



**TEACHERS' PROBLEMS IN CONDUCTING ONLINE TEACHING  
(A Case Study of English Teachers at SMPN 1 Batipuh, Tanah Datar  
Regency)**

**THESIS**

*Submitted to the English Teaching Department of Tarbiyah and Teacher Training Faculty to Fulfill One of the Requirements for Obtaining Bachelor Degree (S1) in Teaching English*

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This approval is granted and used appropriately.

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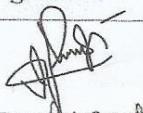
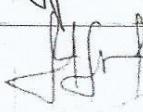
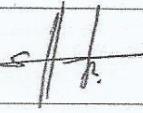


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## **ABSTRAK**

**SEPTIA HARDIMAN FAUZIAH, 14 104 071**, judul skripsi: “**TEACHERS’ PROBLEMS IN CONDUCTING ONLINE TEACHING (A Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency)**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah terdapatnya berbagai persoalan dalam pelaksanaan pembelajaran online sebagai dampak dari pandemic Covid 19 yang dirasakan oleh guru bahasa Inggris di SMPN 1 Batipuh. Penelitian ini bertujuan untuk mendeskripsikan permasalahan yang dialami oleh guru dalam pembelajaran online di SMPN 1 Batipuh

Penelitian ini menggunakan desain studi kasus deskriptif dengan pendekatan kualitatif. Dalam penelitian ini instrumen kunci adalah peneliti sendiri. Data dalam penelitian ini adalah permasalahan guru dan sumber data wawancara dari guru bahasa Inggris SMPN 1 Batipuh yang berjumlah 2 orang. Mereka terpilih sebagai informan berdasarkan permasalahan yang dialami oleh guru saat pelaksanaan pembelajaran online. Pengambilan data menggunakan teknik wawancara serta dibantu pedoman wawancara. Untuk menguji keabsahan data, peneliti melakukan triangulasi waktu dengan membandingkan hasil wawancara pertama dengan hasil wawancara kedua.

Berdasarkan analisis data hasil penelitian menunjukkan bahwa ada 6 permasalahan guru dalam pembelajaran online di SMPN 1 Batipuh. Masalah tersebut adalah (a) Masalah pada jaringan internet, (b) Persepsi guru terhadap siswa yang bolos dalam pembelajaran, (c) Keterbatasan guru dalam menyiapkan materi pembelajaran, (d) Kurangnya minat belajar siswa, (e) Guru kurang percaya dengan hasil belajar siswa, (f) Kurangnya interaksi antara guru dan siswa.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

According to Ratnasari (2012:1) Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. And e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media. The rapid development of technology has influenced all aspects, one of which is the education aspect. Developments in science and technology really help the world of education at this time because online learning is a new learning method that does not require students and teachers to be in the same class but in online learning teachers and students can study anywhere and anytime but at a distance so that distance is no longer a barrier for teachers and students from being able to carry out learning.

Online learning is the new learning method in pandemic covid 19. In pandemic situation students and teacher must learning at home because in pendemic situation all of people must social diterncing it is make learning in the school cannot implemented. Online learning is an education system that uses mobile apps to promote the use of the Internet, computing networks, and standalone computers to educate and study. It may also be inferred that e-

Learning is an activity for teaching and learning that uses mobile media as a means to facilitate the process.

Learning online greatly assist teachers in teaching and learning activities underwent the same as usual. With the existence of an internet network that is almost spread to all parts of the world including Indonesia, alternative online learning can be implemented. However, online learning activities carried out in schools have not been maximally implemented, teachers' understanding of using new methods is still low, and this is also felt by educators.

A common problem that occurs with teachers in Indonesia is that in online learning activities some students do not have media to support online learning activities such as cellphones, laptops, personal and computers. The result is a decrease in the quality of student learning, and the quality of the network that is spread is still not optimal. Then, the distribution of internet networks in Indonesia is not optimal, and there is still low socialization related to the implementation and technicalities of online learning to students, and a less conducive atmosphere in the implementation of learning activities and learning objectives are less clearly conveyed. What students do is also expected to be able to develop and control themselves in positive things, be able to work together in the environment, and be creative, innovative, and skilled, have physical fitness and healthy living habits to participate in online learning activities.

Students think that online learning is uncomfortable and very dull when online education takes place. This assumption varies from what is

intended to be as interesting as possible by teachers who make learning so that students feel content, relaxed and do not feel burdened by engaging in online learning. There are some concerns relating to the introduction of online learning, namely that the consistency of the internet network is not stable to make it an inhibiting force conducive to the implementation of online learning. And the poor enthusiasm of some learners to participate online in teaching and learning practices. Then, the lack of contact between parents and teachers about the creation of daring learning experiences online by children is another problem faced.

There are several problems related to the implementation of online learning, namely, the quality of the internet network is not stable so that it becomes an inhibiting factor in the implementation of conducive online learning. As well as the low motivation of some students in participating in online teaching and learning activities. Then, another problem faced is the lack of communication between parents and teachers regarding children's development during online learning activities.

There are several ways in which educators can attract the interest of students to perform online learning, one of which is by creating videos of interactive learning. Based on Handayani, (2020: 16) as part of online learning, video-based online learning, which allows two-way interaction between different classrooms using remote imaging systems, has been widely used since the 1990s. Since 1990s, the online learning method has been introduced and uses video as a tool for learning. During the COVID-19

pandemic, online learning was not only used in Indonesia, which led teachers and students to convert the old learning methods applied in the classroom into learning using online learning methods. Teachers need to be extra in developing learning models while learning online so that students feel comfortable learning, and students understand what is being taught.

A new learning method in Indonesia that has been introduced during the Covid 19 pandemic is learning with the online learning. This method of learning uses the internet as an interface to provide learning content, and many teachers do not really understand the use of methods of online learning. When introducing online learning, there are many concerns that occur, one of which is the reluctance of teachers to use online learning software, producing online learning media and resulting in inadequate teaching and learning processes.

The researcher sent comments to the English teacher at SMP 1 Batipuh about the teacher's problems in implementing online learning on September 14, 2020. The teacher explained in an interview about the difficulties faced in the introduction of online learning. Network problems are the most common challenges faced by students. The internet signal problems faced by teachers and students are caused by the existence of the location where the teachers and students live which are very difficult to reach via internet signals. The teaching and learning process is much hampered. The informant also clarified not only the signal problem, but also the English subject, which is a very difficult subject for some students because English, which is a foreign language, is used in the introduction of English subjects. Less attractive

learning media is also one of the teacher's problems when implementing online learning because less attractive learning media causes students to be uninterested in learning and this makes students not enthusiastic about implementing online learning.

The teacher's strategy explains learning using learning materials available on the internet and sent via the Whatsapp group and the students carry out the exercises provided, the teacher provides the opportunity for students to ask questions about learning through messages in carrying out learning. Things that are often experienced by teachers of SMPN 1 Batipuh are limitations in using technology by teachers because teachers are not familiar and have not been trained in the use of technology and this causes teachers to feel difficulties in the teaching and learning process and this has an impact on the implementation of online learning. The facts found in the field when introducing online learning are the contrast between student learning outcomes and online learning with face-to-face learning, which has a substantial effect on student learning outcomes, which dramatically decreases the importance of student learning outcomes. For teachers, this is a new challenge because the teacher does not track the learning comprehension of the student and the teacher can only change the way the content is delivered and update the current media so that students can understand the learning material given.

