



**PROBLEMS FACED BY ENGLISH TEACHERS
IN TEACHING ENGLISH ONLINE
AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR**

THESIS

*Submitted to English Teaching Department Tarbiyah and Teacher Training
Faculty of UIN of Mahmud Yunus Batusangkar as a Requirement for Obtain
Bachelor Degree (S1) In English Teaching*

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KATA PERSEMBAHAN



Sujud syukurku kusembahkan kepada mu ya Allah, Tuhan Yang Maha Agung dan Maha Tinggi. Atas takdirmu aku bisa menjadi pribadi yang tangguh, berpikir, berilmu, beriman dan bersabar. Semoga keberhasilan ini menjadi satu langkah awal untuk masa depanku, dalam menggapai cita-cita.

Ku persembahkan karya kecil ini untuk orang-orang yang menyayangi dan yang kusayangi.

Ayah terimakasih atas pengorbanan ayah selama ini. Atas lelah dari setiap tetes keringatmu. Terimakasih sudah menjadi laki-laki yang selalu menjaga ku. Walaupun sebagian anak perempuan tidak mendapatkan sosok cinta pertama dari ayahnya, tapi aku bersyukur bisa mendapatkan nyata cinta kasih ayah sebagai cinta pertama ku. Juga **Amak** ku, terimakasih atas kasih sayang mu yang tiada batas selama ini. Terimakasih sudah mendidik ku sebaik mungkin, dan menjadikan ku sebagai anak yang berguna dan tidak manja. Insyaallah surga adalah balasan terbaik untuk kalian berdua yah, mak. Hanya kalian berdua yang ani punya didunia ini. Sekali lagi terimakasih ayah, amak.

Teruntuk sanak saudaraku

Terimakasih untuk adik-adik ku Mifta, Irwan, Andre, Nissa, Bunga, Aulia, Dila. Juga Mak Etek dan Mak Dang ku yang selalu menyayangiku, Terimakasih atas dukungannya selama ini, juga perhatian yang berlimpah untukku.

Sahabat ku

Terimakasih untuk sahabat ku Novita Sari. Kurang lebih 6 tahun pertemanan kita, terimakasih sudah menjadi segalanya. Menjadi kakak, adik, teman juga sebagai orangtua bagiku. Tak ada kata yang bisa ku ucap selain I love u so much.

Teman-teman seperjuanganku

Terimakasih untuk teman-teman seperjuangan ku di TBI'16, Dema FTIK'19, HMJ TBI dan Kost ARC yang selalu memberi dukungan serta semangat dalam proses penyelesaian skripsiku ini. Terspecial untuk Neli, Naurah, Rahmi, Kak Anggi, Kak Sarah, Kak Dila, Bg Iif, Bg Edo, Bg Farhan, serta junior yang tidak disebutkan satu persatu. Terimakasih banyak.

Teristimewa untuk dosenku

Teruntuk dosen-dosenku yang telah menjadi orang tua keduaku selama di kampus. Terimakasih untuk ibunda Nina Suzanne, M.Pd selaku Pembimbing Akademikku, terimakasih atas nasehat, bimbingan dan doa terbaiknya selama 6 tahun ini. Terima kasih yang tak terhingga untuk dosen pembimbingku, Bapak Hendra Eka Putra, M. Pd yang dengan sabar membimbingku selama proses pembuatan karya kecil ini. Terima kasih juga untuk Ibunda Yulnetri, SS., M.Pd dan Ibunda Rahmawati, M.Pd selaku penguji yang sudah membantu dalam membimbing skripsi ini. Terimakasih kepada semua Dosen di Jurusan Tadris bahasa Inggris yang tidak bisa disebutkan satu persatu yang senantiasa membimbing, memberikan support dan doanya selama masa perkuliahan hingga akhirnya bisa menyelesaikan skripsi ini. Mudahmudahan menjadi amalan sedekah jariyah yang akan selalu mengalir. Aaamin Allahuma Aamiin..

Untuk penyemangatku

Terimakasih untuk kamu yang selama beberapa bulan ini menjadi penyemangatku. Beberapa bulan yang sangat berharga, dengan perjuangan mu yang tiada lelah membantuku. Tidak hanya dari segi dorongan motivasi, bahkan kamu sempat menolongku dari segi financial, juga menjadi segalanya bagiku saat ini. Thank you so much. Semoga allah memberikan jalan untuk kita berdua, dan segala urusanmu dipermudah oleh Allah SWT. Aminn _“HSP”_

Untuk diriku

Teruntuk diriku sendiri, terimakasih banyak, selama rentang 4 tahun terakhir sudah bersedia kuajak untuk jatuh bangun untuk berjuang melewati berbagai macam nasib dan drama perkuliahan. Mulai dari hal-hal menyenangkan hingga peristiwa yang sangat menyedihkan sekalipun. Terimakasih untuk keberaniannya selama ini dalam mencoba berbagai macam hal yang pada akhirnya membuat mu sakit dan terluka. Terimakasih karena senantiasa berfikir positif dari hal-hal yang sebenarnya memaksamu untuk berfikiran negatif .
terimakasih untuk selalu sabar dan meredakan egomu disetiap sikap dan inginku yang membuatmu kelelahan dan menanggung semua beban.
Terimakasih untuk tidak pernah menyerah walau seringkal di paksa untuk jatuh dan kalah denga overthingking dan keadaan yang menyesak dada serta mencekik. Terimakasih karena selalu mengingatkan bahwa pencapaian dan kebahagiaan dari masing-masing orang itu berbeda, terimakasih karena tak pernah membandingkan pencapaian ku dengan perncapaian orang lain.
Terimakasih karena telah berjuang bersama dengan baik selama ini. Mari terus berjuang untuk menggapai cita-cita dan kebahagiaan lainnya. Love you so much myself.



ACKNOWLEDGEMENT



Alhamdulillahirobbil'alamin. First and foremost, the researcher praises and sends her great gratitude to the Almighty God, Allah SWT who always gives her gracious mercy and tremendous blessing in finishing her thesis entitled **“PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ENGLISH ONLINE AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR”**. Then, she would like also to send *shalawat* and *salam* to the great Prophet Muhammad SAW who is the best messenger for people all over the world.

This thesis was written as one of the requirements to obtain undergraduate degree (S1) of English Teaching Department of State Islamic University Mahmud Yunus Batusangkar. First, she would like to express her special honor and gratitude to Mr. Hendra Eka Putra, M.Pd as her advisor who has guided the writer and support during the process of completing the thesis. Thanks for the advices, suggestions, and guidances. Next, she also wants to say deepest thanks to Mrs. Yulnetri, SS. M.Pd and Mrs. Rahmawati, M.Pd as her examiners of this research who have given contribution to accomplish this thesis. Then, she also expresses her gratitude to teachers at SMPN 1 Batusangkar (Mr. Dedi Imra), SMPN 2 Batusangkar (Mrs. Darmiati), SMPN 3 Batusangkar (Mrs. Darma Yetti), SMPN 4 Batusangkar (Mrs. Maidarnis) and SMPN 5 Batusangkar (Mrs. Lovinvo Yusmirna) who are willing to take the time to be interviewed as informants of this research.

Moreover, the deepest thanks also go to the Head of the English Teaching Department, Mr. Suyono, S.Pd., MA. (TESOL), Ph.D for facilitating her in her research and permissions to conduct this research. She would like to thanks to all of lecturers of English Teaching Department of UIN Mahmud Yunus Batusangkar for their helps during studying at this Department. Next, she wants to express her

thanks to Mrs. Nina Suzanne, M.Pd as her academic advisor who always gives advice to her during her study. Then, she also thanks to staff of English Teaching Department, Mr. Syahrur Ramli, S.Pd.,M.Pd, who helped administratively during writing this thesis. Next, she also thanks to the Dean of Tarbiyah and Teacher Training Faculty, Mr. Dr. Adripen, M.Pd who helped her during academic year. Next, the researcher sincere gratitude is also expressed to the head of LPPM UIN Mahmud Yunus Batusangkar Mr. Dr.H.Muhammad Fazis, M.Pd. who has given recommendation letter for her research. Then, her deepest gratitude is addressed to the Rector of UIN Mahmud Yunus Batusangkar, Mr. Prof. Dr. Marjoni Imamora, M.Sc who has given chance for her study at UIN Mahmud Yunus Batusangkar untill she got bachelor degree.

Next, she wishes to show her deepest love and gratitude to her beloved father Rachman and beloved mother Deswita who has given guidances and support in finishing her study. Support is always given to only children where only from them she can get it all. Also thank my family and friends Vita, Neli, Naurah, Rahmi, and Hendri who have always supported and encouraged in completing this thesis.

Futhermore, her acknowledgement also to all her friends, her seniors, and her juniors of English Teaching Department of State Islamic University (UIN) Mahmud Yunus Batusangkar who have given supports in every process of her study.

Finally, she thanks so much to anyone who has encouraged her in completing this thesis. *Syukron Katsiran*. May Allah SWT bless all of them. *Amin*.

Batusangkar, 12 Juli 2022

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ABSTRAK

RANI YUNITA, NIM. 1630104052, Judul Skripsi : **“PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ENGLISH ONLINE AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Permasalahan dalam penelitian ini adalah adanya kendala atau masalah yang terjadi pada guru Bahasa Inggris ketika mengajar secara daring. Tujuan dari penelitian ini adalah untuk mendeskripsikan dan mencari tahu tentang apa saja permasalahan yang dihadapi guru Bahasa Inggris ketika mengajar Bahasa Inggris secara daring di Sekolah Menengah Pertama Negeri di Batusangkar.

Penelitian ini adalah penelitian *Cross Sectional Design* dengan menggunakan pendekatan *Qualitative* untuk mengetahui masalah yang dihadapi guru ketika mengajar secara daring. Penelitian ini menggunakan panduan wawancara sebagai pedoman dan handphone sebagai alat perekam. Wawancara dilakukan dengan 5 orang *informan* guru Bahasa Inggris yang mengajar di SMP Negeri yang ada di Batusangkar yaitu, SMPN 1 Batusangkar, SMPN 2 Batusangkar, SMPN 3 Batusangkar, SMPN 4 Batusangkar, dan SMPN 5 Batusangkar. Setelah data terkumpul, peneliti menguji keabsahan data yang mengacu pada teori *Source Triangulation*. Kemudian, data dianalisis dengan cara mereduksi data, menampilkan data, memverifikasi data dan mengambil kesimpulan (Miles dan Huberman).

Hasil penelitian bahwa terdapat 8 masalah yang dihadapi guru Bahasa Inggris ketika mengajar daring, yaitu; 1) Fasilitas penunjang belajar yang kurang memadai, 2) Faktor ekonomi yang rendah, 3) Wilayah dengan sinyal internet yang tidak mendukung, 4) Kurangnya disiplin dan tanggungjawab dalam manajemen waktu, 5) Ekspetasi yang tinggi terhadap siswa, 6) Terbatas oleh jarak, 7) Kebijakan yang membuat dampak buruk bagi pendidikan, dan 8) Kurangnya kontrol dari orangtua.

Kata kunci : English Teachers, Teaching English Online, Public Junior High School

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching is an activity whose function is to provide understanding and skills. Nilsen in Ababio (2013:37) state that teaching is the process of a teacher in guiding students to a higher level of knowledge or skill. this means that the function of teaching will be in line with the process of a teacher in providing understanding and skills to students by guiding students to a higher level of knowledge. As we know that the purpose of teaching is to convey knowledge to children so that children can achieve the goals of learning. as in teaching English, this is not only about the knowledge that is read but also how we can practice that knowledge in the form of communication using English.

The process of teaching English will look easy if we rely on the material in the book which looks very simple. Every teacher who teaches English will look easy when explaining but difficult for students to understand. teaching English is not just conveying material, but also how students get comfortable during the teaching and learning process so that the material we convey can be well received by students. Teachers who have good English skills are not enough if they are not accompanied by good teaching skills and creativity that continues to be developed. students who have difficulties in understanding English should be the main focus of a teacher to be able to find solutions so that students can follow learning easily.

In the standard content of English subjects for junior high school level, one of the objectives of holding these subjects is so that students "have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society" (Santoso, 2014: 4). English is one of the international languages used by most educated groups around the world. where the goal is to make someone aware of the importance of English and improve the nation's competitiveness as a means of communication in the era

of globalization. Now the world is being hit by a disease outbreak that has resulted in the cessation of activities in terms of economic, social, and especially in terms of education.

The disease that has hit the world is known as Corona Disease 2019 (Covid-19). Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. The virus that causes COVID-19 is called Sars-CoV-2 which is transmitted between animals and humans (Putri, 2020: 705). Based on scientific evidence, COVID-19 can be transmitted from person to person through coughing or sneezing. People who are most at risk of contracting this disease are people who are in close contact with COVID-19 patients, including those who treat COVID-19 patients (Kemenkes RI, 2020). Common signs and symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath.

The existence of Covid-19 forces all levels of society to undergo social distancing or better known as physical distancing to break the chain or minimize the spread of the virus. The implementation of the physical distancing policy which eventually became the basis for implementing work at home, worshiping from home, and learning from home. The policy of learning from home that utilizes information technology is applied suddenly, often surprising educators and students, including parents and even everyone in the house. The teaching and learning process, which is usually done face-to-face, now has to be done online.

The impact of online learning shows several consequences from the perspectives of students, teachers, and parents. From the students' point of view, they consider studying from home as a holiday and tend to feel bored because learning is done at home with monotonous tasks and inadequate facilities. while Yamin (2017: 86) says that one of the concepts that can be adopted by teachers in teaching English as a foreign language is to create a situation that is full of interest and motivation. This means that online learning cannot be categorized in the concept of creating a situation that is full of

interest and motivation because learning is carried out remotely and students are in their own condition without a real learning environment such as being in a classroom.

For teachers, learning and teaching at home is not easy because many teachers do not understand technology and cannot develop fun learning through technology. Then parents get an additional task to guide their children in learning as well as a large enough cost to buy a child's internet data package (Purwanto in Qadafi, 2021:423). These results mean that online learning has a very big influence on the teaching and learning process. This impact is also felt by teachers who teach English at SMP Batusangkar.

During the pandemic era that hit the world, especially in Indonesia, researchers saw many children around their neighborhood who felt difficulties when learning online. Starting from primary school, junior high school, and senior high school, they have different difficulties. For example, a sister from researcher who is in junior high school grade 2. He always complains about this online learning so he is lazy to do the assignment given by his teacher. Difficult material is always the biggest reason he gives. Seeing this, the researcher became thinking about what factors made children like that, and the researcher also thought that if many children complained about this online learning, the researcher also believed that there must be problems faced by the teacher so that it had an impact on children who carry out learning at home.

Based on the researcher's preliminary interview with the teachers that live near from researcher's house on June 6th, 2021 at 09.41 am, the researcher do an interview to know a little bit about problems that teachers got when teaching via online. The researcher conducted an interview with her by telephone due to the Covid-19 lockdown at the time. She said online learning was a challenge for teachers to find solutions or developments in the teaching and learning process. This makes the teacher must learn to solve this problem by continuously trying some suitable ways and techniques so that the teaching and learning process can be carried out properly and smoothly. One of the obstacles faced by teachers is access to material delivery which is difficult

because students do not have telephones as a means of communication. Many students have to wait and ask their parents for help for the smooth teaching and learning process, while many parents are also active workers where the telephone is the main tool. Seeing this, researcher are increasingly convinced to take a deeper look at what problems the world of education is facing during a pandemic, especially from the side of a teacher who teaches in grade 7 of public junior high school. As we know, elementary schools do not provide English subjects so that students do not get basic English material in elementary schools. Then, grade 7 students also became the first students to study online during the Covid-19 period. So this is a big challenge for English teachers who teach in grade 7 junior high school.

