An Analysis of Obstacles Faced by English Teacher and Students during Online Learning at SMA N 11 Solok Selatan

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Article History	Abstract
	This study aims to describe the obstacles experienced by teachers and students towards online English teaching and learning activities during the Covid-19 pandemic at SMA Negeri 11 Solok Selatan. In this study, the researcher used a descriptive qualitative technique. In obtaining data, researchers used questionnaires and questionnaires. In this study, questionnaires were given to teachers and students in the form of printouts, while interviews were conducted online via WhatsApp to obtain more information from respondents. The sample used was 1 English teacher and 19 students in class XI and XI at SMAN 11 Solok Selatan. Each teacher is given 15 questions and students 30 questions. The results of the research show that teachers face several obstacles in online learning, such as the lack of mastery of technology so it is difficult to create teaching methods that are easily understood by students. In addition, the most dominant obstacle is the internet network which often experiences disturbances. In addition, most students also face almost the same obstacles regarding a bad internet network, making it difficult to take part in learning English online. however, teachers and students can face some of these obstacles in online learning in their way.

INTRODUCTION

The process of teaching English as a foreign language requires the ability to transfer material in an interesting way. Lucantoni (2006, p.3) state that English is one of the most popular languages spoken in the world. There are four main abilities that should be learned and practiced, such as listening, reading, speaking, and writing (Ali, 2010). Therefore English must be taught more intensively; so that the students are able to master English and finally they can get the good score as the requirement in passing the national examination.

In Indonesia, teaching and learning process in schools are normally done in the classroom setting (face-to-face) based on the curriculum. However, starting with the emergence of Covid-19, the online teaching and learning process began to be applied. According to Stern (2006), one example of distance learning is online learning that is carried out on the internet. Online learning not only requires special expertise to use various platforms but also should be equipped with an adequate internet network. An online learning system is called remote learning that utilizes technology and uses various learning platforms such as a smartphone or a laptop. Applications that can be used as teaching tools by teachers, such as WhatsApp, Google classroom, Zoom, Google meet, and Telegram. The implementation of an online learning system requires teachers and students to be able to adapt to the new policy that is very different from the previous system.

There were several studies that conducted on the obstacles toward online learning. First, Lestari (2021) researched an analysis of obstacles during online learning in English subject at SMP Negeri 1 Wangi-Wangi. The instruments used in this research are questionnaires and interviews. Based on this research, it is known that there are several barriers to learning English during online learning. However, judging from the understanding of the material, interaction and infrastructure of the students, they have many ways to overcome these obstacles. Second, Setyawan (2020) researched challenges on teaching online English subjects in SMK Negeri 1 Nawangan. Researchers conduct interviews and distribute online surveys as part of their research. Poor internet connection is a serious issue for pupils at SMK Negeri 1 Nawangan, according to this report. Students are frequently slow to respond to the process of online learning activities. Furthermore, teachers are unable to assess pupils' abilities firsthand. Third According to Nashruddin, Alam, and Tanasy (2020) some outlying rural areas where students live do not have good internet connection. Besides that, the geographical location that rather away signal scope causes students' cellular network is sometimes have trouble. Teachers and students will find some difficulties in follow online learning because of the insufficient internet connection, therefore the materials delivered by the teacher cannot be absorbed optimally. The last is a study which is conducted by Berlian (2021) researched problems faced by English teachers in teaching online English during the covid-19 pandemic at SMP N 2 Kedunggalar. According to the findings of this survey, the teacher's preferred media were WhatsApp and Google Classroom. According to the findings of the study, the answer to the problem is to extend the period for sending assignments and to allow students to collect assignments at school if they have trouble accessing the internet. In the previous study they was researched in SMP, SMK, or University, however, there is no study conducted in SMA yet. Consequently, given the foregoing context, it it encourages researchers to collected the data from SMA N 11 Solok Selatan. This school rarely apply online learning system, besides that this is a new school that was founded four years ago.

METHOD

The researcher employs the descriptive qualitative technique in this study. The reason the researcher uses a descriptive qualitative method is because the data in this research uses transcript data. Transcript data is verbal not numerous data. According

to Sherman & Webb (2005:5) qualitative research is a research method that is found not only to verify ideas. Ary, et al. (2010:22) Qualitative research focuses on experiences faced by other people.

Pandey & Pandey (2015) stated that population is all the subjects that have a specific characteristic that will be observed. The population of this research is XI, and XII grade students' and the English teacher in SMA N 11 Solok Selatan. According to Pandey & Pandey (2015) sample is a part of subjects as a representation of the population. The researcher employs proportionate stratified random sampling. The samples of this study were several students of class XI, XII and English teacher at SMA N 11 Solok Selatan.

The instruments used in this research were questionnaire and interview to collect the data. The questionnaire is a series of questions that are used as research instruments to obtain information from respondents (Lailatur, 2020). The type of the questionnaire is close-ended questionnaire. Close-ended questionnaire is a form of questionnaire that provides response option for the participant (Yin, 2011). This research use likert scale by 4 options provide, that are:

Table1: Likert scale questionnaire score criteria

No	Description	Score
1.	Strongly agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly disagree	1

While the analysis technique through interviews, researchers follow the stages of data analysis techniques according to Sugiyono (2008: 245) in descriptive qualitative research, there are three actions to examine data:

1. Data reduction

The act of selecting, identifying, classifying, and coding the data that are deemed essential is known as data reduction.