Not only the use of online learning apps, but also the use of online learning, learning media that teachers need to recognize, but teachers are also

required to inspire students to perform online learning. According to Warmi et al. (2020: 198), the most important thing that must be maintained in the COVID-19 pandemic situation is student motivation. Teachers are also required to motivate students, especially in online learning circumstances, because students may lose motivation to learn due to a lack of teacher supervision to motivate learning during the current pandemic. In this scenario, the teacher is supposed to inspire students to learn online so that students have more desire.

In a pandemic situation, almost all work sectors are carried out from home including in the education sector, this requires teachers and students to carry out learning and teaching from home, this makes teachers have to explore new learning methods implemented with technology and online learning. Teachers are needed to be more innovative in providing learning materials during a pandemic like today, particularly for teaching English at junior high school level, teachers are required to be more creative and increase the motivation of students to learn. A difficult lesson is dubbed for offline learning English since English learning content is provided in English, This requires teachers to be more innovative in presenting learning, particularly in the current pandemic period, it is required that teachers will be able to provide unique material from other learning materials that aim to prevent students from getting bored quickly with the learning material, especially with the student's language. It's a foreign language and very hard to understand.

There are several online learning apps, including Google Classroom, Google Classmeet, Zoom, Whatsapp, and others, that can support online learning. Teachers are also encouraged to be more innovative and understand more about learning materials while using online learning applications. Teachers and students are encouraged to remain linked to the internet via online learning because the contact between students and teachers is through internet intermediaries. According to Himawan (2015: 139) Online learning is a learning model that uses internet media online via the web, so that the learning process is carried out indirectly or without face to face between teachers and students. Students and teachers does engage directly in online learning, teachers and students interact with media applications in online learning. In the teaching and learning system, all the materials and exercises certainly carried out are carried out by applications and teachers are encouraged to be more creative in the design of materials and exercises.

Of course, online learning is not very productive compared to offline learning, but it does increase teacher awareness about the use of technology in online learning and learning for online teachers, which can significantly help teachers use interesting learning media in learning English without exception. There are many learning media that can be used to learn English, including the use of YouTube, music, and even these media films can have a positive effect on students and teachers, which can increase the interest of students for learning. Another effect of using online learning media, especially in English, can make learners understand the material quickly and make teachers more

confident in explaining learning. Movie and music media really helped students to introduce vocabulary to students and made pronunciation easier for students. But not all teachers can use technology, since young teachers are more likely to use technology. It makes less successful use of technology by more senior teachers with instructional media that is full of creations.

In Indonesia, the online teaching approach is very recent, since online teaching was only carried out in Indonesia during the COVID-19 pandemic. This calls for teachers to be more innovative in learning using technology. In the circular letter of the Ministry of Education of the Republic of Indonesia number 15 of 2020 contained in this letter, the Ministry of Education of the Republic of Indonesia hopes that all students hope to study at home in this COVID-19 pandemic and that all students will obtain their education rights as a whole. Online learning is education that creates education programs, Not all teachers will incorporate online teaching in real life, however, since not all teachers understand online teaching and technology. The ease of online teaching is also faced by some teachers, a challenge experienced by many teachers when online learning is the difficulty of managing the class at the time of learning, which can make learning less successful. The situation of online education makes it difficult for teachers to provide instruction because there is no direct contact between teachers and students that can provide more added value to students.

## **B. Focus of the Research**

Based on the background of the problem above, the researcher wants to focus the research on “teacher’s problems in conducting online teaching (a study of English teachers at SMPN 1 Batipuh, Tanah Datar Regency)”

## **C. Question of the Research**

Based on the research focus above, the research question is “What are teacher's problems in conducting online teaching?”

## **D. Definition of the Key Terms**

To avoid the misunderstanding of this study, researcher defined the key term.

1. Teachers Problem is Problems that teachers often face when implementing online teaching
2. Online teaching is e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media.

## **E. Purpose of the Research**

Based on the focus and question of the research above, the purpose of the research is to describe the teacher problem in conducting online teaching SMPN 1 Batipuh, Tanah, Datar Regency.

## **F. Significance of the Research**

### **1. Researcher**

After completing this study, the researcher hopes that the results of this study could be useful for those in need. Theoretically, this research was conducted to examine teacher problem in conducting online teaching, this research is expected to be useful other people to know about all problem that happened when pandemic situation and students must be learning online from they are home and the teacher must teach from home.

### **2. Teachers**

In this study, researcher hope that teachers can take advantage of this research, hoping that teachers can find solutions to problems faced by teachers when teaching online, and researcher hope that teachers will familiarize themselves with using technology and be creative in using learning media in online and offline learning.

### **3. Students**

In this study, the researcher hopes that students will motivate students to learn with the limited interaction between students and teachers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

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

Salma (2013: 33) defines online teaching as the delivery of learning programs, training, or education using electronic suggestions such as computers or other electronic devices in various ways to provide training, education, or teaching materials.

Yadzi (2013: 146) online teaching as any teaching and learning that uses electronic networks (LAN, WAN, or internet) to deliver learning content, interaction, or guidance. There are also those who interpret e-learning as a form of distance education conducted through the internet media.

According to Ratnasari (2012:1) Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. And e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media.

Basically, online teaching has two types, namely:

- a. Synchronous Training

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process occurs at the same time when the teacher is teaching and students are learning. This allows direct interaction between teachers and students, both via the internet and intranet. training Synchronous e-learning is mostly used by seminars or conferences with participants from several countries.

b. Asynchronous Training

Asynchronous Training means "not at the same time". So, one can take training at a different time than the instructor providing training. This training is more popular in the world of e-learning because it provides more benefits for trainees because they can access training anytime and anywhere.

According to Himawan (2011:139) Online teaching is a learning model that uses internet media online via the web, so that the learning process is carried out indirectly or without face to face between educators and students. Online learning is a distance learning that utilizes the internet and applications as a medium to interact between teacher and students so that the teaching and learning process remains implemented properly even if separated by distance.

In addition, Prasetyaningtyas (2020:87) Online teaching is usually called e-learning, derived from the words electronic and learning which

means teaching using electronic equipment. E-learning as the delivery of learning, training programs for education using means electronics such as computers or other electronic devices such as mobile phones to provide training or education. Its mean online teaching or e-Learning is teaching with used computer or electronic equipment, they are used e-learning to teaching, training program for education using electronic equipment like computer or mobile phone.

According to Setiawan (2014:2) many terms are related to e-learning, including software learning, multimedia learning, computer based learning, online learning, distance learning, and e-learning itself.