Based on explanation and phenomenon above, the researcher was interested and thinks that there must be some problems that teachers faced in teaching English online. So that, the researcher wants to know about *“Problems Faced by English Teachers In Teaching English Online at Public Junior High Schools in Batusangkar.”* This research was conducted at the English teachers at Junior High Schools in Batusangkar such as Junior High School 1 Batusangkar, Junior High School 2 Batusangkar, Junior High School 3 Batusangkar, Junior High School 4 Batusangkar, and Junior High School 5 Batusangkar.

B. Research Focus and Question

Based on the background of the problems above, the researcher would like to focus her research on Problems Faced by English Teachers in Teaching English Online at Public Junior High Schools in Batusangkar.

Based on the research focus above, the question of this research is: What are Problems Faced by English Teachers in teaching English Online at Public Junoir High Schools in Batusangkar?

C. Definition of the Key Terms

To avoid misunderstanding about this research, the following definition of the key terms were:

1. English teachers' problems means all obstacles faced by English teachers at SMPN Batusangkar when teaching online during Covid-19
2. Teaching English via online means online teaching and learning process using social media (Whats Up, Google Meet, Zoom, Google Form and Google Classroom)
3. Covid-19 (corona virus disease-2019) means a disease caused by a virus called Sars-Cov-2 which causes shortness of breath, loss of taste and smell, high fever, and cough.

D. Purposes of the Research

Based on the research question, the purpose of the research is: To describe and to find out problems faced by English teachers in teaching English online at public junior high schools in Batusangkar.

E. Significance of the Research

Theoretically, this research is expected to give the information about the problems that may be faced by English teachers in teaching English online. Practically, by conducting this research, the researcher expects that the result of this research hopefully will give some contribution to :

1. English Teachers

The results of this study are expected to help English teachers to describe and find out about the problems they face when teaching English online.

2. The Government

This research is expected to help the government to see what are problems faced by English teachers in teaching English online and help teachers to find the needed solutions.

3. Researcher Herself

By doing this research the researcher was got information about problem faced by English teacher in teaching English online at public junior high schools in Batusangkar. Then, it is done to explore her herself

knowledge and experience about problems faced by English Teacher in teaching English Online at public junior high schools in Batusangkar. By knowing the problems faced by English Teacher in teaching English online, she knows how to find a best solution when she gets the same problems. In addition, this research is also done as a requirements to get her Sarjana (S1) degree at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching English Online

a. Definition of Teaching English Online

When talking about teaching English, there are two different words, "teaching" and "English". Brown explains that education guides and facilitates learning, enables learners to learn, and sets learning conditions. He also states that it is a guide that guides and provides knowledge, knowledge, or understanding in the study of something.

Jackson (2011: 1) presents some principles of a good teaching :

- 1) Start where there are students
- 2) Know where the students are going
- 3) Expect students to take students to their destination
- 4) Support students on the way
- 5) Use feedback to help them get better
- 6) Focus on quality rather than quantity and work harder than the students in the classroom.

Teaching online is the process of educating others via the internet, Adebo, P (2018: 73). Online Instruction is a teaching that takes place over the internet. It is referred to as "e-teaching", online teaching, and "e-learning" among other terms, Gegone. V (2021: 4). It means, teaching online is the process of educating that takes place over by internet. Various methods can be used, such as one-on-one video calls, group video calls, and webinars. You can start teaching from any location (home, coffee shop, co-

working space) and enroll students from various backgrounds and geographical areas.

Teaching Online by Yadzi is education and learning that uses an electronic network (LAN, WAN, or Internet) to provide learning content, dialogue, or guidance, Yadzi (2013: 146). Next, Ratnasari explains that teaching online is an education system that uses electronic applications to support education and learning through the Internet, computer networks, and stand-alone computers, Ratnasari (2012: 1)

There are basically two types of teaching online:

1) Synchronous Training

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process takes place while the teacher is teaching and the student is learning. This allows direct communication between teachers and students via both the Internet and the intranet. Training-synchronized e-learning is primarily used in seminars and conferences with participants from several countries.

2) Asynchronous Training

Asynchronous training means "not at the same time". You can train at a different time than the trainer who trains you. This training is more popular in the world of e-learning because it provides more benefits to students because they have access to the training anytime, anywhere.

Hilmawan also states that teaching online is a learning model that uses Internet media online on the web and that the learning process is indirect or non-face-to-face between educators and students, Himawan (2015: 139). In addition, Prasetyaningtyas states that online teaching is commonly referred to as e-learning, which is derived from the terms electronics and learning and means teaching using electronic devices.

Finally, Ahmad (2020: 24) teaching online is an online learning method or carried out via an internet network. Online teaching requires information about content, channels, and infrastructure technologies. There are other prerequisites for online teaching that need to be met: 1). The process of education and learning is done via an internet connection and has an organizer, 2). Availability of facilities for students in services such as printing and downloading, 3). Providing tutors in case of difficulties in the learning process, 4). Positive thinking between educators and students or instructors and students in the main functions of the Internet, 5). Design of a learning process system that all learners can learn, 6). There are several learning process evaluation processes, and 7). Feedback on the mechanism from the organizer.

In summary, teaching online and learning are educational methods performed via electronic media, and in general, online education uses the Internet network to access learning materials. Many applications that can support online education such as WhatsApp, Zoom, and Google Classmate.

Teaching online offers exciting opportunities to expand the learning environment for diverse student populations. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. For online teaching to be successful, it is recommended that the teacher should follow the following seven principles : (1)encourage student participation, (2) encourage student cooperation, (3) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, (7) Respect diverse talents and ways of learning.

To these principles may add seven more: (1) address individual differences, (2) motivate the student, (3) avoid

information overload, (4) create a real-life context, (5) encourage social interaction, (6) provide hands-on activities, and (7) encourage student reflection. So, this means The key to a successful implementation of online teaching and learning is taking student characteristics. These students are mostly practically-oriented with a keen interest in tools and technologies.

As a teacher, you are expected to be able to have the ability, patience, tenacity, understanding, and creativity. Article 1 of Law No. 14 of 2005 on Teachers and Instructors states that abilities are a set of knowledge, skills, that a teacher or instructor must possess, internalize, and acquire in performing a professional mission and states that it is an action.

According to Syaiful Sagal, competence is a fusion of knowledge, attitudes, and skills that manifest themselves in the form of behavior. Competencies can be interpreted as a round of knowledge, skills, and attitudes that demonstrate intelligent and responsible behavior in performing tasks as learning agents, Syaiful Sagala (2009:23). Teacher competence is a set of knowledge skills and behavioral tasks that must be possessed by a teacher, which includes pedagogical competence, personal competence, social competence, and professional competence, Sembiring (2009: 18).

The success of education, the professionalism of teachers and trainees, depends not only on the "ability" of teachers who deal only with classroom learning and management and school management skills, but also on other factors depending on the abilities of the four teachers. E. Mulyasa states that the abilities and learning experience of the four abilities are what teachers and teachers must have. The four competencies are pedagogic, social, personality, and professional competencies, E. Mulyasa (2008: 75-113).

1) Pedagogical Competence

Pedagogic competence is demonstrated in the ability to develop learning activities and processes, allowing students to understand their thinking.

2) Social Competence

Social competence is the ability of teachers to effectively communicate and interact with students and interact with colleagues, educational staff, student parents/guardians, and the environment as part of society. Social competence allows teachers to interact with the environment as teachers and members of the community.

3) Personality competence

Teachers also have personality competence in performing tasks. These skills are skills that define teachers as guides, role models, and examples for students.

4) Professional competence

Teachers also have professional competence, which is reflected in the teacher's ability to learn and develop materials according to the latest technological developments.

Based on the explanation above, it can be concluded that a teacher must have the ability, patience, creativity and tenacity so that the teaching and learning process runs well. There are 4 teacher competencies that can support the achievement of learning objectives, namely pedagogic, social, personality, and professional competencies. These four competencies must be possessed by a teacher.

b. Characteristics of Teaching Online

Competency in the use of online learning technologies, particularly communication and collaborative technologies, does not guarantee meaningful interaction, collaboration, and

knowledge building in online learning environments. The following characteristics and skills are perceived as critical to the success of the online teaching, Dabbagh. N (2007: 220):

- 1) Having a strong academic self-concept.
- 2) Exhibiting fluency in the use of online learning technologies.
- 3) Possessing interpersonal and communication skills.
- 4) Understanding and valuing interaction and collaborative learning.
- 5) Possessing an internal locus of control.
- 6) Exhibiting self-directed learning skills
- 7) Exhibiting a need for affiliation.

Then, online learning educators have the characteristics of being able to balance between how technology and real life so that they can coexist with each other to achieve a balance in achieving the desired goals, Hardianto. D (2012: 6). They utilize computer technology to complete their work efficiently and on time. They also consider that computer technology has become an important requirement in managing their relationships or interactions with other people.

It can be conclude that, The characteristics that must be possessed by an educator are being able to have strong academic concepts, demonstrate proficiency in using technology, have interpersonal and communication skills, understand and appreciate collaborative interaction and learning and be able to balance between how technology and real life can coexist to achieve a balance in achieving goals. desired goal.

c. Components of Online Teaching

Online teaching and learning media can be classified into several types, namely, Arsyad. A (2017: 11):

- 1) Visual Media

Visual media is an image which as a whole from something that is described into a form that can be visualized. Media visuals consist of media that cannot be projected (non-projected visuals) and media that can be projected (projected visuals). Media that can be the projected image can be a still or moving image.

2) Audio Media

Audio media is media that contains messages in an auditive form (their rights can be heard) which can be stimulate the thoughts, feelings, attention and will of the students to study teaching materials. Voice cassette programs and radio programs are forms of audio media. The use of audio media in learning activities on generally to practice skills related to with aspects of listening skills.

3) Audio – Visual Media

Audio-visual media are media that a combination of audio and visual, or can be called media look - hear. By using audio media – visual presentation of teaching materials to students will be more complete and optimal. Examples of audio-visual media in including educational video or television programs, video or instructional television, and sound slide programs.

4) Electronic Media

Electronic media is the media used to convey educational information that used in general, both in education and society at large. Example of electronic media namely slides and filmstrips, films, TV and radio.

5) Media Zoom

Media Zoom is an application which can be used by the teacher by doing virtual learning activities. With zoom guru app can bring together students and teachers directly virtual or

video so that by doing the process learning by using zoom can well conveyed.

6) Google Class Media

Google Class is a space application tool classes that have been provided by google. In google Classroom teachers can be easier to share learning materials or learning assignments that have been stack. On Google Classroom give time to collection of assignments, so that students remain disciplined to collect assignments and manage time.

7) Youtube

Youtube is an application tool for upload videos. Youtube is widely used for share video information, where youtube is also used for online learning resources. youtube is one of the learning media tools that can support internet-based or online learning activities that can visualize good learning material and effective through youtube

So, there are seven component of teaching and learning online, they are: visual media, audio media, audio-visual media, electronic media, media zoom, google class media, and youtube. The media commonly used for the online teaching and learning process are YouTube, Google Class, and Zoom.

d. Factors of Successful Teaching Online

In online teaching, there are many important factors to the success of online teaching. Good communication is one of the factors that make online teaching successful. Nissa (2020: 7) states that the following factors are factors in the success of online teaching :

- 1) Internal factors in the form of environment, health, intelligence, interests, motivation, and learning methods.

External factors in the form of family, school, community, and environment.

- 2) Environmental factors are a major cause of inefficiencies in online education, as it makes it difficult for students to follow online learning in an unsupported home environment.
- 3) Who invites us to play so that students neglect to study online?
- 4) Think of your students personally among the diligent or lazy personal students to follow their learning online.
- 5) Take into account the guidance of parents. While teaching online, teachers ask parents to work with them to supervise their children's learning and teaching.
- 6) Internet factors are factors that hinder online education for many because the speed of the internet also affects students when accessing applications for online learning activities.

Based on the above theory, many factors are factors for successful online education, good communication, good material selection, and positive student response. Other factors for success in online education are internal factors in the form of environment, health, intelligence, interests, motivation, and learning methods. Also, external factors such as family and school. Other environmental factors such as student personality, parental guidance, and the internet.

2. Problems in Teaching Online

There are many problems in teaching English online according to experts. According to Oxford Dictionaries (2014), a problem is a situation that is considered undesirable or detrimental and needs to be addressed and addressed. This means, a problem is a situation that causes harm to someone that needs to be resolved. This leads to

several factors causing problems, especially with online teaching. According to Nugraha (2018: 149), there are several factors:

- a. Lack of good pedagogical problem understanding skills. This affects the problem-solving ability of students.
- b. The strategy used to train students' problem understanding skills is not suitable for students who are bored or struggling to complete assignments.
- c. The lack of student motivation to take part in learning is also the cause of their low understanding of the problems of online education.

On the other hand, there are several theories from researchers about the problems teachers face when teaching online. The first one from Arizona et al (2020: 66), he said that there are several problems faced by teachers when teaching online, namely the limitations of data packages for students to take lessons and also internet access for teachers to deliver learning where teachers are not used to doing online learning. Then, the teacher's lack of knowledge about the knowledge of using internet applications to deliver learning materials. This is a problem for teachers who are minimal in technology, maybe because of age or unfamiliarity factors.

Furthermore from S. Venkatarama (2020: 3), he also said that the lack of internet access is a major problem in this online teaching. Besides that, time management is also difficult because the children are far from the teacher, so the teacher cannot direct the children according to the time provided. This causes the teacher to lose motivation to teach because the teacher is not used to this kind of teaching condition. This will also make a teacher's lack of productive communication skills so that technical errors while teaching will often occur.

Then, Artin Kunarsi (2020: 127) also described the problems faced by teachers when learning online such as the minimal use of

technology by teachers due to the age factor that made it difficult for teachers to use technology such as mobile phones or computers. Inadequate internet access is also a problem found, because for some teachers who live far from the crowds it will be difficult to find a signal. Also the problem faced by the teacher is the difficulty of the teacher in monitoring student learning. This is because the distance created between the teacher and students makes the teacher unable to regulate and also monitor student activities directly. So that students will follow the learning in an irregular and out of control.

Furthermore, Davis et al in Gul Ozudogru (2021: 322) explain the problems faced by teachers such as misinterpreting expectations. It means that the teacher has high expectations when teaching a lesson. The teacher's hope is that students are comfortable and able to follow the lesson well. But in fact when learning online, everything is the opposite. Students become passive when learning by discussing in one forum or even students do not want to try to find ways to solve problems. Most students rely more on google to solve a problem. This makes the teacher wrong expectations of students. In addition, time management and interpersonal communication will be ineffective. Weak technical skills are also a problem teachers face when teaching online.

Finally, Apriyanti in Gul Ozudogru (2021: 323) describes some of the problems that teachers face when teaching online such as students being psychologically affected by school closures. Many students feel happy when they hear the government's decree that all teaching and learning activities are conducted remotely or online. Students think that they can be free not to take part in learning because they know that they will not be monitored directly by the teacher so that children do things as they please. The lack of equipment to participate in learning is also a problem faced by teachers because online learning requires media to carry out teaching and learning activities and also as

a tool to send and give assignments such as mobile phones. Not all junior high school students already have mobile phones, so it makes difficult for teachers to provide learning materials and it is also difficult for students to take part in learning so that many students are also late for learning materials. This makes it difficult for children to access materials online.

Based on the above theory, many problems in online learning are internet access such as data packages and learning materials, time management in conducting learning, lack of student motivation in online learning, difficulty in monitoring student learning, lack of equipment to participate in learning, , and psychological problems. This makes the teaching and learning process not run properly. Then the purpose of learning, especially in learning English, is not achieved properly.

