet network, students or students are often faced with the problem of unavailability of smartphones and laptop used for online learning. Ulfa Hikmat (2020) said, "The most common challenge in implementing this online learning is lack understanding of teachers and students in the use of technology and limited internet network access. Even though this is the most important part of running this online learning system. This has become one of the major obstacles and challenges that must be faced, in this limitation the teaching and learning process with this online learning system is not optimal and the results are obtained was not as expected ".

Based on the results of data from observations and interviews, the challenges faced by the teachers are Unavailability of signal/network in a rural area, expensive internet, and students did not own smartphones/laptops, that's based on the data found in observations and interviews. This is following Bekithemba Dube's theory (2020), where the challenges of online learning in rural are: unavailability of a network in rural areas, shortage of devices for

online learning, closure of internet cafes, lack of computer skills of some rural teachers, and expensive internet data.

b. **Media**

Online learning is an internet application that can connect between educators and students in an online study room. Online learning is made to overcome the limitations between educators and students, especially in terms of time, space, conditions, and circumstances (Darmawan, 2014). Online Learning (Google Classroom, and WhatsApp) is used for Online Learning. The changing teaching media during a pandemic is valuable to be investigated. It is because commonly teachers used to teach face to face in the classroom. Now, they have to make use of online learning as the media in teaching English.

According to Astini, 2020 applications that are effectively used in the online learning process are the Google Classroom application and the zoom application, while for the lower classes the application that can be used very effectively is WhatsApp group application. Based on Hapsari, S. A., & Pamungkas, H. 2019 Google Classroom, is free access facilitate to the lecturer and as e-learning process. Hasanah, Q. (2020) one of the e-learning methods that are easy, cheap, and instant to use is the WhatsApp application. This media is portable, compact, and practical which can be used wherever students are. WhatsApp application as an e-learning to be

able to reduce the use of large internet data so that it does not burden students. The WhatsApp application can also be used in conditions of weak internet networks, meaning that it can be used wherever students are.

Furthermore, the implementation of online learning is carried out using the Zoom application, Google Classroom and Whatsapp. Based on the results of interview data, teachers at MAN Kaur Regency in the implementation of online learning teachers do learning by using various learning platforms as online media in online learning, namely WhatsApp, Zoom, Google Classroom, Google forms and cellphones/laptops. Teachers and students interact face-to-face online using this platform.

c. **Facilities provided by the school**

The availability of facilities and infrastructure in online learning at schools has provided facilities in the form of internet quotas for teachers and students so that teachers do not spend their personal money to buy packages besides textbooks and other facilities needed by teachers are provided by the school. In the implementation of online learning, the availability of facilities and infrastructure is the main thing to support the successful implementation of online learning. According to Barnawi and Arifin (2016) educational facilities are everything in the form of equipment and supplies directly, while educational infrastructure

includes all equipment and supplies that indirectly support the educational process.

d. **Managing Online Class**

Online learning applied at MAN Kaur, teacher 1 and teacher 2 expressed difficulties and preferred to do offline classes. Teacher 2 also stated that the teacher could not directly explain the students' understanding of the material provided by the teacher via WhatsApp, Zoom and Goggle Classroom.

The application of online learning aims to facilitate the learning process during the COVID-19 pandemic through the use of communication technology. This is in accordance with the opinion of Waryanto (2006) that online learning is a learning activity that utilizes internet network as a method of delivery, interaction and facilities and is supported by various other forms of services. Based on the research findings, the two participating teachers also mentioned that they used internet applications as a medium for delivering material and giving assignments in learning. The media uses the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent to WhatsApp Groups. Teachers 1 and 2 stated that only a few students did not have mobile phones.

2. **English teachers face the challenges of teaching online during the new normal at MAN Kaur**

In ensuring the fulfillment of students' rights to study during the Covid-19 pandemic, based on Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19, which in the circular explains that the learning process is carried out from home through online distance learning. This is carried out to provide a meaningful learning experience for participants educate. This is also supported by the opinion of Sari, R, P., Tusyantari, N, B., & Suswandari (2020) who said that with this online learning, students have the flexibility of learning time and the learning process can be done anywhere. Therefore, online learning is currently a solution in learning during the COVID-19 pandemic.

Media and learning technology have an important role in teaching. Media and learning technology are decisive elements in the world of education today. That is why, since the last few decades, teachers and lecturers are required to be able to master and be able to operate learning media and technology. Such as: operating a laptop to make presentations and present lecture materials to students through the LCD and of course with displays that also have to be attractive. This challenge was also justified by a German professor. Prof. Dr. Gerhad Fortwengel of the University of Applied Science and Arts in

Hannover, Germany, and Senior Experten Services (SES) Germany (in Ika, 2021) said the corona outbreak was a great stimulus for the world of education. Encourage the use of information technology in distance learning programs.

During the Covid-19 pandemic, these demands will increase and increase, where every educator is required not only to be able to operate laptops, LCDs with attractive presentations, but they are also required to be able to operate several online meeting applications, e-learning applications, to can creatively organize the class by attendance, the same method of assessment online (Manggoa, 2020).

Based on the results of data from interviews, teachers at MAN Kaur Regency the teacher makes interesting media so that students don't feel bored when teaching teacher 1 using interestingly packaged materials, giving rewards to students who do assignments and Teacher 2 also states that if students have difficulty accessing the internet, I give counseling to students when they collect time duty. According to Majid (2011), learning media is a tool used to make it easier for students to understand the learning material.