Excerpt from research results Ahmad (2020:24) Online teaching is an online learning method or is done via the internet network. Prerequisites related to online teaching are content, channels and infrastructure technology information. Related to online teaching prerequisites, other things that must be completed are:

- a) The teaching and learning process is carried out via an internet connection and there are organizers
- b) The availability of facilities for students in its services, such as:  
print, download, etc.
- c) Providing tutors in case of difficulties in the learning process
- d) Positive mindset between educators and students or lecturers  
and students in the main function of the internet

- e) Learning process system design that can be learned by all learners
- f) There is an evaluation process of a series of learning processes
- g) Mechanism Feedback from the organizers.

One of the prerequisites for online teaching is the existence of learning content provided by the teacher, the more interesting the content provided by the teacher, the more interested students are to pay attention to the material provided, this can be a very appropriate way to be implemented with the online teaching method because there are many online teaching students. Loss of motivation to learn due to the absence of supervision by teachers and parents in the teaching and learning process. To get good content, teachers are encouraged to have supporting materials and infrastructure in creating learning material content. Because the online learning method teachers must be supported to have a qualified internet network to support the implementation of online teaching. In online teaching, teachers are expected to always be on standby when students have difficulty in implementing online learning, one of which is a question in the learning material taught by the teacher. In online teaching the teacher really expects feedback in the material being taught so that there is a question and answer interaction in the learning and but in online teaching that occurs students tend to accept what the teacher teaches without any questions and eat in the material, this makes the teacher difficulty in evaluating student learning outcomes that have been implemented.

Huang (2020:9) in online teaching, learners can interact directly with the learning content that they find in multiple formats (e.g., video, audio, document, etc.). Additionally, they can also choose to have their own learning sequenced, directed, and evaluated with the assistance of a teacher.

In online teaching there is a two-way interaction between teachers and students is very important because learning will not take place if the interaction obtained is only one way, two-way interaction is not only carried out during online teaching but two-way interaction must also be carried out during offline teaching because it is mandatory things that must be done at the time of learning. In the implementation, the interactions that he does when an online teacher is very different from what was expected because the absence of two-way interactions between teachers and students makes online teaching less effective and this includes problems that are carried out by teachers during online teaching.

The last, Arriany (2020:119) Online teaching or known as electronic learning, or e-learning is teaching that is delivered using electronics such as computers. Generally, to access online learning material through networks, websites, internet, intranet, CD and DVD.

Online teaching and online learning are teaching methods carried out through electronic media, generally online teaching uses an internet

network to access learning materials. Many applications that can support online teaching such as Whatsapp, zoom, Google classmate, etc.

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

In online teaching there are many determining factors for the success of online teaching, one of the factors causing the success of online teaching is good communication, Excerpt from research results Nissa's research (2020: 7) good communication, directed and consistent, selection of the right material, delivery of pleasant material, students positive responses, awards given by the teacher to increase student enthusiasm, approach teaching with students and try to make the classroom atmosphere active, and improve learning outcomes. This means that in a situation the teacher must have good communication with students, choosing the right material because well-chosen material can make students not bored to learn online. The teacher must invite students to give a positive response because if students have a positive response, online teaching can run smoothly.

Excerpt from research results Nissa's research (2020: 7) factors that influence teaching outcomes.

- a) Are internal factors in the form of environment, health, intelligence, interest and motivation and learning methods and external factors in the form of family, school, community, and the surrounding environment.

- b) Environmental factors are the main factor in the ineffectiveness of online teaching because an unsupportive family environment will find it difficult for a student to follow online learning.
- c) Who invite us to play so that students are negligent in taking online learning.
- d) Factor the students personally in personal student is diligent or lazy to follow the learning online
- e) Factor parental guidance because during the online teaching teachers ask parents to work together to supervise their children learn and guidance
- f) Factors the internet is a factor that many inhibit online teaching as the internet speed also affect students in access applications for online learning activities

Based on the theories above, many factors causing to successful online teaching one of factors is good communication, choose good material, and make a student's positive respondents. Not only these factors but several factors to make success online teaching like internal factors in the form of environment, health, intelligence, interest and motivation and learning methods, internal factors in the form of environment, health, intelligence, interest and motivation and learning methods, factor in the ineffectiveness of online teaching, Other environmental factors, Factor the students personally in personal student, Factor parental guidance, Factors the internet

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

During the current pandemic, everyone is required to work and study at home, including teachers and students, but during the pandemic, student learning motivation has become lower than before, making students feel burdened by online learning as it is today. This triggers several factors that cause online teaching problems.

According to Nugraha (2018:149)

- a. The lack of good teacher skills in the aspect of understanding the problem, so that it has an impact on students' problem-solving abilities.
- b. The strategy used in training students' problem understanding skills is not appropriate so that students feel bored and have difficulty completing assignments.
- c. The Lack of student motivation in participating in learning is also the cause of the low ability to understand problems in online teaching.

The teacher's ability in the aspect of understanding the problem must still be used because there is an impact on students' ability to solve student problems, even though the implementation of online teaching requires students and teachers to be at a far distance but students must have encountered problems in the online learning process both regarding assignments or material, therefore teachers are required to have good skills

in the aspect of understanding problems to solve student problems. Not only problem-solving aspects of students, teachers are also required to be skilled in explaining subject so that students do not get bored in learning. In online teaching students' interest in learning becomes lower and the ability to understand problems that occur during the online teaching process is lower.

According to Arizona et al. (2020: 66) some problems faced when doing online teaching:

- a. Internet access (data package) and it is not uncommon for teachers and students to use online learning applications.
- b. Limitations of internet access by teachers and students, as well as lack of understanding of online learning.

This means that in real life there are many problems in online teaching, especially the internet access network, many locations have problems with the internet network which causes many students and teachers not to have internet access to implement online teaching. Some teachers and students do not really understand online teaching and this makes online teaching very disturbed because the basis of learning to use the online teaching method is that teachers and students must understand online teaching.

Another opinion from Milya Sari (2014:128) states that web-based teaching also has shortcomings, namely:

- a. The success of web-based teaching depends on the ability and motivation of learning
- b. Access to teaching using the web is often a problem for learners
- c. Learners quickly feel bored and bored if they do not access information, due to the absence of adequate equipment and sufficient bandwidth
- d. A guide is needed for learners to find relevant information, because the information contained on the web is very diverse
- e. Using web-based teaching, teaching is disrupted if there are limitations in communication facilities.
- f. One of the biggest weaknesses in online teaching is the lack of direct interaction between educators and students and between fellow students.

That is, some of the deficiencies that exist during online teaching, namely the success of students during learning depending on the ability and motivation of these students, so the higher the motivation of students in carrying out learning, the higher the student's ability, the learning will be successful. In online teaching, the use of technology is needed because all subject matter will be conveyed via the internet and this is often a problem for students who have limitations in using technology to access this teaching. Online teaching as it is today for some students feels very boring even teachers feel that learning is very boring because in learning

there is often disruption to the network which results in not being able to access the information provided and inadequate equipment to carry out learning to be an important point for feeling fast bored when carrying out learning. Students really need guidance to find the right learning, this is due to the large amount of information on the web. Another problem when implementing online teaching is that the implementation of learning is often disrupted due to limitations in communication facilities. A limitation that is a problem for students and teachers is the lack of interaction between students and teachers, this is a very barrier for both students and teachers, causing the teacher not to freely convey learning and students not freely ask the teacher.