B. Review of Relevant Studies

Based on the literature that the researcher read, the researcher found some previous research which are related to this research. First, Novita Diana (2020) from Jabal Ghafur Conference On Research And Community Services (JGCR+) conducted research entitled; "Tantangan Guru Bahasa Inggris dalam Proses Belajar Mengajar Selama Pandemi di Pidie". In her writing, Novita discusses challenges faced by English teachers in teaching-learning during the pandemic in Pidie district. The researcher discovers several challenges in the teaching-learning process such as difficulty evaluating student work at home, difficulty in making teaching materials that are appropriate to the situation during the pandemic, and it is difficulty to make teaching materials. The lack of internet network availability is also the biggest challenge for a teacher in delivering learning materials. Mobile phones, networks, and data packages are the main needs so that the teaching and learning process can be carried out properly.

Second, Marzuki et al (2021) conducted a research about "kesulitan guru bahasa inggris dalam menggunakan e-learning selama pandemi covid-19". In his writing, the main purpose of this study is to find out the difficulty of English teachers in using e-learning during covid-19 in Tolitoli district. the result of data analysis of the study revealed that the use of e-learning is very beneficial in this online teaching but there are also obstacles that make the use of e-learning less effective such as the lack of student motivation to use e-learning, inadequate student e-learning, and access to technology infrastructure and connections less internet. Previous study has similarities with research conducted now, namely both discussing the obstacles or problems faced by English teachers during online teaching, especially in the use of e-learning. while this study focuses on the problems faced by English teachers when teaching online during covid-19.

Last, Paulina and Astrid (2020) conducted research about "Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities". in her writing, the research aimed to investigate challenges and opportunities about online teaching during pandemics in Chile. The findings showed that challenges faced by teachers are the lack of interaction with students and the limited internet access of students. The similarity with this research is that they both discuss the challenges or problems faced by English teachers in teaching during the pandemic. while the difference is that in this study they discussed the challenges and opportunities in teaching during the pandemic.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was cross sectional design with method qualitative. It is described and find out about problems faced by English teacher in teaching English Online. According to Sugiyono in Kusuma (2020 : 238), qualitative research is a study intends to understand the phenomenon of what is experienced by the subject of the research such as perception, behaviour, action, motivation, etc. Then, cross-sectional research is a study to study the dynamics of the correlation between risk factors and effects, through approaches, observations, or data collection. A cross-sectional study was observed only once courses and measurements were made on the subject variables at the time of the study, Notoatmojo (2010). Another opinion says that cross sectional is an approach that is momentary in nature or only at a time and is not followed within a certain period of time Ibn Hadjar (1996). So we can conclude that cross sectional design is research that studies the dynamics of the correlation between risk factor and effect, through approaches, observation, or data collection and that is momentary in nature. Dealing with theories above, this research was concern to find out and describe problems faced by English teachers in teaching English Online at public junior high schools in Batusangkar.

B. Research Setting

Research setting refers to the place where data is collected. This research conducted at public junior high schools in Batusangkar, such as SMPN 1 Batusangkar, SMPN 2 Batusangkar, SMPN 3 Batusangkar, SMPN 4 Batusangkar, and SMPN 5 Batusangkar. Interviews began on June 18th, 2022 in several places.

C. Data and Data Source

1. Data

The data of the research was collected from all utterances gotten from the informant by using recorder.

2. Data Source

Data source of this research was collected from the teachers' that teach English Subject in Batusangkar such as SMPN 1 Batusangkar, SMPN 2 Batusangkar, SMPN 3 Batusangkar, SMPN 4 Batusangkar, and SMPN 5 Batusangkar who teach in 7th grade registered in 2021/2022 Academic Year. Researcher chose English teachers who teach in grade 7 because they are considered to have just started learning at public junior high school level so teachers must prepare everything very carefully.

D. Research Informant

The research informants are people that used for giving information about the situation and condition related to this research. They have experience and documents related to the background of this research. The informants of this research are teachers who teach English Subjects at public junior high schools in Batusangkar. Researcher have chosen them when teaching English during the Covid-19 era, so it is believed that they already have experience teaching online. This means that English teachers have opinion on the problems they face when teaching online at Covid 19. Informants are people who help researcher understand the phenomena they are studying.

Research informant should have some criteria. there are five criteria in choosing or selecting the informant, they are: 1) honest, 2) reliable, 3) speaking up, 4) subject is not involved at certain group, and 5) subject have views about certain case that happening, Moleong in Anugrah (2017: 35). Moreover, there are some specific criteria of choosing research informants. First, the informants should be the teachers that teach English

Subject at public junior high schools in Batusangkar, especially teacher that teach in the 7th grade who registered in 2021/2022 Academic Year. Second, the informants have taught English Subject during covid-19. Last, they should be faced problems in teaching English online during Covid-19.

E. Techniques of Data Collection

1. Research Instrument

The data was collected by doing interview. The key instrument of this research was the researcher herself. As the key instrument of this research, the researcher used interview guide to help her in order to find out and describe the problems faced by English teachers in teaching English online at public Junior High Schools in Batusangkar. Interview is one of data collection method that the researcher meet with the informant for trading information and idea by using question, then the result of the topic can be constructed within the data (Sugiyono in Insani & Sutanto: 2019). The aim of doing the interview is to get open information and can be carried out in-depth interview process. In-depth interview means the process of finding information for research purposes by giving question and answer. By using interview guides or not, where the researcher and the informant are involved in a relatively long social life (Kusuma, 2020: 238). The researcher did interview by coming to school to meet and interview the English teacher one by one to get the results of the interview. To make the data collection process easier, she use the Indonesian language.

F. Checking the Data Trustworthiness

In this research, the researcher checked the data trustworthiness. Trustworthiness has been subdivided into credibility, which approximately correlates to the positive idea of internal validity; dependability, which is mainly concerned with reliability; transfer ability, which is a type of

external validity; and confirm ability, which is largely a presentation issue. (Gunawan in Kamil, 2020: 28). The researcher designed the instrument, the instrument is interview guide.

In analyzing the data, the researcher uses a triangulation of the data to find clear information. Triangulation is a technique used in checking data trustworthiness. Sugiyono (2007:83) states that triangulation is a technique of data collection by combining two techniques of data collection in order to get the same result. There are three kinds of triangulation as stated by Sugiyono (2007:127). First is source triangulation, which will be used to test the data trustworthiness by checking data with some sources. The second is technique triangulation, which will be used to test the data trustworthiness by checking data with some techniques. The last is time triangulation, which will be used to test the data trustworthiness by checking data with some techniques at different times, such as: in the morning, in the afternoon, or in the evening. In this study, the researcher used source triangulation to examine data reliability. After collecting data from all the informants by using interviews, the researcher examined the data from several informants by comparing the results of the interviews.

To test the validity of qualitative data according to Moleong (2006: 326) can be used with the technique of "Triangulation by comparing with various sources, methods or theories". Then the information that the researcher get from the teacher will be compared with the data source to check the validity. Then the researcher will interpret the data with the following steps:

1. Gathering sources of data relating to the problem under study
2. Reading, examine and record the sources of data collected.
3. Discussing the problem proposed to interpret it based on experts so that the problem is solved.
4. Drawing final conclusions.

G. Techniques of Data Analysis

In analyzing qualitative data it needs three activities, they are reduction of the data, display of the data, making conclusion and verification of the data (Miles & Huberman in Ilahi, 2020: 47). The data of this research was analyzed by three activities:

1. Data Reduction

Data reduction refers to the process of selecting, concentrating, simplifying, abstracting, and transforming data generated by notes written in the field. The data decline occurred during interviews where the collected data such as conclusions, codification, topic review, grouping, notes, etc. were written.

In reduction of the data, the researcher did some steps. First, the researcher made transcription of interview result. Second, she coded the transcriptions for each item relate to the problems faced by English teachers in teaching English Online at public junior high schools in Batusangkar.

She coded the data as follows: R means researcher, I-1 means first informant, I-2 for the second informant, I-3 for the third informant, I-4 for the fourth informant and I-5 for the fifth informant. She bold and coded for each problems. The bold words with code P(1) means the first problems, P(2) for the second problems and so forth.

2. Data Display

After reducing the data, the researcher displayed it by using a table. Display of the data is the set of information that is arranged possible to give the possibility to take a conclusion and a treatment. Qualitative data can be displayed in some ways, for instance by using graphic, table, short description, chart, and categorization and so on (Miles and Huberman: 1994). In this step, the researcher analyzed problems faced by English teachers in teaching English online at public junior high schools in Batusangkar.

3. Making Conclusion and Verification of the Data

After reducing and displaying the data, the researcher made a conclusion and verification the data. The step intend to conclude problems faced by English teachers in teaching English online at public junior high schools in Batusangkar. The conclusion was take based on the data which has been reduced and displayed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents the result of the research entitled Problems Faced by English Teachers in Teaching English Online at Public Junior High Schools in Batusangkar. The data was collected through interviews. A total of 5 informants in this research were chosen by using purposive sampling. The range of interviews was about 14-15 minutes, the interview was digitally recorded by phone and continued to transcription. The informants of this research were one male and four females. The researcher interviewed by coming to school on Saturday, June 18th 2022. The researcher interviewed by using bahasa Indonesia to make the communication ran well and effectively.

After collecting the data, the researcher analyzed them by referring to the theory from Miles & Huberman. Based on the data analysis, the researcher found several problems faced by English teachers in teaching English online at Public Junior High Schools in Batusangkar. They were 1) Inadequate learning support facilities, 2) Low economic factor, 3) Areas with unsupported internet signal, 4) Lack of discipline and responsibility in time management, 5) High expectations of students, 6) Limited by distance, 7) Policies that have a negative impact on education, and 8) Lack of control from parents.

1. Problems Faced by English Teachers in Teaching English Online at Public Junior High Schools in Batusangkar

The following explanation is the results of the interview gotten from informants dealing with problems faced by English teachers in teaching English online at public junior high schools in Batusangkar.

a. Inadequate Learning Support Facilities

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in

teaching English online during covid-19, the teachers who faced this problems were I-1, I-2, I-3, I-4, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “beberapa siswa itu ada yang tidak memiliki hp sendiri”.

(some of the students do not have their own cellphones.)

: “Mereka umpamanya disuatu keluarga itu ada lima anggota keluarga. Tiga anak dua orangtua. Sementara hp android yang ada Cuma dua. Jadi kadang-kadang siswa itu gantian dengan abangnya atau dengan adiknya memakai hp android. Bahkan ada dengan papa atau mamanya, ini masalah”.

(For example, in a family there are five family members. Three children, two parents. While there are only two Android phones. So sometimes the student takes turns with his brother or with his sister using an android phone. Even with papa or mama, this is a problem.)

Next, Researcher conducted interviews with informant 2 on Saturday, June 18th 2022 live at SMPN 2 Batusangkar. Informant said:

I-2 : “katanya hp dirumah tu cuman ada 1”.

(he said there was only 1 cellphone at home).

: “jadi pagi-pagi itu bapaknya bawa HP. kakak nya juga perlu hp jadi malam lah anaknya bisa menggunakan, malam berebut pula dengan kakaknya. Sehingga waktu itu saya panggil anak itu dan dipanggil orangtua kesini diceritakanlah kendalanya.”.

(so that morning his father brought his cellphone.

Her sister also needs a cellphone, so at night her child can use it, at night she fights with her brother too. So at that time I called the child and the parents called here and told me the problem.)

Next, Researcher conducted interviews with informant 3 on Saturday, June 18th 2022 live at SMPN 4 Batusangkar. Informant said:

I-3 : *“tapi waktu pertama kami melaksanakan daring itu tidak efisien karena anak-anak banyak yang tidak punya HP android”.*

(but the first time we did it online it was inefficient because many children don't have an android phone).

: *“Hp juga gak semuanya punya”.*

(Not all cellphones have either)

Then, Researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : *“Seandainya dilakukan seperti selama jam biasa, aaa kouta anak tidak mencukupi”.*

(If it is done as during normal hours, aaa the child quota is not sufficient).

: *“Zoom itu pun kita gak bisa terus menerus gitu, bergantian”.*

(Even that zoom, we can't keep doing that, taking turns)

Last, Researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : *“Terkendalanya pertama sekali itu terkendala dengan ketersediaan HP pada masing-masing anak”.*

(The first obstacle was the availability of cellphones for each child).

From the information of the informants I-1, I-2, I-3, I-4, and I-5. They mentioned that they got problems in inadequate learning support facilities which is caused by the unavailability of the child's personal cellphone used to carry out the learning process. This becomes a problem for teachers to deliver learning materials because cellphones are the main characters in the online teaching and learning process.

b. Low Economic Factor

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1 and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “faktor ekonomi mungkin”.

(Possible economic factor).

: “Dari siswanya aaa adalah suatu yang berat dari orang yang ekonominya kurang mampu untuk senantiasa membelikan paket”.

(From the students, aaa is a difficult thing from people whose economy is less able to always buy packages.)

And researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : “tidak tersedianya bagi anak-anak kita dan tidak sanggup untuk membeli hp android”.

(unavailability for our children and can not afford to buy an android phone)

From the information of the informants I-1 and I-5. They mentioned that they got problems with the low economic factor. This

means that low economic factors make some parents unable to buy internet packages or even buy Android phones. While the cellphone cannot be used to access the internet without an internet package. This makes it difficult for students to follow the teaching and learning process, and teachers also have problems with this.

c. Areas with Unsupported Internet Signal

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1, I-2, I-3, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “Ada yang berasal dari daerah yang sinyal internetnya kurang bagus”.

(Some come from areas where the internet signal is not good).

Then, researcher conducted interviews with informant 2 on Saturday, June 18th 2022 live at SMPN 2 Batusangkar. Informant said:

I-2 : “tempat tinggal mereka itu kan kadang-kadang tidak mendukung untuk mendapatkan sinyal”.

(the place where they live sometimes doesn't support getting a signal).

Next, researcher conducted interviews with informant 3 on Saturday, June 18th 2022 live at SMPN 4 Batusangkar. Informant said:

I-3 : “terbatas dengan jaringan internet”.

(limited to the internet network).

Last, researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : “Kalau menemui masalah ketika zoom itu pertama disegi sinyalnya. Bisa jadi anak-anak kita itu kan tinggalnya di daerah-daerah yang kurang sinyal”.

(If you encounter a problem when zooming, it's first in terms of the signal. It could be that our children live in areas that lack signal)

From the information of the informants I-1, I-2, I-3, and I-5. They mentioned that they got problems in the area with unsupported internet signal. Some students live in areas with poor internet signals, for example, students who live in villages or even in areas with limited internet networks. This is a problem for teachers in delivering learning materials so that children cannot follow the learning process properly.

d. Lack of Discipline and Responsibility in Time Management

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1, I-2, I-3, I-4, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “Kalo yang dari gurunya cuma dalam menegakkan disiplin”.

(If the one from the teacher is only in enforcing discipline)

: “Kemudian belum lagi dalam mengumpulkan tugas”.

(Then not to mention in collecting assignments)

Then, researcher conducted interviews with informant 2 on Saturday, June 18th 2022 live at SMPN 2 Batusangkar. Informant said:

I-2 : “anak yang istilahnya yang kurang bertanggungjawab”.

(children whose terms are irresponsible)

: “jadi anak kalau dia belajar dirumah itu tidak disiplin. Kedisiplinannya kendor sekali”.

(being a child if he studies at home is not disciplined. His discipline is slack)

Then, researcher conducted interviews with informant 3 on Saturday, June 18th 2022 live at SMPN 4 Batusangkar. Informant said:

I-3 : “beberapa anak kami itu yang lambat responnya”.

(some of our children are slow to respond)

Next, researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : “Dengan belajar Bahasa Inggris pun seperti itu, kadang-kadang dia ngambil absen sebentar, sudah tu izin. Trus kembali lagi. Trus keluar lagi sebentar”.

(Even with learning English like that, sometimes he takes a short absence, that's permission. Then come back again. Then come out again for a while)

Last, researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : “Contohnya siap materikan ada kita ngasih tugas lewat whatsapp, ternyata gak ada dikirim kemudian kita recap 1,2,3 kali gak ada ngirimkan. Otomatis udah 3 kali tu orangtua kita panggil”.

