

## ***Challenges On Teaching Online English Subject***

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### **Abstract**

Online education continues to expand as distance learning grows in popularity. Today, most colleges and universities offer virtual classes in addition to their traditional in-person classes. This study aimed at identifying and describing the challenges faced by teachers in teaching online English subject in STAIN Mandailing Natal. English teacher as the subjects of this study is. This study applied a qualitative method. The research method used by researchers is by interviewing online. This study found that poor internet access experienced by students 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.

**Keywords:** challenges, teaching online, English subject

### **1. Introduction**

English as the foreign language in Indonesia, it is often difficult to teach or to learn in. The teacher or students often face challenges. According to Tompkins (in Daniah Muslim, 2019:7) the teacher should be able to make the learning process in order to associate with the student's background knowledge with the material studied. According to Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003 (in Aisyah Mumary Songbatumis, 2017:56) there is problems shortage of trained English teacher reported in some countries. The way to be successful the students become enjoy and meet their good achievement is the teacher's role in the teaching-learning process and should be able to use an interesting teaching media and the teaching skills. The suitable media and teaching method is needed to pay attention by the teacher.

The teacher should be adapted to the rapid changing of the technology since the teaching media need to improve and always update. It will give a new style for the teacher and also give them challenges on the teacher to master the technology. The presence of the gadget, namely computer, smartphone, or tablet can be used by the teacher to deliver the material or information to the students. Internet and social media are a part of the technology which connects the student and the teacher in teaching learning situations. WhatsApp, Facebook, Youtube, and so on are part of social media. According to Daniel Nations (2019), social media refers to the interaction of people with each other, sharing and receive information through the instrument of communication, like the internet. Social media are different from offline or the oldest media. According to Kristine Lerman (2007:16) among the common features of social media, the member or user is allowed to create content in various media types. Through its social media, the user, it can be both teachers and the students can share and receive information, idea through video, text, or call. Distance learning can be conduct by the teacher to take the advantage of it. It is possible and suitably applied by the teacher during the Corona Virus outbreak.

Most people in Indonesia are forced to stay at home during the widespread of the Corona Virus 2019 (Covid-19). People are threatened by the existence of the virus. The traditional education, that is always conducted in the school become changed to online teaching-learning situations. It forces the many teachers to use the teaching online media which is not usually applied in Indonesia. Therefore, it causes new challenges in the teaching-learning processes conducted by the teachers, especially English language teacher. The internet connection is affects the online teaching-learning processes since it is the connection between the teacher and the students. In this current pandemic, online teachinglearning helped our educational aspect. Google Classroom, Schoology, WhatsApp, YouTube are the example of the platform that can be used by the teacher and students during the online teaching-learning process. However, the devices and internet connection problems are still found, even the teacher still cannot operate it.

## **2.Methodology**

This research is in the qualitative form. Sherman & Webb (2005:5) 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 focused on the challenges on teaching online English subject in STAIN Mandailing Natal. The data are collected, then make a description of it, and conclude. The objective of this study is to identify the challenges on teaching online and describe the teacher's solution for teaching online English subject. The research conducted by interview online. The data source came from both teachers that have done given the information through interview and an online questionnaire. The technique of data analysis is reduction, data display, and drawing conclusions.

## **3.Findings & Discussion**

Related to the objectives of the study, the researcher would describe the findings related to: (1) identify the challenges on teaching online English subject in STAIN Mandailing Natal and (2) describe the way the teachers face the challenges on teaching online English subject in STAIN Mandailing Natal. In addition, the researcher also stated additional finding

There are some challenges on teaching online English subject, they are:

### **1. Internet Access**

Communication between the teacher and the students need good internet access in order the process of online teaching-learning is going well. Meanwhile, several students in STAIN Madina faced poor internet access. The students have not covered well the signal, problem with the internet data packages.

### **2. Media**

Internet connects people to communicate. People connect with each other through an internet connection that needs media as a tool. It can be a smartphone, tablet, or computer. Meanwhile, several students in STAIN are having no computer or laptop.

### **3. An Additional Learning Curve**

Teaching in person definitely has its learning curves, but teaching online has an additional one: software. You need to be able to have a good working understanding of software that you can use to benefit your classroom. These soft wares range from basic communication tools like Skype to workshop tools so you can easily create fun and engaging worksheets to e-mail your students. Don't let these issues scare you though, teaching English online is still a great way to make money and it can be done full-time or part-time to fit your schedule. If you are interested in teaching English but you don't want to move abroad, then teaching online may be the perfect opportunity for you.

#### 4. Managing Online Class

The class conducted between online and offline is different. Managing class can affect the teaching-learning process. The teacher and students in a good situation are easy to succeed in the teaching learning process. Besides, the students respond to the material given by the teacher slowly.

#### 5. The lesson plans and what educational aids

The lesson plans and what educational aids to be used and how to incorporate them. There is an ocean of online sites with numerous interesting and exciting lesson plans, activities, and teaching-learning systems in the internet. It is difficult to choose the right thing, but it is more challenging to mould it according to the needs of the students.

### **The strategies of the teachers apply to face the challenges on teaching online English subject in STAIN Mandailing Natal**

Challenge outlined by Anderson et al. (2011) is the almost non-existence of institutional expectations for their online courses. These include expectations of teachers, students, courses, and staff. Without clear guidelines and expectations for faculty members to follow, there is no way to assess the effectiveness of these online courses. Further Anderson et al. (2011) explained that the feedback they received from students seldom helped them in adjusting their teaching as they would in a face-toface class.

The main difference of this study within the previous is an online class between offline classes like as the previous study written by Ustadzah (2019) that have stated before. Sole, F.B and Anggraeni, D.M (2018) stated that the teachers need to master knowledge and skills for the development of electronic learning materials. Teachers should be able to manage their learning activities. The teacher must also commit to 17 monitoring the development of their students. Inthe other words, the challenges faced by the teacher should be fixed by them self at the first.

The implication for online instructors is to recognize and support the nature of learners' online participation. It is an oversimplified approach to judge learners' participation only by the quantity or length of their online postings. A more inclusive framework based on the social perspectives on learning discussed by Vygotsky (1978), Wenger (1998), and Saljo (2000), through which participation includes doing, talking, thinking, and feeling, which occur in both online and offline environments may be used to more appropriately judge learners' online participation.

#### 4. Conclusion

Based on the research, findings, and discussion, the researcher concludes of the research study. The researcher concluded that the challenges on teaching online are real. The students or teachers dealing the challenges, difficult to get good internet access, and even several students do not have a computer or laptop. Besides, the researcher concluded that since this pandemic situation the normal class at school cannot be used, so conduct online classes is better ways. However, the normal activity in the classroom is giving another atmosphere to the teaching learning processes.

The researcher concluded that the problems caused by internet access and the teaching ways between online and normal classes are the main problem. The teacher and students surely want to back to the normal class, although the internet easier the teaching-learning process, however teaching online may not effective applied if the teacher and students do not ready yet. The solutions are providing internet data packages for the students and the teacher, additional time for the students to send their assignment.

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