Based on the theories above, many problem in online teaching one of them is teacher and students don't have good knowledge to online teaching, teacher not have good strategy to online teaching to make students understand the material it is make the students bored in online learning, many students not understand about subject learning, that will make impact to students comprehension. The others problem, many location not have good connection internet to online teaching and many students and teacher not have data packages to online teaching it is make online teaching not done properly.

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

Education in pandemic situation Covid19 make all people stay at home they are must work from home it is also occurs in education,

students must learning at home with online learning program, they are must long distends learning with they are teacher. Many student do not follow the learning online because have many problem, not just students but teacher have many problem in online teaching, many teacher in Indonesia not have good knowledge for IT program they are is senior teacher.

Excerpt from research results Nissa's research (2020:1) The obstacle occurred for the teacher, namely that many students deliberately did not take part in online learning because they did not have an internet quota to access learning so that these students were left behind and did not get any grades besides that there were still some students who did not have facilities such as cellphones to carry out learning activities. Its mean many student do not follow online learning class because they are not have internet quota to access the online learning class and not all students have facility to follow the online learning like PC or smartphone.

## **B. Review of Related Studies**

The researcher found some researches that are related to the problem discussed in this study. Mirna Hanny Ainun Nissa (2020) Efektivitas Hasil Pembelajaran Di Era Pandemi Covid-19 Siswa Kelas Vii Smp Muhammadiyah Ahmad Dahlan Sukoharjo Semester Genap Tahun Pelajaran 2019/2020. In this study, the researcher explained that the government issued an online learning policy or learning from home during the Covid 19 pandemic situation. Online learning should have been effective and had an

effect on student learning outcomes. This is in line with research conducted on English teachers at SMPN 1 Batipuh, Tanah Datar Regency, which explains that English teachers at SMPN 1 Batipuh also expect effective online learning and this does not have much effect on student learning outcomes.

Hidayatulah Himawan (2011) entitled Analysis and Design of Online Learning Systems Using the Parsing Method. In this journal the writer discusses the Analysis and Design of Online Learning Systems Using the Parsing Method. The author explains that the distance learning system or e-learning is mostly developed by academics, but what is desired so that the education system can run more effectively and efficiently without reducing the quality of the output produced is still very far from what was expected. The equation with this research is that online learning systems are currently widely used, both formal and non-formal learning.

Susi Prasetyaningtyas (2020) have tittle is Pelaksanaan Belajar dari Rumah (BDR) Secara Online Selama Darurat Covid-19 di SMP N 1 Semin, The spread of the Corona virus which causes the Covid-19 disease has prompted the government to issue new policies in the field of education. This policy aims to prevent the spread of the Corona virus in the educational unit environment. The policy adopted is the application of online Learning from Home (BDR). Online learning uses a handphone Android electronic device. Many problems occur during the application of BDR, including: unstable internet connection or network, internet quota or pulsa and limited facilities in the form of a handphone android. The results of the survey of students stated that there were some unpleasant things during BDR, namely boring,

lack of student motivation, too many tasks, less focus on learning and a less pleasant learning atmosphere. This was also found by researchers when conducting research at SMPN 1 Batipuh, the lack of motivation of students when carrying out online learning is one of the problems experienced by English teachers during online learning today.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study used was a descriptive research within qualitative paradigm. According to Lusia (2014: 7) In Sudjana and Ibrahim, (1989: 65) Descriptive research is research that tries to describe a symptom, event, event that is happening at the moment. Descriptive research focuses more on describing a symptom, event, event that is happening at the present time. In this study, descriptive research focuses more on an event that becomes a new model of research methods carried out by teachers, namely online teaching which is a new learning method implemented during the Covid 19 pandemic.

According to Sugiyono (2013: 7) qualitative methods are referred to as artistic methods. This is because the research process is more of an artistic nature (less patterned) and is called an interpretive method because the results of the research are more related to the interpretation of the data found in the field.

According to Mudjia Rahardjo (2017: 2) A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, whether at the level of an individual, group of people, institution or organization to obtain in-depth knowledge of the event. Usually, the selected events which are hereinafter referred to as cases are real-life events, which are taking place, not something that has passed.

## **B. Research Setting**

This study describes teacher's problems in conducting online teaching (A Study English Teachers at SMPN 1 Batipuh, Tanah Datar Regency). Online interview data with the English teacher at SMPN 1 Batipuh, the researcher gave several questions related to online teaching. After that the researcher made a transcript of the audio interview which was carried out with the teacher which contained all the questions the researcher asked and the answers given by the teacher. In this study, researcher used data based on the results of the interviews given by the teacher.

## **C. Research Informant**

In this study, research had two informants who were English teachers from SMPN 1 Batipuh. In the teacher's speech, the teacher had problems in implementing online teaching, especially when the teacher taught in grades VII and VIII. One teacher explained that learning using online media was very difficult to implement, especially for senior teachers, it was very difficult to implement. The teacher also felt drastic changes in student learning outcomes. This has a big impact on the final assessment that will be given to students. Especially for grade VII which is the first year students carry out learning English, this makes it very difficult for students to understand the learning material because the introduction to English material is very minimal.

The challenges that teachers must face when introducing online education are the lack of awareness of online learning by the instructor, the

lack of preparation by the teacher in the use of technology as a learning partner and the lack of teacher innovation in the design of learning media.

Research informants should fulfill some criteria of informant. Suci Angraini (2018:47), states that there are five criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involve at certain group, and (5) subject have views about certain case that happening.

## **D. Technique of Data Collection**

### **1. Research Interview**

The key instrument of this research it was the researcher herself. The researcher analyzed the document of audio recording from the teacher English learning at junior high school. Gay and Peter (2012: 142) state that the researcher relies on experience and insight to select a sample; randomness is rarely part of the process. One reason qualitative researcher spend time in the research setting before selecting a sample is to observe and obtain information that can be used to select participants whom they judge to be thoughtful, informative, articulate, and experienced with the research topic and setting. In this case the researcher must search sample for observe the information to can get the required information.

### **2. Research Procedure**

This research was conducted by applying several stages. First preparation in this stage the researcher finds a problem that will be raised into a study and the researcher also collects theoretical theories that can support the research. At this stage the researcher writes a research proposal

and carries out guidance with the supervisor, after the research is deemed appropriate for a proposal seminar by the research supervisor to carry out a research proposal seminar and carry out improvements after carrying out the seminar.

The next step is the operation, in this stage the researcher collects audio recordings of interviews conducted with selected informants and makes a transcript of the results of the interview and the researcher makes reduction data.

The final stage is post-operation, in this stage the researcher analyzes the results of the interview with the informant and draws conclusions about the problems the informant brings up in the interview conducted and the researcher writes a research report from the information obtained from the interviewed informant.