(For example, when we are ready to give the material, we give assignments via whatsapp, it turns out that nothing was sent, then we recap 1,2,3 times nothing was sent. Automatically, our parents called 3 times)

: ***“kemudian kehadiran juga tidak ada, sering bermasalah itukan menjadi permasalahan”.***

(then the presence is also not there, often there is a problem that becomes a problem)

: ***“Apalagi kalau kita hanya lewat whatsapp biasa. Mereka hanya mengambil absen aja. Selebihnya mereka bebas lagi”.***

(Especially if we only use regular WhatsApp. They just took the time off. The rest they are free again)

From the information of the informants I-1, I-2, I-3, I-4, and I-5. They mentioned that they got problems that are lack of discipline and responsibility in time management. Online schools make students lose their responsibilities in carrying out their obligations, for example when collecting assignments. Many of these students did not make assignments or were even late in submitting their assignments even though the teacher had directed them. Also, students become undisciplined in time management. For example, if students are supposed to take lessons at 7 o'clock, they will only take lessons at 8 or 9 o'clock. There are even some students who don't take lessons at all, just take absences on whatsapp.

e. High Expectations of Students

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1, I-4, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “Nah jadi dalam ini kendalanya dalam pembelajaran pandemi aaaa dalam menyampaikan apa yang kita maksud itu tidak semuanya diserap oleh siswa”.

(So, in this case, the obstacles in learning the AAA pandemic in conveying what we mean are not all absorbed by the students)

: ***“ingin bapak yaa ingin bapak udah harus tampil dimonitor semuanya, tapi kenyataan yang muncul tidak seperti itu”.***

(I want you, I want you to have everything monitored, but the reality that appears is not like that)

Then, researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : ***“Kalau kita zoom nanti diulang lagi, dibaca gak materi yang kemarin, nanti dibahas disitu. Kadang-kadang anak tu gak dibaca”.***

(If we zoom in, it will be repeated again, didn't you read the material from yesterday, it will be discussed there. Sometimes the child is not read)

: ***“Kalau kita zoom nanti diulang lagi, dibaca gak materi yang kemarin, nanti dibahas disitu. Kadang-kadang anak tu gak dibaca”.***

(If we zoom in, it will be repeated again, didn't you read the material from yesterday, it will be discussed there. Sometimes the child is not read)

: ***“Iya, kadang tugasnya dibikin tapi gak dibaca apa yang dibuatnya itu. Banyak yang seperti itu”.***

(Yes, sometimes assignments are made but don't read what they do. Many are like that)

Last, researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : ***“Iyaa seperti itu, memotivasi anak pun juga susah”.***

(It's like that, it's also difficult to motivate children)

From the information of the informants I-1, I-4, and I-5. They mentioned that they got problems in high expectations of students. it

means teachers have high expectations of their students. When finished delivering learning materials, the teacher always asks students about the learning materials that have just been delivered. Most of the students answered they understood but in fact, during the exam, many of the students got scores below the average. This is a problem for teachers in their expectations of students.

f. Limited by Distance

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1, I-4, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “Kitaa terbentur karena jarak”.

(We collided because of the distance)

Then, researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : “terutama belum pernah ketemu sama siswa sama sekali”.

(especially never met the students at all)

: “seharusnya kita menerangkan ada aaa apa namanya, ada didepan mereka sekarang kita belum pernah jumpa, kita hanya mengenal wajah dirumah”.

(we should explain what is aaa what it's called, in front of them now we have never met, we only know faces at home)

: “Kita menghadapi anak kalau kita menghadapi sejam lebih rasanya kalau kita google meet aaaa rasanya ndak cukup waktunya”.

(We are dealing with children if we face more than an hour, it feels like if we google meet, it doesn't

feel like enough time)

Last, researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : “Permasalahan untuk belajar ketika online yang pertama dari awal-awal dulu otomatis tu anak-anak kaget. Yang selama ini gak pernah belajar secara online, gak pernah belajar dimedsos, gak pernah berselancar dimedsos, langsung saja dengan cara belajarnya secara online”.

(The problem with learning when online was the first from the beginning, the children were automatically surprised. Those who have never studied online, have never studied on social media, have never surfed on social media, just learn how to learn online)

From the information of the informants I-1, I-4, and I-5. They mentioned that they got problems limited by distance. As we know, online school is a teaching and learning process that is carried out remotely. This makes it difficult for teachers and students to interact or approach each other. It will also be difficult to establish inner contact if the teaching and learning process is carried out remotely.

g. Policies that have a Negative Impact on Education

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem were I-1, I-2, I-4, and I-5.

Researcher conducted interviews with informant 1 on Saturday, June 18th 2022 live at SMPN 1 Batusangkar. Informant said:

I-1 : “contohnya dengan belajar dimasa pandemi yang hanya diperbolehkan 50%, itu kendala lagi”.

(for example, by studying during a pandemic which is only allowed 50%, that's another obstacle)

Then, researcher conducted interviews with informant 2 on Saturday, June 18th 2022 live at SMPN 2 Batusangkar. Informant said:

I-2 : “namanya kita mengajar Bahasa itu memang aaaa tidak ada yang lebih baik dari langsung tatap muka. Kita kan mengajarkan Bahasa, ada harus mengulang, mendengar anak, harus berbicara”.

(the name we teach the language is indeed aaaa there's nothing better than face to face. We teach language, you have to repeat, listen to the child, you have to speak)

: “Aaa jadi belajar online itu tingkat kejujurannya diragukan”.

(Ah, so online learning is questionable)

Next, researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : “tujuan pembelajarannya jauh sangat tidak efisien, aaa terutama kan ada aaaa apa namanya, aaaa KD yang di cut untuk ini untuk yang selama pandemi kan ada KD KD yang harus kita lakukan”.

(the learning objectives are far and very inefficient, especially when there is AAA what is it called, aaaa KD is cut for this for those who during the pandemic, there is KD KD that we have to do)

Last, researcher conducted interviews with informant 5 on Saturday, June 18th 2022 live at SMPN 3 Batusangkar. Informant said:

I-5 : “Jadi terkendala kita itu lagi dengan adanya hp itu yang membuat kita sedih adalah bahaya dan rusaknya karakter. Sementara pendidikan kita adalah pendidikan karakter”.

(So we are constrained again by having a cellphone that makes us sad is the danger and damage to the character. While our education is character education)

From the information of the informants I-1, I-2, I-4, and I-5. They mentioned that they got problems that policies that have a negative impact on education. This means that it has a negative impact on the world of education. For example learning objectives that are very inefficient, basic competencies that must be eliminated, study hours that must be cut, and also the loss of students' character with the presence of cell phones. The government stipulates character education in schools, but in fact, online schools make students' character disappear because many students abuse cell phones so many children often lie because of cell phones.

h. Lack of Control From Parents

When the researcher conducted interviews with several informants regarding the problems faced by English teachers in teaching English online during covid-19, the teachers who faced this problem in I-4.

Researcher conducted interviews with informant 4 on Saturday, June 18th 2022 live at SMPN 5 Batusangkar. Informant said:

I-4 : “Kadang orangtua pun tidak memperhatikan anak sehingga anak hanya membuat tugas tanpa memahami materinya”.

(Sometimes parents don't even pay attention to their children so that children just make assignments without understanding the material)

From the information of the informant I-4. She mentioned that they got problems that lack control from parents. An online school is a form of collaboration between teachers and parents. The point is, that the teacher as the person who transfers knowledge while the parents control the students at home but in fact, many parents are hands-off of their children. So that the child is not controlled regarding his duties or what he has access to. This makes teachers have to work hard to

find solutions so that the relationship between teachers and parents runs well.

B. Discussion

In this discussion, the researcher discusses problems faced by English teachers in teaching English online at public junior high schools in Batusangkar. Based on the interview result, there are eight problems faced by English teachers in teaching English online. They were 1) Inadequate learning support facilities, 2) Low economic factor, 3) Areas with unsupported internet signal, 4) Lack of discipline and responsibility in time management, 5) High expectations of students, 6) Limited by distance, 7) Policies that have a negative impact on education, and 8) Lack of control from parents.

The first problem is Inadequate learning support facilities. Informant 1 (I-1) until informant 5 (I-5) faced this problem in teaching English online at public junior high schools in Batusangkar. This problem means that the teachers cannot convey learning to their students because the students do not have learning support facilities such as cell phones or data packages. so that not all children can follow the lesson at that time.

The second problem is Low economic factor. Informant 1 (I-1) and informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means when the students do not have cellphones or data packages because of low economic factors. This makes parents confused about getting money to meet their children's learning needs so they can take part in learning.

The third problem is areas with unsupported internet signal. Informant 1 (I-1), informant 2 (I-2), informant 3 (I-3) and informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means when children are far away in remote areas where there is no good signal availability, it makes it

difficult for children to enter the zoom application to do online learning. So they are often disconnected from their teachers and friends.

The fourth problem is a lack of discipline and responsibility in time management. Informant 1 (I-1) until informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means when students cannot be responsible and disciplined for assignments, absent attendance, etc. This makes teachers overwhelmed in managing learning time for each student to be effective.

The fifth problem is high expectations of students. Informant 1 (I-1), informant 4 (I-4), and informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means when teachers have high expectations of their students towards learning. For example, when the teacher hopes that the students understand the learning material, in fact, many students get low marks on exams and when the teacher has high expectations for students when students can submit assignments on time, in fact there are still many students who do not make assignments and are late in submitting assignments.

The sixth problem is limited by distance. Informant 1 (I-1), informant 4 (I-4), and informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means when teachers and students are at a distance. This is a major problem in learning at school. Distance makes things out of control. Students become free with distance, so they are negligent and often lie.

The seventh problem is policies that have a negative impact on education. Informant 1 (I-1), 2 (I-2), 4 (I-4), and informant 5 (I-5) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means that education is currently not doing well. Schools apply character education to children, while when learning online, many children's character declines, for example, often lying to buy data packages.

The last problem is lack of control from parents. Informant 4 (I-4) faced this problems in teaching English online at public junior high schools in Batusangkar. This problem means cooperation between parents and teachers is not well established. This is because parents do not control their children when studying at home, even though teachers need parental help to control their children equally, but in fact many parents cannot be invited to cooperate because their parents are busy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it be shows that there are eight problems faced by English teachers in teaching English online at public junior high schools in Batusangkar. They were 1) Inadequate learning support facilities, 2) Low economic factor, 3) Areas with unsupported internet signal, 4) Lack of discipline and responsibility in time management, 5) High expectations of students, 6) Limited by distance, 7) Policies that have a negative impact on education, and 8) lack of control from parents.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Teacher

Researcher suggests to the English teachers at SMPN Batusangkar, especially teachers who have been teaching English in 7th grade during covid-19 to reducing the problems that have been founded by the researcher.

2. The Government

Researcher recommended to the government in Batusangkar so that it can provide solutions and also help teachers who encounter problems so that the teaching and learning process runs smoothly and also education becomes better.

3. Other Researcher

Based on the result of the research, the researcher hopes that this study can motivate the next researcher to continue the research about problems faced by English teachers in teaching English via online during covid-19 at SMPN Batusangkar.

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Appendix 1: Interview Guide

PEDOMAN WAWANCARA

Dalam melakukan wawancara, peneliti akan menyampaikan beberapa pertanyaan untuk mendapatkan informasi tentang *Problems faced by English teachers in teaching English online at public junior high schools in Batusangkar*. Pedoman wawancara adalah sebagai berikut:

No	STEPS	TOPICS	DETAILS
1	<i>Warming-up</i>	<ol style="list-style-type: none"> 1. Greeting 2. Memperkenalkan diri 3. Menanyakan kesediaan informan untuk diwawancara dan direkam 4. Menyampaikan maksud dan tujuan wawancara 	<ol style="list-style-type: none"> 1. Assalamualaikum wr.wb 2. Perkenalkan nama saya Rani Yunita, mahasiswi Tadris Bahasa Inggris IAIN Batusangkar semester 12. 3. Bolehkah saya meminta waktu ibu/bapak sebentar untuk wawancara? 4. Saya ingin mewawacarai ibu/bapak untuk keperluan penelitian saya tentang "<i>Problems Faced by English Teachers in Teaching English Online at Public Junior High Schools in Batusangkar</i>" baiklah sebelum wawancaranya di mulai bolehkah saya tau nama ibu/bapak?.
2	<i>Level Check</i>	Memastikan bahwa informan cocok untuk diwawancara	<ol style="list-style-type: none"> 1. Apakah benar bapak/ibu guru yang mengajar mata pelajaran Bahasa Inggris disekolah ini? 2. Dikelas berapa bapak/ibu mengajar? 3. Apakah bapak/ibu pernah mengajar Bahasa Inggris secara daring pada masa pandemi covid-19? 4. Selama mengajar secara

			daring apakah bapak/ibu mendapati suatu masalah?
3	<i>Probing</i>	Menggali informasi dari informan tentang <i>"Problems Faced by English Teachers in Teaching English Online at Public Junior High Schools in Batusangkar"</i>	<ol style="list-style-type: none"> 1. Ketika proses belajar mengajar secara daring dilaksanakan, apakah tujuan dari pembelajaran Bahasa Inggris tercapai secara maksimal? (ya/tidak) 2. Jika tidak, Apa masalah yang bapak/ibu hadapi ketika mengajar secara daring ini?
4	<i>Wind-down</i>	<ol style="list-style-type: none"> 1. Menanyakan kesediaan untuk di wawancarai kembali jika membutuhkan informasi tambahan 2. Mengucapkan terimakasih kepada informan atas partisipasi 3. Salam 	<ol style="list-style-type: none"> 1. Jika seandainya di lain waktu saya masih membutuhkan informasi dari bapak/ibu terkait penelitian ini, apakah bapak/ibu masih berkenan untuk membantu saya? 2. Terimakasih atas waktu dan informasinya 3. Assalamualaikum Wr. Wb.