2. Data display

Data display is a step taken after reducing data. The practice of presenting data in the form of a sentence, narration, or table is known as data display.

3. Conclusion drawing/verification.

The conclusion drawing is stated after the data were collected by making temporary conclusion.

FINDINGS AND DISCUSSION

Findings

The findings of the analysis on how the obstacles faced by teacher and how teacher overcome these obstacles during online learning are based on 3 aspects, namely infrastructure, social interaction, and teaching issues.

Table 2 below shows the finding of the questionnaire about obstacles faced by teacher in the aspect infrastructure.

NO	Indicator	Statements	Weight Mean Score	Category
1.	Infrastructure	Positive statements	3,25	Positive (P)
		Negative Statements	3,5	Very Negative (VN)
2.	Social Interaction	Positive statements	-	-
		Negative Statements	2,5	Positive (P)
3.	Teaching Issues	Positive statements	-	-
		Negative Statements	2,4	Positive (P)

In short, the obstacles faced by teachers at SMA N 11 Solok Selatan during online learning in terms of infrastructure were as follows; poor internet connection and internet quota was only sufficient for online teaching of English subjects. Besides that, the obstacles faced by teacher at SMA N 11 Solok Selatan during online learning in terms of social interaction were as follows; students lack collaboration during English online learning. Furthermore teacher rarely provided timely feedback during English online teaching. In addition, the obstacles faced by teacher at SMA N 11 Solok Selatan during online learning in terms of teaching issues were as follows; teacher was not good at accessing technology. Furthermore, teacher was not able to create an appropriate English learning method that made students could understand online learning materials.

The findings of the analysis on how the obstacles faced by students and how students overcome these obstacles during online learning are based on 4 aspects, namely material comprehension, social interaction, infrastructure, and motivation and support for learning.

Table 2 below shows the finding of the questionnaire about obstacles faced by students in the aspect infrastructure.

NO	Indicator	Statements	Weight Mean Score	Category
1.	Material Comprehension	Positive statements	2,87	Positive (P)
		Negative Statements	3	Negative (N)
2.	Social Interaction	Positive statements	3,2	Positive (P)
		Negative Statements	2,73	Negative (N)
3.	Infrastructure	Positive statements	3,2	Positive (P)
		Negative Statements	3	Negative (N)
4,	Motivation and Support for learning	Positive statements	2,6	Positive (P)
		Negative Statements	2,72	Negative (N)

To sum up, the obstacles faced by students at SMA N 11 Solok Selatan during online learning in terms of material comprehension were as follows; First, majority of students said that the material for online English learning was not always sent on time. Besides that, most of students said that the teacher did not state the instruction clearly about the online English learning system. And the last, almost all of students said that teacher did not provided sufficient practices for the assignment method during online English learning. And then, the obstacles in terms of social interaction

were as follows; First, majority of students said that the teacher did not provide timely feedback during online English learning. Furthermore, most of students did not interact/communicate with each others during online English learning. In addition, the obstacles in terms of infrastructure were as follows; first, majority of the students said that the internet quota was only sufficient for learning English online. Then, most of students said they paid more for the internet quota when learning English online. In short, the obstacles faced by students at SMA N 11 Solok Selatan during online learning in terms of motivation and support for learning were as follows; first, majority of students found difficult to start studying and working on projects while studying English online. And the last, most of students lack the motivation to run online English learning. Next, almost all of students felt bored because of continuous online English learning. Later, most of students said that the environment did not motivate them to run an online English learning system. Lastly, majority of them had a lot of distractions when doing online English learning from home.

Discussion

Based on data from questionnaires and interviews, it is known that English teachers at SMA N 11 Solok Selatan face several obstacles in the implementation of online learning. First, teacher had difficulties in online English teaching because of a bad internet connection. Second, the internet quota was only sufficient for online teaching purposes in English subject. According to Amin, Al-Khasawneh, and Althunibat (2020) there are three kinds of obstacles that may occur. First, personal factors which include all the obstacles that affect to personality. Second, institutional and cultural factors, which contain obstacles formed by institutions and cannot be resolved by leaders. Third, the technical obstacles factor which refers to the use of technology and infrastructure.Besides that, teacher had some obstacles in the aspect social interaction. First, teacher said that students lack collaboration during English online learning. Second, teacher rarely provided timely feedback during English online teaching. According Anderson et al. (2011) explained that the response given by students during online learning was not equivalent to the response given by students when direct learning (face to face) in classroom.In addition, there are some obstacles that faced by teacher in the aspect teaching issues during online learning. First, Teacher was not good at accessing technology. And teacher was not able to create an appropriate English learning method that make students easy to understand online learning material. According to Ikhsan & Candra (2021), both educators and students have just a basic understanding of information technology. Indonesian conditions do not absolutely comprehend the use of technology, and pupils with similar situations confront technological barriers.