#### **E. Checking the Data Trustworthiness**

To ascertain whether the data is reliable or not, the researcher needs to check whether the data can be trusted. The research data were checked by means of a credibility test with due regard to time triangulation. Sugiyono (2013: 270) tests the credibility of data or trust in data from qualitative research results, among others, carried out by extending observations, increasing persistence in research, triangulation, and discussions with peers, negative case analysis, and member checks. Time triangulation according to Sugiyono (2013: 274) data collected by interview technique in

the morning when the resource person is still fresh. Therefore, in order to test the credibility of the data, it can be done by conducting interviews in different times and situations. If the test results produce different data, it is carried out repeatedly so that data certainty is found.

## **F. Technique of Data Analysis**

The study of the data used the model of Miles and Huberman. Miles and Miles In Suci Anggraini (2018:51), Note that there are three activities in the study of qualitative research results. They are data reduction, data display and drawing or verification conclusion. Those are as follows:

### 1. Reduction of the data.

Data reduction is defined as a process of selection, interest focus, simplification, abstraction, and transformation of existing data from written records in the field. The researcher conducted several steps in data reduction activities, such as recording findings, performing interviews, transcribing interview results, making transcription codes, and so on.

### 2. Data Display

Data display is a collection of information arranged in such a way that it is possible to draw a conclusion and a treatment. Qualitative data can be displayed in several ways, for example by using graphs, tables, brief descriptions, charts, and categorization and so on. In this study, researcher analyzed the problems of online teaching teachers.

### 3. Data verification and conclusion

After reducing and displaying the data, the last step is drawing the conclusion and verification of the data. This activity is aimed at checking and concluding the problems that teachers face in online learning.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

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

This chapter presents the results of research on teachers problem in conducting online teaching a Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency. The data used in this study were the results of interviews of English teachers at SMPN 1 Batipuh in the implementation of online teaching in English language learning. The data sources used in this study were interviews related to online teaching, the researcher conducted this interview within 20 Days from the date 29 December 2020 to the date 19 January 2021. Research data were collected from two informants through interviews. In conducting interviews, researcher used interview guidelines, but the questions were not structured. Researcher use Indonesian and Minang (local language) to establish good relations with informants, and so that communication runs effectively and smoothly.

Based on the research, the researcher found the teacher's problem in implementing online teaching. In this study, researcher found that there were several problems encountered by teachers when implementing online teaching. Among other things, the

- a. Problems in the internet network
- b. Teachers 'perceptions of students who are truant in learning
- c. Teachers 'perceptions of students who are truant in learning
- d. Lack of student motivation in participating in learning
- e. Lack of teacher trust in student learning outcomes
- f. Lack of interaction between teachers and students.

### **1. Problems in the internet network.**

One of the factors causing problems in online learning experienced by teachers is the problem in the internet network, which is experienced by the English teacher at SMPN 1 Batipuh. The number of informants consisted of 2 English teachers. This can be seen in the interview the researcher conducted with informant 1 on, December 29, 2020 at 02:01 PM By telephone due to the corona virus pandemic which prohibits associations and social distancing. The informant said:

*Anak kita itu tidak dapat jaringan.*

[Our students can't get a signal]

*Tidak punya sinyal*

[No signal]

*Anak yang ooo berada diii ooo di sinyal sinyal yang susah ini, di daerah daerah yang susah ini nah dia dak bisalah oo mee meeekses itu ya meng akses videonya itu susah, nah ujung ujungnya dak bakal nonton videonya itu.*

[Students who are in places where internet signals have a little difficulty, areas that have signal constraints make it difficult for

students to access the learning videos and in the end students will not watch the learning videos]

*Rasanaya tidak leluasa kita mengajar, apalagi kalu tidak ada sinyal aaa sangat tergantung jadinya kan aaa tidak ada tidak sinyal atau jelek*

[It doesn't feel free when teaching, especially if there is no signal that really disturbs, there is no signal or bad signal]

The Internet network is an important factor for implementing online learning because in online learning the smoothness of the internet network is very important for the smooth teaching and learning process. Based on information from informant 1 who was interviewed on December 29, 2020, the teaching and learning process carried out during the pandemic had obstacles, one of which was with the signal. This causes some students to not be able to carry out learning due to disruption in carrying out learning. The problem with teachers when implementing online learning is that teachers are not free to explain learning because the signal disturbance felt by students is also experienced by the teacher, this causes the teaching and learning situation to be very disturbed.

Information obtained from the second informant who was interviewed on January 19, 2021 at 08:35 AM via telephone connection due to social distancing related to the spread of the coronavirus. The informant said:

*Kadang anak tu lai ado kuota internetnya tapi sinyalnya tu gangguan nah ndak stabil waktu jam belajarnyo,*

[Sometimes these students have internet quotas but the signal is often interrupted and often unstable during class]

*Bagi anaknya yang minat belajarnya kurang kadang sinyalnya tu bagus tapi gitu lah sinyalnya bagus tapi pas belajar pas jam belajar anak anak tunyo ambil absen.*

[For students whose interest in learning is less and the signal is good but when studying these students only take absences]

*Ada juga anak tu bilang alasannya mereka tu di kelas mayanya atau di kelas onlinennya susah mereka ambil absen saat mereka sudah mencoba katanya isi data, lah nyo isi datanya tapi katonya dak bisa di submit kadang iyo kendala sinyal iyolo tu*

[Students said the reason they were in this virtual class or online class was difficult to take absences. when they have filled in the data but cannot send it due to signal or internet network.]

According informant two interviewed on November 19, 2021 states the problem of students sometimes having an internet quota but some areas have bad signals, this causes the learning process of students to be very disturbed and this is also felt by the teacher. Things that are often experienced by students are the difficulty of students taking absences in Google classroom due to network problems and often difficulties in submitting absences that have been filled in.

From the above discussion, it is explained that an important consideration for the introduction of online learning is the internet network, because the smoothness of the internet network is very important for the smoothness of the teaching and learning stage in online learning. The teaching and learning process carried out during the pandemic experienced obstacles, one of which was the presence of a signal, based on information from informant 1, who was interviewed on December 29, 2020. This caused some students to be unable to

carry out learning due to learning disruptions. When introducing online learning, the teacher's problem is that the teacher is not free to clarify learning because the distraction signal felt by students is often encountered by teachers which greatly interfere with teaching and learning situations. Student problems often get internet restrictions, but in some places there are bad signals, according to two informants who were interviewed on November 19, 2021, this causes the student learning process to be very disturbed and this is also felt by the teacher. . The challenges of students who take attendance in Google classes due to network problems and also difficulties in sending filled in attendance are things that students often face.