Appendix 2: Reduction of the Data

Interview Result :

Transcription of interview with informant 1 (I-1)

PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ENGLISH ONLINE AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR

Informant 1

The interview between the researcher with the informant 1 on **Saturday, June 18th 2022 at 10.30 wib**, by using recorder at SMPN 1 Batusangkar. The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with him. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors	Utterances	Problems Faced By English Teachers In Teaching English Via Online During Covid-19
R	: Baik Pak. Assalamualaikum warahmatullahi wabarakatuh.	
I-1	: Waalaikumussalam warahmatullahi wabarakatuh	
R	: Perkenalkan pak nama saya Rani Yunita. Saya dari mahasiswi IAIN Batusangkar semester 12 dan bolehkah sekarang saya meminta waktu Bapak sebentar untuk wawancara Pak.	
I-1	: Why not.	
R	: Aaaa saya ingin mewawancarai bapak terkait aaa untuk keperluan penelitian saya dengan judul masalah yang dihadapi guru Bahasa Inggris ketika mengajar daring di SMP Batusangkar dan alhamdulillah hari ini rani mendapat kesempatan untuk mewawancarai Bapak selaku guru Bahasa Inggris dari SMP 1	

		Batusangkar. Aaa sebelum kita mulai wawancara, bolehkah saya tau nama lengkap bapak?	
I-1	:	I-1	
R	:	Oh pak I-1, berarti biasa dipanggil Pak I-1	
I-1	:	Siap	
R	:	Aaa apakah benar Bapak mengajar Bahasa Inggris ketika masa Covid tahun ajaran 2021/2022?	
I-1	:	Yap	
R	:	Ya. Dikelas berapa itu Pak?	
I-1	:	Kelas tujuh (7)	
R	:	Dikelas 7. Oke jadi seperti yang kita ketahui pak dimasa covid itu kan pemerintah menetapkan suatu aturan dimana segala aktivitas dilakukan dirumah termasuk proses belajar mengajar. Jadi, aaa ketika masa itu apakah Bapak merasa aaa tujuan dari pembelajaran Bahasa Inggris itu tercapai Pak?	
I-1	:	Ada yang tercapai, ada yang tidak.	
R	:	Ada yang tercapai ada yang tidak. Oke berarti kan aaa Bapak mendapati suatu masalah	
I-1	:	Yap	
R	:	Kalau boleh tau apa masalah yang bapak temui Pak?	
I-1	:	Pertama, beberapa siswa itu ada yang tidak memiliki hp sendiri. Hp android sendiri.	P-1 Inadequate learning support facilities
R	:	Oke, fasilitas berarti Pak ya.	
I-1	:	Yap. Mereka umpamanya disuatu keluarga itu ada empat, umpamanya ada lima anggota keluarga. Tiga anak dua orangtua. Sementara hp android yang ada Cuma dua. Jadi	

		kadang-kadang siswa itu gantian dengan abangnya atau dengan adiknya memakai hp android. Bahkan ada dengan papa atau mamanya, ini masalah.	
R	:	Itu masalahnya ya pak ya. Aaa selain itu ada lagi Pak?	
I-1	:	Masalah yang lain, faktor ekonomi mungkin.	P-2 Low economic factor
R	:	Faktor ekonomi yaa Pak.	
I-1	:	Iyaa. Dari siswanya aaa adalah suatu yang berat dari orang yang ekonominya kurang mampu untuk senantiasa membelikan paket. Apalagi kalau bapak mengajarnya suka pake aaaaa google classroom atau zoom. Nah aaa google meet, Bapak bukan pakai zoom , pakai google meet. Google meet ini lumayan banyak memakan paket.	P-2 Low economic factor
R	:	Iya	
I-1	:	Kemudian ada lagi yang dari siswanya, tempat tinggal. Mereka ada tempat, kalo SMP 1 Batusangkar ini kan siswanya berasal dari banyak daerah. Ada yang berasal dari daerah yang sinyal internetnya kurang bagus.	P-3 Areas with unsupported internet signal
R	:	Kurang bagus yaa Pak.	
I-1	:	Yap. Itu yang dari siswanya. Kalo yang dari gurunya cuma aaaa dalam menegakkan disiplin, ini kalau dari guru dengan siswa. Dalam menegakkan disiplin kepada siswa hadir umpamanya hadir jam stengah delapan sampai jam aaa jam sembilan umpamanya. Nah, siswanya jam stengah delapan itu masih belum siap. Ingin Bapak lima menit sebelum	P-4 Lack of discipline and responsibility in time management

		pembelajaran dimulai mereka sudah muncul dilayar semuanya. Udah muncul dimonitor. Ini kadang udah mulai sepuluh menit mereka masih, ok ananda masih baru 21 orang mana yang lain?. Masih begitu.	
R	:	Iyaa.	
I-1	:	Aaa ini kedisiplinan. Kemudian belum lagi dalam mengumpulkan tugas. Dalam mengumpulkan tugas aaaaaa mungkin barangkali karna kita tidak bertemu mereka tidak kenal gurunya, bahwa gurunya suka siswa yang aaa tepat waktu, siswa yang disiplin, siswa yang mengerjakan apa yang disuruhkan memang kita tidak kenal kita, sehingganya mereka lalai-lalai, mereka biasakan dengan orang-orang mungkin yang mereka kenal sebelum dengan Bapak. Itu mungkin.	P-4 Lack of discipline and responsibility in time management
R	:	Apalagi kelas tujuh yaa Pak yaa.	
I-1	:	Iyaa kelas tujuh itu belum kenal. Belum kenal dengan Bapak, bahwa pak dedi imra ini gimana yaa? Aaa gimana yaa wataknya. Kalau di lalai-lalaikan ngumpulkan tugas dia aaaaaa nerima ndak dia. Dia kan tidak kenal. Beda dengan kita kalau udah ngajar dikelas sembilan. Kan kadang kita tidak ngomong, kita kadang-kadang hanya melihat saja aaaa agak lama beberapa detik mereka mengerti. Tapi kalau kelas tujuh, mereka belum mengerti kita. Nah jadi dalam ini kendalanya dalam pembelajaran pandemi aaaa dalam menyampaikan apa yang kita maksud itu tidak semuanya diserap oleh siswa. Biar itu dimaterinya, ataupun	P-5 High expectations of students

		dalam menerapkan disiplin dan lain sebagainya.	
R	:	Berarti kalau bisa kita simpulkan tu dari time management nya yang bermasalah ya Pak ya. Pengaturan, pengelolaan waktunya, management waktunya.	
I-1	:	(mengangguk) Dari kitanya tidak ada masalah	
R	:	Iyaa dari anaknya	
I-1	:	Iya dari kitanya, bapak on time. Kalo jam setengah delapan pembelajaran mulai, jam tujuh duapuluh paling lambat itu aaaa apanya udah Bapak kirim tu. Link nya udah Bapak kirim. Tujuh dualima semuanya udah, ingin Bapak yaa ingin Bapak udah harus tampil dimonitor semuanya, tapi kenyataan yang muncul tidak seperti itu	P-5 High expectations of students
R	:	Trus gimana dengan anak-anak yang itu pak, yang tadi bapak bilang itu, anak yang mengalami kendala itu, yang masuknya tidak on time atau mungkin bahkan ada yang tidak masuk sama sekali ke ruangan zoom.	
I-1	:	Aaaa yang tidak masuk sama sekali insyaallah tidak ada	
R	:	Ohh tidak ada.	
I-1	:	Tidak ada. Cuma setiap pembelajaran dimulai sepuluh menit, lima menit mereka baru muncul. Nah jadi cara Bapak untuk aaaa terpaksa sering nyiyir kita, sering nyinyir. Besok pertemuan besok hari selasa kita ketemu lagi Bapak tidak ingin lagi ada yang tidak tepat waktu. Bapak tidak ingin lagi yang tidak ngumpulkan tugas, pokoknya kita belajar hari sabtu, paling lambat jam enam sore tugas udah selesai. Nah ini kan,	

		kenyataannya ada juga yang tidak, namun kembali lagi di grup ini siswa yang udah ngumpulkan tugas, digrup aaaa kan ada WA grup kita untuk masing-masing mata pelajaran dikelas itu. Yang sudah mengumpulkan tugas ini, yang belum ini, “gimana ini udah lewat waktu yang sudah bapak berikan”. Nyinyir lagi. Nanti tambah lagi agak dua tiga orang, masih ada tinggal satu atau dua orang lagi. Nyinyir lagi.	
R	:	Jadi memang butuh extra guru Pak yaa dalam mengingatkan baik itu tugas, kedisiplinan anak ya pak yaa.	
I-1	:	<p>Iyap.</p> <p>Kitaa terbentur karena jarak. Mereka tidak melihat kita, mereka tidak mengenal kita, dan ada lagi kalau mereka belajar dirumah ada suatu situasi yang mempengaruhi mereka bahwa mereka bukan sedang disekolah. Mereka tidak dalam ruangan kelas, mereka tidak sedang dengan gurunya, mereka berada dirumahnya, mereka berada didekat adiknya, dekat orangtuanya itu yang ada. Mindsetnya itu mereka tidak dalam ruangan kelas berbeda kalau kita tatap muka, mereka berada dekat dengan gurunya, watak gurunya begini, suka gurunya begini, kalau begini dia tidak suka. Ada didalam mind nya tu ada. Sekarang kalau mereka belajar di rumah mereka, walaupun dimonitor dia melihat kita, beda.</p>	P-6 Limited by distance
R	:	Ya istilahnya kalau kita dilokaltu sama kita seperti diikat ketat dengan segala peraturan dan	

		segala tuntutan sedangkan kalau dirumah mereka tu merasa ahh masih bisa untuk dilalaikan.	
I-1	:	Bukan itu, sebenarnya Bapak tidak terlalu ketat kepada siswa ya. Bapak ngajarnya, enjoy, santai, bapak tidak terlalu kaku, berkelakar, berguyon dengan siswa dengan batas-batas kita adalah guru, mereka adalah siswa. Berguyon dengan siapa saja boleh, tapi batasan nya itu kita harus tau.	
R	:	Hmmm kalau terkait materi pembelajaran Pak. Inikan seperti yang kita ketahuikan Bapak mengajar dikelas tujuh. Dikelas tujuh itu kan ya sama kita tau kan lah Pak sekarang tidak semua SD yang memiliki mata pelajaran Bahasa Inggris seperti dulu Pak. Otomatis itu menjadi PR terbesar juga bagi guru SMP kelas tujuh terutama dalam pemberian materi gitu Pak ya. Karna tadi kan seperti apa tu, sepertiii yang saya liat-liat gitu kan pak di SD itu mereka memang gak ada belajar Bahasa Inggris, ya pastinya pas dikelas tujuh SMP tu butuh, gimana ya pak, butuhh lebih extra guru untuk memberikan pemahaman ke muridnya gitu pak. Bapak ada kendala gak dari situ pak?	
I-1	:	Tentu.	
R	:	Tentu pak yaa.	
I-1	:	Kalau kita belajar kurikulum 2013, itu tidak masalah. Karena kita di SMP kelas tujuh ini menganggap siswa belum belajar Bahasa Inggris. Kalau kurikulum 2013. Jadi siswa diajarkan mulai dari nol. Angka-angka, huruf, bagaimana membaca huruf, bagaimana	

		membaca angka, kemudian kata ganti orang, kemudian benda-benda disekitar kita diperkenalkan tobe are is am dan semacamnya itu dari awal kita belajar. Kendalanya kalau disekolah penggerak, kita di anggap, siswa di anggap sudah belajar 3 fase sebelumnya.	
R	:	Ohh gitu.	
I-1	:	Yaaa okee. SMP fase D, kelas 7,8,9 fase D. Ini kompetensi yang harus diajarkan di fase D. Begitu kita lihat, tidak dari nol. Karena mereka di anggap sudah belajar fase A, fase B, fase C, nah ini idealnya kita ngajar di fase D idealnya begitu. Dianggap siswa sudah belajar fase A, fase B, fase C. Realita yang ada, A,B,C tadi mereka belum belajar. Kita dituntut mengajarkan fase D, dan menuntaskan semua kompetensi yang ada difase D. Nah ini kendala.	
R	:	Kendala juga pak ya.	
I-1	:	Terpaksa. Lalu jalan keluarnya, jemput lagii. Kita mau mengajarkan telling the time, mereka belum tau 20.15 itu belum tau lagi. 1-10 aja banyak belum tau, ngajar lagii.	
R	:	Buat lagi, diulang lagi.	
I-1	:	Jemput lagii numbers dari bawah. Kita mau mengajarkan date atau penanggalan. Mereka harus tau bilangan bertingkat. Jangankan bilangan bertingkat, bilangan biasa saja belum tau, jemput lagi bilangan bertingkat kebelakang. Dari cardinal number, ordinal numbers itu mereka belum belajar, sementara kita udah dituntut mengajarkan	

		waktu, mengajarkan aaaaaaa tanggal yang butuh ini. Jemput lagi kebelakang.	
R	:	Yahh. Memang benar-benar jadi tugas terbesar juga pak ya, bagi guru dari sisi anak pun jadi tugas terbesar juga	
I-1	:	Sebenarnya begini ananda ya. Aaaa kemauan kita, mau gak kita. Kalau kita anggap ini sesuatu yang susah, maka susah lah dia jadinya. Tapi kalau kita anggap ini suatu tantangan maka kita siap untuk menghadapi tantangan. Toh tidak ada kehidupan yang tanpa tantangan. Jadi dengan ada tantangan seperti ini jangan anggap ini kesulitan tapi anggap tantangan yang harus kita tembus. Kemudian balik seperti pepatah minang “batanak sahabih bareh”. Artinya apa, usahakan semampu kita, seoptimal mungkin, kemudian setelah itu serahkan pada yang satu. Toh kita tidak berlalai-lalai.	
R	:	Iyaa. Kita udah usaha.	
I-1	:	Kita udah usaha, tapi kalo kesalahannya di kita, kita lalai. Sudah kondisinya seperti ini lalu kita anggap sulit, lalu kita pasrah, itu disamping situasinya udah gak bagus, ditambah lagi kesalahan dari kita.	
R	:	(ketawa)	
I-1	:	(ketawa)	
R	:	Aaaa apa ada kendala lain lagi Pak? Mungkin yang Bapak rasakan selain teknologi, time management dan juga materinya. Yang lainnya mungkin Pak.	
I-1	:	Bapak takut kemukakan ini, bapak takut mengemukakan kendala bukan menyalahkan	

		siapa-siapa yaa. Hanya situasi seperti ini lalu punya dampak ke pendidikan, contohnya dengan belajar dimasa pandemi yang hanya diperbolehkan 50%, itu kendala lagi. Yang biasanya kita mengajar Bahasa Inggris 4 x 40 menit dalam satu minggu. sekarang hanya 2 x 30 menit dalam satu minggu. 160 menjadi 60. 100 menit hilang dalam satu minggu. waktunya diperpendek.	P-7 Policies that have a negative impact on education
R	:	Apalagi kita tuh mempelajari tentang bahasa ya pak yaa.	
I-1	:	(mengangguk)	
R	:	Itu juga menjadi tantangan juga jadinya, dari segi anaknya, dari segi gurunya juga.	
I-1	:	Iyaa itu masalahnya.	
R	:	Hmm ada yang lain lagi pak?	
I-1	:	That's all.	
R	:	Udah.that's all. Okee. Makasi yaa pak. Jadi pak jika seandainya nanti untuk selanjutnya rani masih membutuhkan data, aaa boleh gak pak jika nanti rani menghubungi bapak lagi? Mungkin via telfon aja, karena kan nanti habis ini guru akan libur. Untuk make sure aja besok lagi pak. Udah gak yang sedetail ini lagi.	
I-1	:	Why not.	
R	:	Makasi ya pak utuk waktu dan kesempatan yang bapak berikan pak. Assalamualaikum warahmatullahi wabarakatuh.	
I-1	:	Waalaiikumsalam warahmatullahi wabaraktuh.	

From the transcription above, it can be seen that the informant 1 (i-1) had faced 7 problems by English teachers in teaching English via online during covid-19. Those problems were being inadequate learning support facilities, low

economic factor, areas with unsupported internet signal, lack of discipline and responsibility in time management, high expectations of students, policies that have a negative impact on education, and limited by distance.