There are various method that teachers can use in the online learning process, where each method has its advantages and disadvantages. So that teachers can determine which method are easier to use to apply them to the online learning process. Based on the results of data from interviews, teachers at MAN Kaur Regency used

the method used by the teacher is adapted to the characteristics of the students, the teacher uses the lecture method because it is considered more effective to explain learning material, because even though learning online students still need an explanation of the material by the teacher.

According to Tambak (2014) the lecture method is a method of delivering lessons or materials with direct or intermediary oral narratives to achieve the desired indicators or learning objectives. In addition, the assignment method is a method that is often used by teachers, namely by giving assignments to students, this aims to determine the extent to which students understand the material that has been taught. In addition, the teacher also uses the assignment method to measure the extent to which students understand, before giving an assignment the teacher will provide an explanation of the task and then send it via WhatsApp.

A method is an associate overall arrange for a scientific presentation of language-based upon a particular approach (Brown: 2007). It's can be concluded that the teaching method can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. The examples of methods are GTM (Grammar Translation Method), Audiolingual Method, and Direct Method. According to Suparti (2014) the assignment method is a teaching method by giving

assignments to students to carry out learning activities to be accountable within a predetermined time span.

Furthermore, based on the results of data from observations and interviews, teachers at MAN Kaur Regency the in the implementation of online learning the teacher also take an approach to learning in the form of providing motivation so that students' enthusiasm for learning remains high, so that students remain active in the learning process even though learning is done online. In addition, the teacher also provides rewards for students who are diligent and disciplined in the online learning process, this is done so that participants students can always apply a disciplined attitude during the learning process. In online learning, strong motivation and encouragement are needed so that students remain enthusiastic about learning.

The approach is a set of assumptions dealing with the nature of language, learning, and teaching (Anthony, 1963). An approach defines assumptions, beliefs, and theories about the character of language and teaching. It means that approach is more general than method and technique because it deals with the theories and beliefs about language, learning, and teaching, without focusing on the specific procedure of conducting learning. The main approaches to teaching-learning are: 1. Teacher-centered approach, 2. Student-centered approach, 3. Inductive and Deductive Approaches, and 4. Herbartian approach.

Based on the data taken from the interview online learning applied at MAN Kaur, teacher 1 and teacher 2 expressed difficulties and preferred to do offline classes. Teacher 2 also stated that the teacher could not directly explain the students' understanding of the material provided by the teacher via WhatsApp, Zoom and Goggle Classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion about the research. The conclusion summarizes the finding of the discussion based on the research problem. This chapter presents conclusions and suggestions regarding research. Conclusion summarizes the findings of the discussion based on research problem. So, this summarizes the challenges of English teachers in teaching online and the solutions made by English teachers to face the challenges of teaching online. Meanwhile, the suggestions contain recommendations of researchers based on research results to have a better result phenomenon from online teaching challenges in the field of education English teaching and learning process.

A. Conclusion

Based on the results of data processing and analysis, the researcher drew the following conclusions:

1. English teachers challenges in teaching online during new normal in MAN Kaur. Researcher found the media used during online learning in the form of WhatsApp, Zoom, Google Classroom, Google forms and cell phones/laptops. Teachers and students interact face-to-face online using this platform.

   Then, the challenges faced by teachers in teaching online are the unavailability of signal/network in rural areas, internet is expensive, and students do not have smartphones/laptops. If there is a signal/network

disturbance during the learning process, the teacher will look for other solutions, such as sending manual SMS to students or delaying the learning process. Apart from these problems, many students do not have smartphones/laptops because the average student's parents have a low economy. In addition, as a result of this online learning process, many students do not understand the material presented. Not only that, teachers also experience problems in managing this online class, where some students who do not have a signal of difficulty understanding the material during the learning provided by the teacher and the teacher also cannot directly explain students' understanding of the material provided by the teacher.

2. How English teachers face the challenges of teaching online during the new normal at MAN Kaur. Based on interview data, the solution made by English teachers to face the challenges of teaching online during the new normal at MAN Kaur is the teacher makes interesting material so that students don't get bored and gives rewards to students who do assignments, if students have difficulty accessing the internet the teacher gives time relief when submitting assignments

Furthermore, the method used by the teacher is adapted to the characteristics of the students, the teacher uses the lecture method because it is considered more effective to explain learning material, because even though learning online students still need an explanation of the material by the teacher. In addition, the teacher also uses the assignment method to

measure the extent to which students understand, before giving an assignment the teacher will provide an explanation of the task and then send it via WhatsApp. In the implementation of online learning, the teacher uses an approach with students through video call and Zoom by providing motivation and always asking students' complaints regarding the implementation of this online learning.

Then, the teacher looks at students' understanding. Students' understanding cannot be measured directly by the teacher because it cannot monitor students directly. Students' understanding can be known based on their scores, if they show good results, students are considered to have understood the material. What is important from the teacher is that students have received the subject matter.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. Suggestion for the teacher

Currently, as a teacher, it is very important to master and use strategy appropriately. In addition, during the Covid-19 pandemic, learning is carried out online. Knowing the challenges and solutions in online teaching can help teachers so that the English teaching and learning process can run well and students will be interested in participating in learning during a pandemic.

2. Suggestion for students

   This can motivate students to be enthusiastic about learning and easily understand and the learning material delivered by the teacher in learning during the pandemic of covid-19.

3. Suggestion for future researchers

   Hopefully, the result of research can be a reference for other researchers who do advanced research about challenges in teaching online. It also can provide an alternative source for the next researcher to get a better and more accurate result.

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