## **2. Teachers 'perceptions of students who are truant in learning.**

One of the reasons causing online learning difficulties faced by teachers is Teachers 'perceptions of students who are truant in learning experienced at SMPN 1 Batipuh by English teachers. There were 2 English teachers making up the number of informants. This can be seen in the interview conducted by the researcher on, December 29, 2020 at 14.01 by telephone with informant 1 because of the corona virus pandemic that prevents association and social distance. Stated the informant:

*Di kelas maya tu ada yang mengambil absen saja habis tu hilang saja anaknya entah kemana.*

[In the virtual class, there were those who only took attendance after that they did not participate in learning]

*Masalahnya ambil absen saja ke kelas habis itu daaa dengan hp nya sibuk dengan hpnya kan hmm seperti itu lah ooo rasanya*

[The problem is students only take attendance after that they don't participate in learning or just focus on their hand phone]

*Kita tidak bisa pantau anak itu memang iya berada di kelas atau tidak*

[The teacher cannot monitor whether the student is in an online class or not]

Teachers' perceptions of students who are truant in learning English is an important factor in the success of learning, especially in online learning. Some students who are often caught taking absences when carrying out learning become a problem felt by teachers, especially English teachers, this causes students to not understand what is explained by the teacher because students are truant in online learning and only focus on their cellphones. Based on information from informant 1 who was interviewed on December 29, 2020, the teaching and learning process which experienced problems with truant students actually did not really have an effect, but students' understanding during tests would have a negative impact on the learning outcomes of these students.

Whereas according to the second informant stated about Teachers' perceptions of students who are truant in learning who was interviewed on January 19, 2021 at 08:35 AM via telephone connection due to social distancing related to the spread of the coronavirus. The informant said:

*Antah anak tu sekedar maambiak absen sajo antah sinyalnya tu yang hilang jadi karno dak apo yo susah ibuk mangontrolnya anak jaman kini*

[Whether the student is just taking absences or there is a signal interference, and the teacher has difficulty controlling students]

*Rekan guru ya mereka mengeluhkan permasalahan yang sama mereka tidak bisa memantau anak anak kadang antah lai anak anak tu di rumah atau tidak kan antahnya pai jo kawan kawannya alasannya pai baraja padahal nyo dak ikut belajar online*

[The other teachers complain about the same problem can't monitor students, sometimes the student is really at home or playing with his friends on the grounds of learning online, but in fact the student is not present in online learning]

*misalnya anak kelas 7 tu ada 50 orang pokoknya kadang setengah yang mengikuti jadi mau gak mau ibuk tetap menjalankan tugas walaupun yang hadir itu sedikit dan akan menghabiskan waktu tidak perlu di awal itu jadi apa waktunya tidak sesuai kurang efektiflah kalau ibuk melihat dah berapa bulan seperti ini.*

[For example, there are 50 students in grade 7, sometimes only half of the students take part in the lesson, I can't help but keep on doing my assignments even though collecting them is quite time-consuming and it is less effective after I noticed a few months ago]

Information obtained from the second informant on the date January 19, 2021 at 08:35 AM via telephone connection due to social distancing related to the spread of the coronavirus. The informant say that students often do not focus on the implementation of online learning, even when offline learning, students do not focus one hundred percent on the lesson, this makes it difficult for teachers to control the extent to which students understand learning. Some students often skip learning and are only there when the teacher is absent after that they refocus with their cellphones but not on the assignments or lessons described by the teacher. And for seventh grade which is the first year of studying at junior high school, the habits of students during elementary school are still often done

at this time, especially these students have never carried out learning in junior high school.

In learning English, Teachers 'perceptions of students who are truant in learning, especially in online learning. Some learners who are often caught absent from learning become a problem felt by teachers, especially English teachers, This allows students not to understand what the teacher describes because students are truant and concentrate only on their mobile phones in online learning. according to another informant that students frequently do not concentrate on the introduction of online learning, even though students do not concentrate one hundred percent of the lesson on offline learning, which makes it difficult for teachers to monitor the degree to which students understand learning. the activities of students during elementary school are still mostly done at this time for the seventh grade, which is the first year of learning at junior high school, In fact, these students have never carried out junior high school teaching.

### **3. Limitations of teachers in preparing learning materials.**

One of the causes of teachers' online learning issues is limitations of teachers in designing instructional media by English teachers at SMPN 1 Batipuh. As for the number of informants, there are 2 English teachers. This can be seen in an interview conducted by researcher at 14.01 by phone with informant 1 on, December 29, 2020, due to the corona virus

pandemic that hinders social distancing and social distancing. Informant said:

*Guru yang sudah berumur punya kendala dalam menyiapkan materi*

[Senior teachers have problems preparing material]

*Guru yang sudah tua susah untuk buat buat itu ya jadi carinya di youtube*

[An old teacher is hard to make media and looks for it on YouTube]

limitations of teachers in designing instructional media. In the results of interviews with informants on December 29, 2020, explained that teachers could not monitor one hundred percent of these students in online learning because during online learning the teacher only relied on WA or Google classroom, it was not impossible that students could skip learning. In online learning teachers are also required to be creative in using technology and making media that is as attractive as possible, this is quite difficult for senior teachers who are not used to using technology, this makes the teacher very overwhelmed in carrying out online learning and the teaching and learning process is less effective because the teacher is not proficient in the use of technology.

In the meantime, according to the second informant limitations of teachers in designing instructional media. Who was interviewed by telephone at 08.35 on January 19, 2021, due to social distance associated with the spread of the corona virus. The informant said:

*Kalau di offline banyak yang bisa wak lakukan dalam satu kali pertemuan*

[During face-to-face learning, there are many things that can be done.]

Information was obtained from the second informant on January 19, 2021 at 08.35 WIB through a telephone connection due to social distancing related to the spread of the corona virus. The informant said that senior teachers in online learning had problems that tended to be the same, namely problems in the limitations in monitoring students, this caused the teacher not to know whether the student was at home or playing with friends and gave reasons for carrying out online learning outside with friends, this happened a lot. In the community, the lack of teacher supervision in implementing learning makes students more free to skip learning. Another thing that becomes a problem for teachers in implementing online classes is that teachers feel they cannot do many things in implementing online classes due to limited understanding of technology.

From the above discussion it can be shown that limitations of teachers in designing instructional media, teachers cannot track one hundred percent of these students because teacher only rely on WA or Google classes during online learning, it is not impossible for students to miss learning. Teachers are often required to be innovative in online learning using technology to make the media as attractive as possible. For senior teachers who are not used to using technology, this is very

complicated, which makes teachers quite overwhelmed by online learning and teaching. and the learning process is less successful because the teacher is not good at using technology. The informant said that online senior teachers had problems that appeared to be the same, namely problems with limited student searches, which caused teachers not to know whether students were at home or playing with friends, and gave reasons to study online outside. with friends. The lack of teacher supervision in integrating learning in groups makes students more free to miss learning. Another challenge for teachers in administering online classes is that teachers believe that due to limited technological knowledge, they cannot do much in the implementation of online classes.