Interview Result :

Transcription of interview with informant 2 (I-2)

Informant 2

The interview between the researcher with the informant 2 on **Saturday, June 18th 2022 at 11.55 wib**, by using recorder at SMPN 2 Batusangkar. The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors	Utterances	Problems Faced By English Teachers In Teaching English Via Online During Covid-19
R	: Assalamualaikum warahmatullahi wabarakatuh	
I-2	: Waalaikumsalam warahmatullahi wabarakatuh	
R	: Perkenalkan buk nama saya Rani Yunita saya mahasiswi dari IAIN Batusangkar semester 12. Jadi bolehkan disini saya meminta waktu ibuk untuk diwawancarai buk?	
I-2	: Boleh.	
R	: Boleh. Aaaaa saya ingin mewawancarai ibuk untuk keperluan penelitian saya dengan judul “masalah yang dihadapi guru Bahasa Inggris ketika mengajar Bahasa Inggris secara online di SMPN Batusangkar” dan alhamdulillah hari ini saya dapat kesempatan untuk mewawancarai ibu selaku guru SMPN 2 Batusangkar. Ya sebelum kita memulai wawancara ini, boleh saya tau nama ibuk?	
I-2	: Nama saya ibuk I-2. Terus..	
R	: Biasa dipanggil nya dengan ibu..	
I-2	: Nama kecil I-2 dan anak-anak	

		memanggil biasanya I-2. Jadi, I-2 itu maksudnya nama kecil. Kadang-kadang kan anak memanggil miss itu guru Bahasa Inggris, saya karna mungkin gak cocok dipanggil miss lagi karna udah 33 tahun mengajar jadi aaaa saya pengen dipanggilnya mam. Jadi anak-anak umumnya memanggil mam.	
R	:	Biar lebih terasa jiwa keibuan nya ya buk.	
I-2	:	Aaaaa iyaa.	
R	:	Aaa rani ingin memastikan lagi buk apakah benar ketika masa covid ibu pernah mengajar Bahasa Inggris dikelas 7 tahun ajaran 2021/202?	
I-2	:	Oh yaaa.	
R	:	Iya pernah bu. Aaaa itukan pada masa covid itu kan aaaa seperti yang kita ketahui itu kan pemerintah membuat aturan kebijakan untuk segala aktivitas dilakukan dirumah, termasuk itu proses belajar mengajar, pastinya ibuk sudah mengalami masa itu ya buk ya, gimana sulitnya mengajar Bahasa Inggris secara daring dengan pengelolaan atau mengatur anak-anak yang sulit. Jadi apakah selama mengajar daring itu ibu mendapati masalah?	
I-2	:	Kalau masalah adaaa. Yaitu aaaa yang namanya kita mengajar Bahasa itu memang aaaa tidak ada yang lebih baik dari langsung tatap muka. Kita kan mengajarkan Bahasa, ada harus mengulang, mendengar anak, harus berbicara. Aaa tapi karna situasi, kami tidak kehilangan akal, karna disamping itu kita meng-share	P-7 Policies that have a negative impact on education

	<p>materinya digoogle classroom, aa kami tu materinya sebelum di share kami siapkan dulu ini yang mau di share. Aaaaa kemudian di materi untuk besok kita udah siapkan bisa jadi kita share malam atau siang ini untuk besoknya. Aaaaa cuman anak tentu karna dia kelas 7, ada yang tidak punya background Bahasa Inggris butuh penjelasan. Maka kami sepakat itu untuk mengadakan zoom paling lama stengah jam. Itu paling lama. Kalau bisa itu kurang dari stengah jam kita kan ngerti jugak keadaan. walaupun anak-anak sebagian ada dapat paket dari pemerintah, tempat tinggal mereka itu kan kadang-kadang tidak mendukung untuk mendapatkan sinyal.</p> <p>Aaa sehingga ketika mengambil absen, dia bisa aja melalui WA aaaa untuk memdapatkan zoom ini tidak semua mereka bisa aaaa iya karna kendala sinyal. Aaa jadi harap dimaklumi aja mereka itu. Yang sudah dapat zoom itu lah kesempatan kami guru untuk menjelaskan materi. Menjelaskan yang namanya anak kelas 7 ada yang tidak memiliki background Bahasa Inggris tentu dia buta dengan Bahasa Inggris. Tentu dia meraba-raba, makanya zoom itulah satu-satunya untuk mengurangi kesulitan. Meskipun kita tidak belum merasa puas, aa tetapi itu sudah cukup membantu.</p>	<p>P-3 Areas with unsupported internet signal</p>
R	: Apa bisa dipastikan semua anak itu memiliki telefon genggam atau hp gitu buk untuk melakukan zoom?.	

I-2	: Aaaa iyaa itu juga salah satu kendala yang ada pernah waktu itu ada anak ini tidak pernah ada belajar 1 bulan 2 bulan lebih bahkan udah mau ujian MID, itu dia tidak pernah mengirimkan tugas. Kemudian kita panggil anak itu, aaa dipanggil waktu dia mau mengambil no ujian apa waktu itu ada mau ujian MID, ini anak ini kosong tugasnya. Absen ndak ada, itu ndak ada. Rupanya kendalanya hmmm orangtuanya ada PNS, Cuma katanya hp dirumah tu cuman ada 1 , jadi pagi-pagi itu bapaknya bawa HP. Dia kakaknya juga apa, jadi malam lah anaknya bisa menggunakan, malam berebut pula dengan kakaknya. Sehingga waktu itu saya panggil anak itu dan dipanggil orangtua kesini diceritakanlah kendalanya. Jadi aaa makanya anak saya gak pernah buat tugas itu kan harus bapak maklumi, itukan bukan kemauan ibuk itu. Dia marah karna saya tagih-tagih terus tugasnya melalui temannya aaa yang ada di sampaikan. Aaa sehingga dia kesini, kemudian dijelaskan oleh pihak pimpinan. Kewajiban bapak untuk menyediakan anak bapak hp. Aaa memang ada jugak yang tidak mampu kadang dia gabung dengan teman. Kemudian ada yang tidak mampu jugak. Itupun dia kadang-kadang diusakan oleh yang tidak mampu itu. Awak ciek baduo jo kawan, aaa itu udah kita maklumi itu.	P-1 Inadequate learning support facilities
R	: Berarti memang dimaklumi lah kalau untuk anak yang memang	

		<p>tidak memiliki telfon genggam ya buk.</p> <p>Berartikan kalau pun misalnya terlambat nantikan anak itu ngumpulkan tugasnya itu tetap ibu terima yaa bu?.</p>	
I-2	:	<p>Aaaa dengan ada komitmen nya. Ada komitmen tertentu. Gak bisa dia seenaknya ngirim tugas terlambat. Kenapa alasan kamu, kapan kamu bisa. Aa kalau itu kan dia istilahnya aaa dia enak-enak, orang aa tentu nilai beda. Karna yang ngumpulkan tugas dengan on time, kemudian yang tidak on time, aa bisa jadi dia mengambil punya temannya. Bisa dia copy paste punya temannya, itu beda. Aaa jadi kenapa kamu terlambat.. karna ini ini ini, kalau misalnya terus-terusan seperti ini saya gak bisa. Kenapa alasannya. Alasannya karna gini. Tapi kalau kapan bisa diusahakan, ada juga tu. Hp saya rusak mam. Aaa kemudian orangtuanya yang ngasih tau. Memang hp nya rusak buk. Kemudian saya aaa sedang mengusahakan, mudah-mudahan bulan depan bisa saya belikan hp baru. Itu makanya dia terlambat. Aa jadi, apa alasannya dia terlambat itu kita ndk langsung terima. Ohh saya terlambat apa alasannya. Kapan kamu ndk bisa terlambat gitu. Jadi, kita harus disiplin juga kalau ndk anak bisa aja dia nyontek punya temannya. Ditunggunya dulu punya temannya selesai.</p>	
R	:	<p>Berartikan kalau misalnya yang dalam kendala ginikan ada kasus, dia tu memang orang yang ekonominya sangat payah misalnya gitu. Dan tinggalpun</p>	

		ditempat yang jauh dari teman-teman.	
I-2	:	Aaaaa kalau kami. Kalau ada yang.. itu udah didata sebelumnya, bagi anak yang tidak sanggup online bisa offline, kami kan guru harus datang kesekolah walaupun online. Dan dia ngantarkan tugas ke sekolah.	
R	:	Ohh begitu, berarti itu solusinya yaa bu.	
I-2	:	Solusinya kalau memang yang parah betul, ndak bisa dia mengusahakan HP, malu pula bergabung dengan temannya, dia bisa mintak luring. Aaa dia mintak luring, jadi kita harus sediakan jugak tugas diseekolah. Jadi stand by kita. Nanti kita bikin komitmen, ni kamu ambil tugas ini, nanti kamu antarkan aaa. Mapel lainnya nanti juga gtu, dia ambil misalnya kapan dia antarkan. Aa jadi selama, kalau dia on time ngasi, aa nilainya bagus. Akan sama dengan temannya.	
R	:	Bisa dilihat dari tanggungjawab anak-anaknya buk ya.	
I-2	:	Iyaa betul	
R	:	Walau apapun, masalah apapun hambatannya pasti ada solusinya ya buk.	
I-2	:	Pasti ada solusinya.	
R	:	Trus kalau untuk masalah yang lain mungkin ada buk?	
I-2	:	Aaaaa masalah yang lain aa anak-anak.	
R	:	Yang terkait materi pembelajaran mungkin bu, karna kan kelas 7 itu kan.	
I-2	:	Aaaa iyaa ada masalah yang lainnya di situ anak yang istilahnya yang kurang bertanggungjawab, kurang	P-4 Lack of discipline and responsibility in time management

	<p>bisa. Kata orangtuanya HP disediakan. Cuma dia dipakai untuk main game, sehingga dia tidur sampai malam. Paginya, kenapa kamu ambil absen jam 10? Kita kan tadi jam 7.30 udah mulai. “iko wak baru jago buk”. Saya baru bangun katanya. Kenapa gak dibangunkan. Ada tadi dibangunkan sama orangtuanya, orangtuanya kan jualan dipasar “jam 6 wak lah dijagoan dek ama ndak amuah jago do”. Aaa jadi banyak anak-anak yang kayak gitu, pagi ditinggalkan orantuanya, karna orantuanya dia merasa sekolah daring, dia ndk perlu mandi, ndak perlu ini, sebagainya. Aaa dia lalai-lalai. Aaaa itu masalahnya. Aaa jadi anak itu kita telusuri, kenapa . bahkan ada jam 1, jam 3 ngambil absen. Dia ngisi list itukan ada jamnya, kan nampak kita liat. Aaaa apalagi ngirim tugas kadang-kadang dia sudah seminggu dia baru kirim. Udah masuk lagi tugas kedua, berikutnya ini tugas yang minggu lalu buk. Kenapa terlambat, lupu wak aaa.</p> <p>Aaa jadi anak kalau dia belajar dirumah itu tidak disiplin. Kedisiplinannya kendor sekali.</p>	<p>P-4 Lack of discipline and responsibility in time management</p>
R	: Tidak teratur dengan waktu, tidak sama seperti disekolah.	
I-2	: Aaa tidak teratur dengan waktu. Kalau disekolahkan kerjakan hari ini, ni target hari harus selesai yang ini. Kalau kamu ndak ngerti mana yang ndak ngerti sini, bisa dikasih tau. Kalau ndak selesai disini, aa besok kumpul yaa. Buat dirumah, tapi kan dah ngerti cara	

		<p>buatnya. Kalau online kan kita ndak bisa. Melayani anak satu per satu itu kan ndak mungkin. Habis waktu kita kan. 30 satu lokal, nanti jam 3-4 saya masuk lagi lokal ini. Ndak mungkin saya melayani yang ini terus. Aaaa gtu</p>	
R	:	<p>Yang ini belum selesai lagi buk yaa. Berartikan tibanya kalau kita simpulkan berarti time management nya yang bermasalah. Berantakkan jadinya yaa buk. Fasilitas HP, trus time management, materinya jugak memang harus difikirkan karena kalau kelas 7 tu kan, apalagi sekarang SD kan kita tau gak semua SD ada background Bahasa Inggris.</p>	
I-2	:	<p>Sedikit sekali, mungkin persentasenya kecil, ada mungkin 10% atau 5% cuman. Setelah di data, siapa yang pernah belajar Bahasa Inggris. Aaa jadi memang ndak semua jadi kita extra apalah aaa misalnya tu kita perlu zoom. Kadang dilatih ucapannya. Aaaa jadi ndak salah kalau apa, aaa kalau untuk ujian kan kita pakai apa itu, aaaa apa namanya. Googleeeee</p>	
R	:	Google classroom	
I-2	:	Ada yang langsung diisi	
R	:	Google form.	
I-2	:	<p>Aaaa iya google form. Kita pakai itu. Tu anak kan gak kita keluarkan tu kuncinya. Aaaa nantikan dia ndak bisa harus kirim</p>	
R	:	Iyaaaa	
I-2	:	<p>Aaaaa dan kita kalau UH, itu kadang-kadang anak itu nilainya bagus kita gak tau</p>	

		<p>kemampuannya. Rupanya dia ngaku, yang mambuek an etek wak buk. Etek wak kuliah. Aaaa yang mambuek an kakak wak di SMA buk. Kok nilai kamu kebanyakan waktu online bagus 100. Kok sekarang kalau belajar tatap muka kok kamu gak dapat satupun. Masak iyaa kamu gak ngerti ini ini ini, pemakaian to be. Aaa yang kemarin tu ama yang buek an.</p> <p>Aaa jadi belajar online itu tingkat kejujurannya diragukan.</p>	P-7 Policies that have a negative impact on education
R	:	Kerjasama antara kita sebagai guru dengan orangtua pun jadi gak bisa dipercaya buk ya.	
I-2	:	Orangtua salah kaprah. Karna saya punya tetangga. Pergi berkunjung. Sedang apa? Sedang mambuek an tugas anak buk. Kenapa? Nyo lalok jo baru lai. Daripado kanai berang dek guru nyo.	
R	:	Iyaa buk, itukan menjadi salah satu alasan.	
I-2	:	Daripado nilainyo randah. Padia lah nyo lalok buk. Kiceknyo.	
R	:	Sebenarnya itu pun menjadi salah satu alasan buk kenapa rani mengangkat masalah ini. Karnakan waktu itu fenomenanya itu ada tetangga rani tu dia anaknya lagi buat tugas. Tapi memang banyak bantuan dari orang tua, dari kakaknya gitu kan.	
I-2	:	Sehingga kalau tatap muka anaknya melonggo aja.	
R	:	Iyaaaa.	
I-2	:	Sudah?	
R	:	Apa ada yang lain lagi buk. Time management	
I-2	:	Rani simpulkan ajalah ya.	

R	:	Jadikan Cuma itu yang ibuk rasa buk yaa. Iya buk gak apa-apa. Aaaa kalau seandainya nanti rani butuh informasi lebih lanjut karna kan wawancara ini kan belum bisa dipastikan sekali wawancara atau dua kalinya atau tiga kalinya wawancara gitu buk. Jadi untuk selanjutnya kalau ibu berkenan boleh gak rani menghubungi ibuk lagi mungkin dengan via telfon aja lagi.	
I-2	:	Ohh gitu. Via telfon. Kalau orang kan libur habis ini.	
R	:	Iyaaa udah pada libur. Gak bisa ani ganggu lagi kan buk. Benar-benar ngejar sekarang ni. Makasi banyak ya buk sebelumnya untuk informasi dan waktu yang ibu berikan. Assalamualaikum warahmatullahi wabarakatuh.	
I-2	:	Waalaiikumsalam warahmatullahi wabarakatuh.	

From the transcription above, it can be seen that the informant 2 (I-2) had faced 4 problems by English teachers in teaching English via online during covid-19. Those problems were being inadequate learning support facilities, Areas with unsupported internet signal, Lack of discipline, responsibility in time management, and policies that have a negative impact on education.