Based on data obtained from filling out questionnaires and also interviews with students of SMA N 11 Solok Selatan, several obstacles faced by students during online learning, especially English subjects, are as follows: there are several obstacles regarding the completion of material in the implementation of online learning, especially in English subjects. First, students got low marks in learning English online, so they had to study harder to overcome the obstacles. Second, most of students said that the material for online English learning was not always sent on

time. Third, teacher did not state the instruction clearly about the online English learning system. Fourth, Students said that when compared to traditional learning, the quality of the information or instruction provided during online English learning was poorer. Fifth, teacher did not provide sufficient practices for the assignment method during online English learning. And the last, students was not very good at doing and also submitting English assignment online. Most of respondents said that they was had obstacles in material comprehension, because during online learning teacher did not explain the material in detail. Students usually only know about online exercises, text downloads, and videos in online learning. Students enrolled in online classes must be able to click, drill down, open new windows, and save files (Tsai, 2009; Wang & Chen Wu, Fitzgerald, and Witten, 2014). These findings were similar to the research conducted by Lestari (2021), in her research one of the obstacles during online learning in English subject at SMP Negeri 1 Wangi-Wangi is material comprehension. The delivery of English learning materials provided online is difficult for students to understand, so students feel inadequate with the teacher's explanation and cannot understand the material optimally. Besides that, in the aspect social interaction in the implementation of online learning di SMAN 11 Solok Selatan, there was some obstacles faced by students. First, teacher did not provide timely feedback during online English learning. Second, students did not interact/communicate with each others during online English learning. Third, learning English was easier to understand when it was taught face-to-face at school. When students asked the material that they did not understand, the teacher was often slow in responding to the questions. These findings were similar to the research conducted by Lestari (2021), in her research one of the obstacles during online learning in English subject at SMP Negeri 1 Wangi-Wangi is social interaction. In her research found that one of the obstacles faced is the lack of interaction between teachers and students, and also the interaction between students and students. For example, many students complain because in online learning students cannot directly ask the teacher for learning materials that are poorly understood. Furthermore, Jena (2020) stated some disadvantages of online learning is face-to-face meeting's atmosphere is lost.

Besides, relationships between students and teachers, as well as between students, may be disrupted.Furthermore, there are several obstacles faced by students on the aspect infrastructure. First, the internet quota was only sufficient for online English learning purpose. Second, students paid more for quota when studying English online. Third, almost all students said that when there was a problem with the network, they would look for a place with good internet coverage, so that they could take part in learning English in online classes. According to Aydin (2011), computer anxiety has a significant negative impact on students' achievement. When a computer or network system is down, students become frustrated since they may not be able to follow the teachings. Students with bad internet skills have expressed concern (Ekizoglu & Okcinar, 2010; Saade Kira, 2009). Students must overcome a number of challenges, including poor internet network, limited online application functionality, and scarcity of learning resources (Hatauruk & Sidabutar, 2020). Online learning also refers to a program that uses the internet to deliver resources and facilitate interactions between teachers and students, as well as among students (Bakia et al., 2012). Similarly, Boettcher & Conrad (2010) stated this learning

provides most or all the materials through the internet. In addition, the last obstacles that faced by students was about aspect motivation and support for learning. First, Students difficult to start studying and working on project while studying English online. Second, students lack the motivation to run English learning. Third, Students felt bored because of continuous online English learning. Fourth, students had a lot of distractions when doing online English learning rom home. These findings were similar to the research conducted by Apriyanti (2020), she was mentioned that pupils confront several challenges when dealing with home learning, as below: First, The students could not focus on their learning. Second, the students got boredom. They may go to school with their buddies before the epidemic in their daily routines. Staying at home and conducting home studying, on the other hand, rendered them bored. Third, the students did not want to learn. They didn't want to learn because there were so many distractions at home. The issue arose as a result of some circumstances, including inadequate home learning situations, insufficient material, monotonous learning, and a lack of support as well as parental pressure.

CONCLUSION

The results of this study show that teacher and students faced several obstacles in online learning during covid-19. Teacher faced obstacles in the aspect of infrastructure, social interaction, and also teaching issues. These obstacles include poor internet connection, limited internet quota, lack of collaboration between students, many distractions that cause teacher to rarely respond to students on time, and also lack of mastery of technology making it difficult to make appropriate learning methods. However, some of the obstacles faced by teacher could be overcome by providing adequate learning tools and also by learning the application features needed in the process of teaching English.

Meanwhile, the obstacles faced by students include aspects of material comprehension, social interaction, infrastructure, and also motivation and support for learning. These obstacles include the lack of students' understanding of the material presented by the teacher because of the way the teacher explains the material that is difficult for them to understand. Then, lack of interaction between each other, disruption of learning because certain areas often experience internet interference, and also boredom due to lack of motivation from the surrounding environment, such as friends, teachers and others. However, some of the problems faced by students can be overcome with self-awareness from each student, such as; active in learning English online, creating a comfortable learning atmosphere for themself, doing and sending English assignments on time, looking for locations with good network coverage when the area was having internet network problems, and motivating themself to study harder so that get good marks.

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