#### **4. Lack of interest in student learning.**

One of the causes of teachers' online learning difficulties is lack of interest in student learning experienced by teacher from SMPN 1 Batipuh. In English, 1 teacher is the number of informants. This is clear from interviews conducted at 2:01 p.m. Researcher, by researcher. On December 29, 2020, by telephone with informants, due to the corona virus pandemic that impeded social distancing and social distancing. The informant said:

*Di absennya itu kadang mereka jumlahnya itu 32 atau ada yang 25  
dak semuanya*

[In their absence, sometimes there are 32 of them or 25 not all of them]

*Anak yang agak susah ni kita agak susah juga memaksakan untuk ooo meeee membeli kuota kadang dia ada kuota cuman untuk WA atau yang bisa mengakses absennya habis itu kabur dak tidak di dalam kelas lagi tidak menonton video yang kita bagikan.*

[Students who find it difficult to buy this quota, the teacher cannot force it, sometimes these students can only access it to take absences]

*Pas ibuk ajak diskusi misalnya di kolom komen dak bara yang hadir lai do*

[When I asked for a discussion in the comments column, how many people were present]

*anak tu minatnya tu kurang untuk belajar*

[Students are less interested in learning]

Lack of interest in student learning. In the results of interviews with informants on December 29, 2020, it was explained that some of the strategies used by the teacher in online learning were deemed inappropriate and there was a sense of boredom towards students and caused some students to choose to skip learning. In online learning, teachers are required to understand technology that makes learning media as attractive as possible so that students do not feel bored during learning. Learning English is learning that is in the difficult category for junior high school students because learning English is not the mother tongue that is actively used and English is a new lesson that has just been learned during junior high school.

## **5. Lack of teacher trust in student learning outcomes.**

One of the causes of learning difficulties with online teachers is lack of teacher trust in student learning outcomes by SMPN 1 Batipuh pupils, which the SMPN 1 Batipuh English teacher really thinks. A total of 2 English teachers were informants. This can be seen from interviews carried out at 2:01 p.m. by researcher. On December 29, 2020, due to the corona virus pandemic that has hampered social distancing and societal distance, by telephone with informants. The informant said:

*Hasil belajarnya ini tidak bisa kita pegang tidak bisa dipercayai.*

[The teacher cannot trust one hundred percent of student learning outcomes]

*Hasil belajar yang kelas online ini masalahnya bukan hasil dia sendiri*

[Student learning outcomes online learning are often not the result of student thinking]

*Misalnya membuat karangan sendiri atau yang lahir sendiri yang tidak ada yang sudah kita lihat kita cek tidak ada di rasanya tidak adalah di google lah gitu, nanti nilai anak itu rendah itu,*

[For example making your own essay or creating your own results, the student's score will be low]

*Di kelas online nilainya bagus bagus tapi output anak kita keterampilan anak kita bisa di bilang, bisa di katakana nol atau di bawah,*

[In online clas the score will be good but our child's output of our child's skill is zero]

*Menilai keterampilan ya gitu kita ambil nilai keterampilannya nilainya kalau di ambil keterampilan nanti bakalan ooo rendah itu*

*karnaa dia tidak ooo bisa melihat google tidak ada di dalam google*

[Assessing the skills taken the value of the skills will be low because they can't see Google]

Lack of teacher trust in student learning outcomes in the results of the interview with the informant on December 29, 2020, it was explained that students who lacked interest in learning were not completely uninterested in learning but several things held the students to learn which in the end the students lost interest in learning, one of which was because of difficulty accessing learning and some students choose to skip learning after taking absences this will be detrimental to students because students will miss lessons. while other things student results and student assignments tend not to be trusted one hundred percent because most students will look for answers on the internet and even ask other people like their siblings to do the assignment because they do not understand the material provided.

In the meantime, according to Lack of student motivation in participating in learning. Who was interviewed by telephone at 08.35 on January 19, 2021, due to social distance associated with the spread of the coronavirus. The informant said:

*Di nilainya pun sungguh parah lah gitu.*

[Their grades are often bad]

*Maklumlah anak itu tidak mengumpulkan latihan tidak mengerjakan tugas, tidak mengumpulkan tepat waktu banyaklah minusnya.*

[It is known that these students did not collect the exercises, did not do the assignments, and did not submit the assignments on time]

Information was obtained from the second informant on January 19, 2021 at 08.35 WIB through a telephone connection due to social distancing related to the spread of the corona virus. The informant said that the presence of students in online learning often skipped this happened because students who felt bored in learning often wasted learning time just to gather students and this made learning less effective and often lost time. At the time of carrying out the equivalent learning discussion the teacher gave the opportunity for students to ask questions, often students did not use the opportunity as well as possible and often the students were just silent. This also continues with student assignments who are often late even if they are not collected because they do not understand the learning material.

From the discussion above, it can be seen that the presence of students in online learning students often skip this happens because students who feel bored in learning are often wasted learning time just to collect students and this makes learning less effective and often loses time. At the time of carrying out the equivalent learning discussion the teacher gave the opportunity for students to ask questions, often students did not use the opportunity as well as possible and often the students were just

silent. This also continues with student assignments who are often late even if they are not collected because they do not understand the learning material. Students lose interest in learning, one of which is because of the difficulty of accessing learning and some students choose to skip studying after being absent. This will be detrimental to students because students will miss lessons. Meanwhile, the results of student assignments and student assignments tend not to be 100 percent trustworthy because most students will look for answers on the internet and even ask other people such as siblings to do the assignment because they do not understand the material provided.

## **6. Lack of interaction between teachers and students.**

Lack of interaction between teachers and students by SMPN 1 Batipuh pupils, which the SMPN 1 Batipuh English teacher really thinks. A total of 1 English teachers were informants. This can be seen from interviews carried out at 2:01 p.m. by researcher. On December 29, 2020, due to the corona virus pandemic that has hampered social distancing and societal distance, by telephone with informants. The informant said:

*Kita tidak bisa interaksi langsung, paham atau tidak anak berbeda dengan tatap muka, kalau tatap muka kita berkomunikasi dengan anak-anak tidak paham kita bisa ooo menyempurnakan bahasanya.*

[We cannot interact directly, whether or not students understand it is different from face to face, if we interact face to face with students we can improve it]

Lack of interaction between teachers and students in the results of the interview with the informant on December 29, 2020, it was explained that the lack of teacher interaction when teaching students overwhelmed the teacher and made students not understand the learning taught by the teacher. Online learning with face-to-face learning is of course very different besides teachers and students not being able to interact directly with students and it is also difficult to understand the learning provided by the teacher. In face-to-face learning in the classroom the teacher can directly correct what is wrong with the student, whereas in online learning the teacher will find it difficult to correct the student's mistakes directly. Student learning outcomes that are done directly by students without Google's help will be lower than usual because students cannot copy what is on Google. In online classes students tend to have good grades but not with student output.

## B. Discussion

Online learning is a learning process that is carried out through the internet. Online learning is also synonymous with other words, such as e-learning, internet learning, web-based learning, tele-learning, distributed learning, etc. In addition to online learning content, there is also an online training and learning process for online learning. If face-to-face learning

cannot be achieved, online learning is a solution to an efficient learning strategy.

The teaching and learning process typically takes place in the classroom in the conventional learning model, with the involvement of the teacher in the classroom and a strict schedule setting where the teaching and learning process will take place only at a fixed time and place. The position of the teacher is very dominant and responsible for the success of the teaching and learning process, and the dominant source of learning is also the teacher.