Interview Result :

Transcription of interview with informant 3 (I-3)

Informant 3

The interview between the researcher with the informant 3 on **Saturday, June 18th 2022 at 08.00 wib**, by using recorder at SMPN 4 Batusangkar. The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors	Utterances	Problems Faced By English Teachers In Teaching English Via Online During Covid-19
R	: Baiklah buk. Assalamualaikum warahmatullahi wabarakatuh.	
I-3	: Waalaikumsalam warahmatullahi wabarakatuh.	
R	: Aaa perkenalkan buk nama saya Rani Yunita mahasiswi IAIN Batusangkar semester 12. Bolehkah saya meminta waktu ibuk untuk melakukan wawancara?	
I-3	: Iyaa ndak papa.	
R	: Aaa saya ingin mewawancarai ibuk untuk keperluan penelitian saya buk, yaitu tentang “masalah yang dihadapi guru Bahasa Inggris ketika mengajar online di SMP Batusangkar”. Alhamdulillah hari ini saya mendapat kesempatan untuk wawancara di SMP 4. Aaaa trimakasih sebelumnya buk untuk waktunya, sebelum kita memulai wawancara ini, boleh saya tau siapa nama ibu?	
I-3	: Perkenalkan nama ibuk I-3.	
R	: Apakah benar ibuk mengajar Bahasa Inggris disekolah ini pada masa covid-19 tahun ajaran	

		2021-2022?	
I-3	:	Iyaa.	
R	:	Kalau boleh tau dikelas berapa buk?	
I-3	:	Karna ibu guru tunggal, berarti ibuk ngajarnya dikelas 7 iya, kelas 8 iya, kelas 9 iya.	
R	:	Ohh berarti ibuk megang 3 lokal.	
I-3	:	Iyaa.	
R	:	Baiklah, aaaa jadi buk pada masa covid dimana kan pemerintah itu menetapkan semua aktivitas itu untuk dilakukan dirumah termasuk juga pada proses belajar mengajar. Jadi apakah waktu itu ibuk merasakan proses mengajar dirumah selama covid itu buk?	
I-3	:	Iyaa kami tetap aktivitas belajar itu dilakukan secara daring. aplikasi yang kami pakai itu WA, tapi waktu pertama kami melaksanakan daring itu tidak efisien karena anak-anak banyak yang tidak punya HP android , kemudian mereka juga terbatas dengan jaringan internet.	P-1 Inadequate learning support facilities P-3 Areas with unsupported internet signal
R	:	Ohh gitu. Berarti itu masalah yang ibu hadapi ketika mengajar online buk ya.	
I-3	:	Pertama online ya seperti itu.	
R	:	Ohh gitu. Selain itu adalagi gak masalah yang ibu hadapi?	
I-3	:	Aaa yang kedua itu mungkin karena mereka baru melakukan proses online itu, jadi kadang ada beberapa anak kami itu yang lambat responnya , contohnya saat jam pelajaran masuk atau dimulai mereka harus mengisi daftar hadir tapi mungkin karna belajarnya dirumah, mungkin dia kurang pengawasan orang tua sehingga mereka ada yang terlambat	P-4 Lack of discipline and responsibility in time management

		untuk mengisi daftar hadir pada pertemuan pelajaran tersebut.	
R	:	Kekurangan HP juga ya buk, karna kan gak semua anak SMP pastinya ya buk yang punya hp.	
I-3	:	Iyaa iyaaaa. Hp juga gak semuanya punya	P-1 Inadequate learning support facilities
R	:	Pasti mereka harus menunggu dari orang tua dulu baru bisa melakukan. Trus aaaa apa ada masalah yang lain lagi gak buk, misalnya seperti kayak di pembelajarannya gitu buk. Itu kan tadi terkait fasilitas kalau yang lainnya misalnya terkait materi pembelajarannya.	
I-3	:	Materi pembelajaran, kalo ibuk secara pribadi kalau mengajar Bahasa Inggris itu materinya itu selalu diketik dulu. Diketik rapi, kemudian di print kemudian di foto. Aaaa kemudian untuk menghemat kegiatan, ibuk pernah memberikan berupa file tapi aaa hanya satu orang anak yang bisa membuka file. Karena mungkin kapasitas dihp mereka tidak memenuhi untuk membuka file.	
R	:	Trus bagaimana dengan anak-anak yang lain buk?	
I-3	:	Ya waktu itu Cuma respon ada 2 orang Cuma yang bisa buka file. Aaa karna tidak ada laporan tugas waktu itu, catatan juga tidak dikumpulkan, kemudian ibuk tinjau melalui WA didalam grup kelas, kata mereka gak bisa dibuka segala macam, kemudian ibuk kirim kembali berupa foto.	
R	:	Berupa foto. Berarti itu termasuk salah satu solusinya ya buk.	
I-3	:	Iyaaa. Difoto, lalu dikirim kembali kemudian disuruh mereka menyalin catatan, disuruh mengerjakan tugas dan	

		dikirim ke ibuk secara japri.	
R	:	Oh gitu. Tadi ibuk kan bilang gak semua anak tu yang memiliki hp gitukan. Pasti harus menunggu orangtua nya dulu, bahkan mungkin memang ada juga anak ini yang sama sekali tidak mempunyai hp android gitu kan buk. Itu gimana solusi dari ibuk tu misalnya kayak dari pemberian tugasnya gitukan. Kalo seperti anak yang tidak memiliki hp kan pastu sulit bisa dikatakan mungkin mereka tidak akan membuat tugas tapi kalau bagi anak yang masih memiliki hp mungkin kita hanya terkendala dengan waktu yang melampaui batas dalam pengiriman tugasnya. Itu bagaimana buk?	
I-3	:	Aaa waktu kita daring itu daftar pelajaran tetap seperti biasa tapi waktunya di beri rentangnya 2 jam untuk 1 mata pelajaran, tapi ibuk secara pribadi kalaupun ibuk mengajarnya jam 8-9 untuk 1 jam , diberi juga catatan dibawah fotocopy itu. Dibuat catatannya, ibuk tunggu catatan dan tugasnya sampai jam 2 siang.	
R	:	Ohh gitu.	
I-3	:	Iyaa. Tapi, kadang-kadang ada juga mereka yang mengatakan hp nya dibawa oleh orangtua atau hp nya dipakai oleh kakaknya, aa mereka bisa mengirim tugas atau catatannya itu dimalam hari. Itu tetap direspon, tetap dikoreksi, tetap dikasih feedback.	
R	:	Berarti untuk waktu itu ya buk, memang lebih panjang.	
I-3	:	Sangat panjang.	
R	:	Biasanya disekolah kita punya	

		porsi jam kita untuk mengajar, tapi ketika pembelajaran daring ini memang waktu pribadi kita atau waktu kita untuk dirumah pun jadi terganggu ya buk ya.	
I-3	:	Iyaaaaa.	
R	:	Selain itu apa ada lagi masalahnya buk?	
I-3	:	Hmmmm rasanya ndak ada lagi masalahnya.	
R	:	Itu saja yang ibuk rasakan.	
I-3	:	Itu cuman. Tapi itukan sudah bisa diantisipasi juga	
R	:	Iyaaa.	
I-3	:	Itu mungkin satu kali temuan , mungkin untuk yang kedua kalinya ini ndak ditemukan lagi.	
R	:	Baik bu. Terimakasih kasih banyak buk untuk waktu dan informasi yang ibu berikan. Jika nanti seandainya ada informasi tambahan atau misalnya nanti ada yang perlu rani tanyakan lagi sama ibuk, jika ibuk berkenan apa boleh rani menghubungi ibuk lagi buk?	
I-3	:	Boleh	
R	:	Inshaallah nanti mungkin via telfon aja lagi ya buk. Terimakasih untuk waktunya buk. Assalamualaikum warahmatullahi wabarakatuh	
I-3	:	Waalaikumsalam warahmatullahi wabarakatuh.	

From the transcription above, it can be seen that the informant 3 (I-3) had faced 3 problems by English teachers in teaching English via online during covid-19. Those problems were being inadequate learning support facilities, Areas with unsupported internet signal, Lack of discipline and responsibility in time management.

Interview Result :

Transcription of interview with informant 4 (I-4)

Informant 4

The interview between the researcher with the informant 4 on **Saturday, June 18th 2022 at 14.05 wib**, by using recorder at SMPN 5 Batusangkar. The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors	Utterances	Problems Faced By English Teachers In Teaching English Via Online During Covid-19
R	: Assalamualaikum warahmatullahi wabarakatuh	
I-4	: Waalaikumsalam warahmatullahi wabarakatuh	
R	: Perkenalkan buk nama saya Rani Yunita mahasiswi tadriss bahasa inggris dari IAIN Batusangkar semester 12. Bolehkah saya meminta waktu ibu untuk melakukan wawancara	
I-4	: Insyaallah boleh.	
R	: Iyaa. Saya ingin mewawancarai ibu untuk keperluan penelitian saya tentang “masalah yang dihadapi guru Bahasa Inggris ketika mengajar Bahasa Inggris secara daring ketika covid-19 di SMPN Batusangkar”. Dan alhamdulillah saya hari ini mendapat kesempatan untuk mewawancarai ibu selaku guru smpn 5 Batusangkar. Sebelum kita memulai wawancara ini, bolehkah saya tau nama lengkap ibu?	
I-4	: Boleh	
R	: Kalau boleh tau namanya ibu siapa bu?	
I-4	: Nama I-4 s.pd, biasa dipanggil I-	

		4.	
R	:	Banyak menabur cinta yaa buk. Apakah benar ibuk mengajar Bahasa Inggris kelas 7 ketika masa covid tahun ajaran 2021-2022 bu?	
I-4	:	Iyaaa.	
R	:	Pada mas covid kan seperti yang kita tau, pemerintah melakukan atau memberikan peraturan untuk melakukan segala aktivitas dirumah termasuk proses belajar mengajar. Aaa jadi pada saat itu tu apakah ibu pernah merasakan proses mengajar secara daring?	
I-4	:	Iyaa pernah. Memang iya mengerjakan dirumah, memang daring dan harus daring.	
R	:	Harus daring ya buk, karna memang kebijakkannya udah begitu yaa buk yaa. Aaa dikelas 7 ya buk.	
I-4	:	Iyaa dikelas 7.	
R	:	Jadi selama mengajar secara daring, apakah ibu mendapati suatu masalah yang membuat tujuan dari pembelajaran bahasa inggris itu tidak tercapai buk?	
I-4	:	Iyaaa terutama belum pernah ketemu sama siswa sama sekali , kelas 7 kan belum pernah ketemu sama sekali. Kemudian hanya lewat google meet yang pernah dilakukan. Google meet, itu pun tidak bisa selama seperti jam biasa. Seandainya dilakukan seperti selama jam biasa, aaa kouta anak tidak mencukupi. Aaa jadi itulah kendala nya. Kemudian tujuan pembelajaran yang seharusnya kitaa, apa namanya yang seharusnya kita menerangkan ada aaa apa namanya, ada didepan mereka sekarang kita belum pernah jumpa, kita	<p>P-6 Limited by distance</p> <p>P-1 Inadequate learning support facilities</p> <p>P-6 Limited by distance</p>

		<p>hanya mengenal wajah dirumah, kemudian tujuan pembelajarannya jauh sangat tidak efisien, aaa terutama kan ada aaaa apa namanya, aaaa KD yang di cut untuk ini untuk yang selama pandemi kan ada KD KD yang harus kita lakukan. Dengan itupun kita tidak cukup.</p>	<p>P-7 Policies that have a negative impact on education</p>
R	:	<p>Berarti masalah yang ibu hadapi ketika mengajar secara daring itu tu yang pertama karna kita belum bertemu secara langsung, trus tadi juga dibilang terkait paket data juga, karna tidak semua anak yang</p>	
I-4	:	<p>Iyaaak karna tidak semua anak yang mampu untuk sekian. Kalau kita aaa per jam tatap muka kan 40 menit 1 jam. Kalau 2 jam kan berarti 80 menit. Kan sejam lebih. Kita menghadapi anak kalau kita menghadapi sejam lebih rasanya kalau kita google meet aaaa rasanya ndak cukup waktunya. Jadi kita ngajar tentu kan point nya ini, kemudian nantik aaa dengan apa namanya trik mengajarnya. Kita tayangkan lewat power point, jadi menerangkan sambil melihat power point.</p>	<p>P-6 Limited by distance</p>
R	:	<p>Bearrti itu termasuk solusi yang dipakai yaa buk, supaya anak-anak faham yang kita lakukan seperti itu.</p>	
I-4	:	<p>Kemudian, juga latihannya, latihan speaking, reading seperti itu, kan karna kelas 7 ada mempekenalkan diri, jadi mereka mencoba seperti itu. Itu pun gak lama.</p>	
R	:	<p>Berarti yang ibu bilang tadi kan bu, nantikan ada pelajaran tentang mempekenalkan diri.</p>	

		<p>Seperti yang kita ketahui buk, anak tingkatan SD kan sekarang sudah tidak ada belajar Bahasa Inggris, mungkin hanya beberapa sekolah dan itu adalah sekolah swasta. Itu menjadi masalah jugak bagi ibu dalam mengajar anak kelas 7 karna memang dimulai dari nol.</p>	
I-4	:	<p>Tapi alhamdulillah mereka walaupun seperti itu aaaa mereka semangatnya ada, tetapi yaa karna itu tadi yaa memang harus dimulai lagi perlahan. Kadang-kadang mereka menggunakan android itu sebentar untuk hanya beberapa jam itulah, tapi setelah itu mereka, dah bebas kembali menggunakan yang untuk game. Itupun banyak merusak anak-anak. Dengan belajar Bahasa Inggris pun seperti itu, kadang-kadang dia ngambil absen sebentar, sudah tu izin. Trus kembali lagi. Trus keluar lagi sebentar. Kadang ya namanya orangtuanya gak dirumah, ya itu kendalanya. Mereka kadang ndak fokus karena androidnya ini. Nanti kalau udah pulang mama nya kan. Sampai-sampai dah sekolah tatap muka pun mereka agak jauh dari yang biasanya.</p>	<p>P-4 Lack of discipline and responsibility in time management</p>
R	:	<p>Seperti yang ibu bilang tadi buk, kadang ada anak-anak ini dalam pemakaian android itu sebentar mereka masuk ke zoom, trus nanti alasan ke wc nanti dia kelua. Setelah itu dia masuk lagi, tu gimana cara ibuk untuk mengatasinya buk?</p>	
I-4	:	<p>Nahh, aaaa kamera tidak boleh dimatikan.</p>	
R	:	<p>Oh gitu, kamera tidak boleh</p>	

		dimatikan. Berarti memang harus stay terus ya buk yaa.	
I-4	:	Iyaa kamera tak boleh dimatikan.	
R	:	Cuman walaupun kameranya tetap hidup, ada gak kadang-kadang anak hilang dilayar gitu.	
I-4	:	Gak ada, gak. Cuma waktu izin itu. Tapi yaa sebentar izin. Yaa namanya dirumah yaa. Gimana mau ngontrolnya gitu.	
R	:	Kalau untuk anak-anaknya buk, apakah memang semuanya memiliki hp android?	
I-4	:	Aaaaa ada yang menggunakan laptop.	
R	:	Berarti memang mereka tak kekurangan teknologi yaa buk.	
I-4	:	Dikatakan ndak kurang, ada yang kurang ada yang menggunakan hp orangtua nya, ditinggal hp orangtuanya.	
R	:	Kalau yang memang tidak punya sama sekali buk. Karna kita kan tau ekonomi dari orangtua murid ni kan ada yang rendah, menengah, dan juga tinggi.	
I-4	:	Mau gak mau mereka harus beli.	
R	:	Ohh jadi harus beli ya buk.	
I-4	:	Aaaa ndak kita yang mengharuskan, tapi karena mereka online kan diwajibkan belajar dirumah. Saya nanya ada siswa saya kelas 7 waktu itu yaa. Aaa orang tuanya meninggal yang laki-laki. Yang perempuan aaa ngojek dan kerja sebagai buruh sawah. Mau ndak mau mereka harus menyiapkan itu.	
R	:	Berarti istilahnya masih bisa terkendali, masih bisa untuk diusahakan yaa buk.	
I-4	:	Tapi walaupun kita gak tau cara mereka yaa, karna dia takut anaknya gak belajar. Kebetulan	

		waktu kelas 7 kan memang betul-betul sama sekali gak ada ketemu.	
R	:	Iyaa benar. Jauh ya buk ya.	
I-4	:	Jadi saya di chatt sama orangtuanya.	
R	:	Kalau masalah yang lain ada gak buk? Seperti time managementnya dalam pengumpulan tugas atau kehadiran anak ketika di zoom gitu kan.	
I-4	:	Kehadirannya yaa mood an, kadang mood dia. Awal dia udah stand by. Yaa namanya anak yang baru lepas dari kelas 6 dan baru-baru itupun gak belajar. Kemudian kalau ditanya kenapa gak masuk kouta habis katanya.	
R	:	Trus gimana itu solusi dari ibuk? Kadang-kadang anak ni kan banyak alasannya. Kadang kita juga gak bisa untuk mengira anaknya malas, mungkin memang dari sisi orangtuanya belum mampu untuk membeli paket data.	
I-4	:	Kita nengok juga siapa anaknya, orangtuanya dimana, karna guru kan tetap datang ke sekolah.	
R	:	Cuma anak yang dirumah ya buk.	
I-4	:	Iyaa kami tetap datang kesekolah. Ditanya sama kawan-kawan si anak itu bagaimana yaa. Sekali duakali kita telusuri lagi. Yaa mengenai tugas yaa begitu juga, kadang mereka pas waktunya mereka bilang aa maaf miss paket saya habis gak bisa ngirim kayak gitu. Kadang yaa kita mau bilang apa. Kadang memang yaa seperti itu, kan kita gak bisa mengklaim anak itu langsung. Nanti kita tanya bagaimana keadaan orangtuanya,	