If it is enabled by the availability of supportive media, the teaching and learning process can function efficiently and effectively. The provision of dynamic, conductive and dialogic media and educational methodologies is important for the optimum development of student potential. This is because when supported by a variety of media or facilities and resources that support the engagement phase that is being carried out, the ability for students to be more aroused.

According to Santi Maudiarti (2008:55) e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the internet, intranet or other computer network media.

According to Dabbagh dan Ritland in Santi Maudiarti (2008:55) e-learning online learning which defines online learning as an open and distributed learning environment, pedagogical tools, internet, network-based

technology, to facilitate learning and build knowledge through action and interaction.

Based on the general findings above, the researcher found nine teachers problems in conducting online teaching. There are nine teachers problems in conducting online teaching (a study english teachers at SMPN 1 Batipuh, Tanah Datar Regency)

First, Problems in the internet network it is explained that an important consideration for the introduction of online learning is the internet network, because the smoothness of the internet network is very important for the smoothness of the teaching and learning stage in online learning. The teaching and learning process carried out during the pandemic experienced obstacles, one of which was the presence of a signal, based on information from informant 1, who was interviewed on December 29, 2020. This caused some students to be unable to carry out learning due to learning disruptions. When introducing online learning, the teacher's problem is that the teacher is not free to clarify learning because the distraction signal felt by students is often encountered by teachers which greatly interfere with teaching and learning situations. Student problems often get internet restrictions, but in some places there are bad signals, according to two informants who were interviewed on November 19, 2021, this causes the student learning process to be very disturbed and this is also felt by the teacher. . The challenges of students who take attendance in Google classes due to network problems and also difficulties in sending filled in attendance are things that students often face.

Second, Teachers 'perceptions of students who are truant in learning.

Teachers 'perceptions of students' interest in learning success, especially in online learning. Some students who are often caught absent from learning, particularly English teachers, become a problem felt by teachers, causing students not to understand what the teacher explains because students are trustworthy and focus only on their cell phones. Students also do not focus on the implementation of online learning, since students do not concentrate on online learning for one hundred percent of the lesson, making it difficult for teachers to track the degree to which learners understand learning. For the seventh grade, which is the first year of learning at junior high school, the practices of students during elementary school are still often carried out at this time. In fact, these students have never carried out junior high school teaching.

Third, Limitations of teachers in preparing learning materials, teachers cannot track one hundred percent of these students in online learning, since teachers rely only on WA or Google classes during online learning, it is not impossible for students to miss learning. In online learning, teachers are also expected to be creative, using technologies to make the media as appealing as possible. This is quite difficult for senior teachers who are not accustomed to using technology, which leaves teachers very confused by online learning and teaching. And the learning process is less effective since the teacher is not skilled at using computers. Senior teachers had issues that seemed to be the same, namely issues with restricted searches of pupils, this prompted teachers

not to know whether students were at home or playing with friends, and offered excuses for practicing outside online.

Fourth, Lack of interest in student learning. It was clarified that some of the online learning methods used by the teachers were found unacceptable and there was a feeling of boredom for students and some students decided to miss learning. Teachers are expected to consider technology of online learning, which makes learning media as appealing as possible, so that learners do not feel distracted while learning. Learning English is learning that for junior high school students is in the tough range because learning English is not the actively used mother tongue and English is a new lesson that has only been taught during junior high school.

Fifth, Lack of teacher trust in student learning outcomes this is often ignored by the involvement of students in online learning students because students who feel bored in studying often spend learning time just to collect information, which makes learning less productive and often wastes time. At the time of the equivalent learning debate, the teacher gave students the chance to ask questions, Students frequently did not use the opportunity as much as possible and the students were often simply mute. It often continues with student tasks that are frequently late even though they are not collected so the learning content is not known. Students lose confidence in schooling, one of which is due to the difficulties of obtaining schooling, and after being absent, some students chose to miss training. This will be counterproductive to students as classes will be skipped by learners. In the meantime, the outcomes

of student tasks and student assignments appear not to be 100 percent trustworthy because most students are going to check for responses on the internet and also ask other persons, such as siblings, to do the job because they do not understand the material presented.

Sixth, the lack of teacher contact overwhelmed the teacher while teaching students and made students unable to understand the teacher's instruction. In addition to teachers and students not being able to communicate individually with students, online learning with face-to-face learning is clearly very distinct and it is often difficult to grasp the teacher's learning. The teachers will clearly correct what is wrong with the student through face-to-face instruction in the classroom, while the teacher would find it impossible to correct the student's errors directly in online learning. Student learning results actually carried out by students without the support of Google would be poorer than average so students are unable to copy what is on Google.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on these general findings, the researchers can generally conclude that there are many teachers' problems in conducting online teaching a study English teachers at SMPN 1 Batipuh, Tanah Datar Regency.

The obstacles experienced by the English teacher can be grouped into 6 groups, are:

1. Problems in the internet network.
2. Teachers 'perceptions of students who are truant in learning
3. Limitations of teachers in preparing learning materials
4. Lack of interest in student learning.
5. Lack of teacher trust in student learning outcomes.
6. Lack of interaction between teachers and students.

#### **B. Suggestion**

Based on the results of this study, the researcher wants to provide some suggestions as follows:

1. English Teachers

It is suggested to teachers to understand more about technology because technology is something that is very important to understand at this time, in addition to online learning technology is also used in other of other learning. This can help

teachers to facilitate learning media that will be displayed in front of the class and become a special attraction for students. In this study, researchers suggest that teachers are expected to better understand online learning because online learning that is effectively implemented will have a very good impact on student learning outcomes because online learning has convenience for students in implementing learning, one of which is the ease with which students follow learning wherever they are. The teacher must also have a good strategy in implementing online learning because online learning is very easy to make students feel bored and teachers who have a good strategy will minimize the possibility of students being bored. During the Covid 19 pandemic there was a definite problem, namely the lack of interaction between teachers and students this was due to online learning which was carried out remotely. This causes interaction between teachers and students to be very lacking and this has an impact on the implementation of learning, in this case the teacher is not completely wrong because the situation during the Covid 19 pandemic requires everyone to keep their distance and there are no associations.

## 2. English Department Students

For students majoring in English as much as possible understand and be creative in applying technology because the use of technology at this time is very important, and this can be an advantage when becoming an English teacher someday and can make variations in presenting lessons. Important learning that can be continued during the COVID-19 pandemic is that prospective English teachers must be able to use technology appropriately and prospective teachers must understand online learning, this is not only for teaching but can help themselves in developing learning because learning can not only be implemented in the classroom but can be implemented anytime and anywhere.

## 3. Students.

For junior high school students, researchers expect students to be diligent or lazy of students to be very influential during the implementation of learning both online and offline because the success of teachers when implementing learning also starts with the high understanding of students in learning and student learning outcomes. In the implementation of online learning, it is not only the teacher who is in charge of supervising students but parents must also participate in the implementation of learners to make the teaching and learning process a success. In

online learning students' interest in learning often decreases drastically because in online learning students experience boredom very easily and this makes students lose motivation in participating in learning. The student friendship environment is also very influential, because the environment also supports the success or failure of students in carrying out online or offline learning.

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