		nanti kalau kita udah tau kan kita udah faham.	
R	:	Berarti diberi dulu kesempatan sekaligus menelusuri, mungkin melalui guru-guru, kadang ada guru ni yang kenal sama anak itu yaa buk.	
I-4	:	Iyaa kan teman-teman kesekolah jugak, jadi mau gak mau kita nanya sama teman-teman bagaimana anak ini, bagaimana orangtuanya, itu di tanya seperti itu. Ohh iya memang anaknya begini, atau oh yaa memang orangtuanya seperti ini. Jadi kita dapat jawaban disitu. Nah kalau memang orangtuanya gak tau, kita langsung negur, “kamu bagaimana ini nanti ibu hubungi orangtua mu yaa kalau masih begini”. Nanti dia bilang iyaa buk. Nanti baru tugasnya dikirim, kadang-kadang udah tengah malam baru masuk ke LMS (lembar belajar siswa) nah disitulah baru. Susah kalau udah aa online ni paling sangat sangat melemahkan pendidikan.	
R	:	Iyaa bu, harus banyak akal kita sebagai guru ya buk. Mencari solusinya.	
I-4	:	Kita cari solusinya kesana kesini.	
R	:	Apalagi anak yang belum pernah bertemu. Mereka belum tau siapa kita, kita juga belum tau bagaimana mereka. Watak dan karakter anak-anaknya.	
I-4	:	Seperti apa anak-anak tu kita belum tau, tau nya Cuma kadang aaaa di zoom. Zoom itu pun kita gak bisa terus menerus gitu, bergantian. Berapa guru dalam sehari itu kan. Gak mungkin kita zoom terus. Jadi misalnya kalau kami kan 3 mata	P-1 Inadequate learning support facilities

		pelajaran, atau 4 mata pelajaran, kan gak mungkin semuanya tiap hari zoom. Jadi kami berbagi.	
R	:	Jadi ada kerjasama antara guru ya buk.	
I-4	:	Iyaa gantianlah kami zoom. Kemudian kalau gak zoom kami kirim materi, suruh baca dan ketika zoom besok baru bertanya yang tidak tau. Ingat lagi nanti materinya yang kemarin apa. Nanti dimana kendalanya baru dijelaskan kembali kayak gitu.	
R	:	Seperti itulah masalah dan solusi yang ibu pakai yaa buk yaa. Memang benar-benar mengurus energi dan solusi.	
I-4	:	Iyaa bagaimana anak ni yang bisa atau tau dia yang kalau Bahasa Inggris kan yang membedakan kalimat yang digunakan itu kan susah. Antara verbal, nominal itu kan susah bagi anak-anak.	
R	:	Kosakatanya juga, huruf pun begitu, juga angka ya buk. Memang diajar dari nol lagi yaa buk.	
I-4	:	Aa jadikan kita mengarahkan buatlah, materinya ini silahkan dibuat. Kalau kita zoom nanti diulang lagi, dibaca gak materi yang kemarin, nanti dibahas disitu. Kadang-kadang anak tu gak dibaca.	P-5 High expectations of students
R	:	Iyaa, banyak pasti yang gitu yaa buk. Karena mereka tau gak dikontrol secara langsung.	
I-4	:	Iya, kadang tugasnya dibikin tapi gak dibaca apa yang dibuatnya itu. Banyak yang seperti itu.	P-5 High expectations of students
R	:	Kalau untuk masalah lainnya lagi buk, selain itu?	
I-4	:	Rasanya itu aja.	
R	:	Itu aja buk.	

I-4	:	Yang memang paling kendalanya seperti itu. Kadang orangtua pun tidak memperhatikan anak sehingga anak hanya membuat tugas tanpa memahami materinya.	P-8 lack of control from parents
R	:	Iyaa benar, sehingga kerjasama antara orangtua dan guru tidak ada dan tidak sejalan ya buk sehingga sulit untuk di jalin ya buk.	
I-4	:	Iya. Bagaimana tidak karna orangtuanya yang buat tugasnya dari SD agar anak tidak bermasalah. Makanya sekarang ibu minta tulisan tangan tanpa diketik, lalu difotokan dan kirim. Kalau tidak seperti itu kan orangtuanya aja yang terus membantu. Kalau kita mintak tidak dengan tulisan tangan, nanti orangtuanya lagi yang bantu.	
R	:	Iyaa benar. Kakaknya atau abanya yang menolong.	
I-4	:	Kalau dengan tulisan tangan kita tau tulisan mereka, walaupun kita tidak tau persis tulisannya, tapi kita udah kebayang gimana tulisannya.	
R	:	Namanya juga anak SD yaa buk, pasti kita tau lah tulisannya. Gak mungkin tulisannya bagus sekali ya buk. Berarti gak ada lagi masalahnya yaa buk?	
I-4	:	Enggak. Itu lah masalahnya.	
R	:	Baiklah bu. Jika seandainya dilain waktu rani masih membutuhkan data atau hal yang masih diragukan, boleh gak rani menghubungi ibu lagi mungkin melalui via telfon saja. Karna guru-guru juga udah pada libur yaa buk.	
I-4	:	Iyaa boleh.	

R	:	Terimakasih bu. Wassalamualaikum warahmatullahi wabarakatuh	
I-4	:	Walaikumsalam warahmatullahi wabarakatuh	

From the transcription above, it can be seen that the informant 4 (I-4) had faced 6 problems by English teachers in teaching English via online during covid-19. Those problems were being Limited by distance, Inadequate learning support facilities, Policies that have a negative impact on education, Lack of discipline and responsibility in time management, High expectations of students, lack of control from parents.

Interview Result :

Transcription of interview with informant 5 (I-5)

Informant 5

The interview between the researcher with the informant 5 on **Saturday, June 18th 2022 at 08.41 wib**, by using recorder at SMPN 3 Batusangkar. The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actors	Utterances	Problems Faced By English Teachers In Teaching English Via Online During Covid-19
R	: Assalamualaikum warahmatullahi wabaraktuh	
I-5	: Waalaikumsalam warahmatullahi wabaraktuh	
R	: Perkenalkan buk nama saya Rani Yunita mahasiswi Tadris Bahasa Inggris IAIN Batusangkar semester 12. Bolehkah saya meminta waktu ibuk sebentar untuk melakukan wawancara?	
I-5	: Inshaallah boleh, silahkan.	
R	: Aaa saya ingin mewawancarai ibuk untuk keperluan penelitian saya yaitu tentang “masalah yang dihadapi guru Bahasa Inggris ketika mengajar Bahasa Inggris secara online ketika covid-19 di SMP Batusangkar” dan alhamdulillah hari ini saya mendapat kesempatan untuk mewawancarai ibu selaku guru Bahasa Inggris di SMP 3 Batusangkar. Trimakasih untuk waktunya bu. Sebelum kita memulai wawancara ini, bolehkah saya tau nama ibu?	
I-5	: Boleh.	
R	: Kalau boleh tau nama lengkap	

		ibu siapa bu?	
I-5	:	Nama lengkapnya I-5, panggil I-5 aja.	
R	:	Oh panggilannya I-5. Apakah benar ibu mengajar mata pelajaran Bahasa Inggris dikelas 7 pada masa covid-19 tahun ajaran 2021-2022 disekolah ini buk?	
I-5	:	Aaaa iyaaa.	
R	:	Pada masa covid-19 kan seperti yang kita ketahui tu pemerintah menetapkan satu kebijakan bahwa segala aktivitas dilakukan dirumah termasuk proses belajar mengajar, ketika proses belajar mengajar itu apa yang ibu rasakan bu?	
I-5	:	Aaa rasakannya tu dimana? Dikesulitannya?	
R	:	Iyaa buk. Apa masalah gitu buk?	
I-5	:	Permasalahan untuk belajar ketika online yang pertama dari awal-awal dulu otomatis tu anak-anak kaget. Yang selama ini gak pernah belajar secara online, gak pernah belajar dimedsos, gak pernah berselancar dimedsos, langsung saja dengan cara belajarnya secara online. Pertama bingung untuk, kedua tu kesulitan dan segala macamnya. Yang jelas kesulitan kita tu yang kita lakukan penggunaannya tu kan dengan penggunaan otomatis lewat hp android. Terkendalanya pertama sekali itu terkendala dengan ketersediaan HP pada masing-masing anak. Yang jelas tu ndak semuanya yang punya. Dengan kondisi ekonomi. Jangankan HP android, mungkin HP biasa saja banyak anak-anak yang gak punya dengan kondisi	P-6 Limited by distance P-1 Inadequate learning support facilities

		<p>ekonominya. Otomatis dengan belajarnya online itu setidaknya harus mempunyai hp android. Disitu terkendalanya. Jadi anak-anak gak bisa mengikutinya. Tidak bisa mengikuti pembelajaran secara online dengan menggunakan android. Itu yang pertama sekali. Kemudian lanjut berjalan berjalan kita telusuri ternyata memang itu kendalanya tidak banyak yang memiliki hp.</p>	
R	:	<p>Disekolah inikan ibu mengajar kelas 7 ya bu, itu kalau dari masalah yang ibu hadapi mungkin dalam materinya bu karna kan seperti yang kita ketahui anak kelas 7 itu kan basic Bahasa Inggrisnya kan memang harus kita ajar dari nol lagi. Karna sama kita tahu bahwa SD tidak ada Bahasa Inggris kan bu. Itu bagaimana bu, apa ibu ada mendapati masalah disitu bu?</p>	
I-5	:	<p>Ya kita udah jelas tadi kan, kita runut dulu permasalahan untuk belajar selama online, terkendala dari awal itu adalah masalah pemilikan hp, tidak tersedianya bagi anak-anak kita dan tidak sanggup untuk membeli hp android, sehingga apa yang kita lakukan. Kita lakukan bagi anak-anak kita yang tidak punya hp itu kita data, kan nampak itu di hp itu kita melihat absennya cuman sekian orang anak. Nah ini kemana ini sebagiannya, apa kendalanya. Ternyata kendalanya karna gak punya hp. Akhirnya kita informasikan untuk anak-anak itu datang kesekolah. Khusus yang tidak</p>	<p>P-2 Low economic factor</p>

	<p>punya hp. Datang dia ke sekolah untuk menginformasikan terkendalanya di tidak punya hp itu. Artinya bagi kita solusinya disekolah kita anak yang tidak punya itu kita kumpulkan. Karena kita punya banyak labor komputer, kan ada 2 jadi mana anak yang gak punya hp itu kita suruh disana mempergunakan labor. Itu solusinya yang kita beri.</p> <p>Kemudian terkendala dengan masalah materi tadi kita gunakan yang belajar ini menggunakan whatsapp aja. Dia kan ada yang pakai whatsapp iya juga, zoom juga. Jadi 2 aplikasi yang kita pakai. Zoom itu yang namanya anak kelas 7 baru, kan kita gak kenal mana wajahnya, siapa namanya, bagaimana bentuknya, jadi kita menggunakan zoom. Jadi skali-skali kita menggunakan zoom, skali-skali kita menggunakan whatsapp. Jadi materi pembelajaran kita sampaikan lewat whatsapp dengan berbentuk video, dengan bentuk materi-materi, aa itu kita sampaikan di whatsapp. Kemudian kalau secara langsung kita menjelaskan dan segala macamnya itu kita menggunakan adalah zoom.</p>	
R	:	<p>Apa ibuk ada menemui masalah ketika mengajar di zoom?</p>
I-5	:	<p>Kalau menemui masalah ketika zoom itu pertama disegi sinyal nya. Bisa jadi anak-anak kita itu kan tinggalnya di daerah-daerah yang kurang sinyal. Jadi anak-anak agak susah masuk ke pembelajaran, sering terlempar keluar masuk zoom disitu susahnya kita ketika</p> <p>P-3 Areas with unsupported internet signal</p>

		<p>mengajar. Kalau untuk masalah materi memang benar anak dari SD apalagi sekarang ini kurikulum di SD itu kan gak mewajibkan lagi Bahasa Inggris, otomatis ada anak-anak kita yang merupakan hal yang baru bagi dia tapi ada juga sih anak-anak yang dari SD nya dia cari sendiri atau belajar sendiri dengan ikut les gitu. Sehingga untuk dasar-dasar dia bisa. Tapi kalau anak memang tidak ada sama sekali di sekolah SD nya kemudian dari luar juga tidak maka ini merupakan hal yang sangat baru, susah dia untuk menerimanya. Yaa terkendalanya dengan itu.</p>	
R	:	Bearti memang harus banyak memotivasi anak ya buk.	
I-5	:	Iyaa bagusnya itu kita mintak anak kelas 7 itu yang baru ke SMP itu yaa susah untuk online-online ini.	
R	:	Tapi bagaimana ya buk, waktu itu masa covid.	
I-5	:	Aaaa iyaa mau gimana lagi yaa dengan kondisi yang serba salah.	
R	:	Mungkin ada yang lain lagi buk? Selain penggunaan teknologi dan juga materi pembelajaran.	
I-5	:	<p>Iyaa seperti itu, memotivasi anak pun juga susah. Yaa itu jugak, apalagi ibu wakil kesiswaan yaa, itu banyak sekali kita temui permasalahan-permasalahan belajar selama pandemi. Karna anak sudah dibekali bagaimanapun anak kalau sudah pertamakali gak punya hp, bagi orangtua bagi pentingnya hp itu disaat belajar pandemi ini otomatis dimana pun juga dia usahakan untuk membelikannya. Walaupun</p>	<p>P-5 High expectations of students</p>

	<p>berhutang dan segala macam. Yang penting anak punya hp untuk belajar. Dari yang kita kumpulkan dilapangan labor komputernya 2 lama-lama satu persatu mereka sudah punya hp. Akhirnya punya hp semua. Jadi terkendala kita itu lagi dengan adanya hp itu yang membuat kita sedih adalah bahaya dan rusaknya karakter. Sementara pendidikan kita adalah pendidikan karakter, tapi disaat pandemi dari ibuk sebagai guru khususnya yang ditemui itu adalah sangat berbahaya, dari krisis akhlaknya sangat menonjol sekali. Contohnya siap materikan ada kita ngasih tugas lewat whatsapp, ternyata gak ada dikirim kemudian kita rekap 1,2,3 kali gak ada ngirimkan. Otomatis udah 3 kali tu orangtua kita panggil. Karna anak bermasalah tidak mengirimkan tugas, kemudian kehadiran juga tidak ada, sering bermasalah itukan menjadi permasalahan, akhirnya kita hubungi orangtua untuk datang ke sekolah kita komunikasikan itu banyak sekali masalahnya, istilahnya “takicuah di nan tarang”, mereka yang tinggal dengan orangtua atau dengan neneknya ngeluh tentang perangai anaknya, katanya tugas ada dibuat, sudah dibelikan paket nyatanya gak ada tugas dikumpul sama sekali. Kemudian kita panggil anak, pada umumnya anak-anak itu jujur memang gak ada mereka bikin, karena merek udah terlena dengan hp.</p>	<p>P-7 Policies that have a negative impact on education</p> <p>P-4 Lack of discipline and responsibility in time management</p> <p>P-4 Lack of discipline and responsibility in time management</p>
R	:	Benar-benar merusak karakter

		yaa buk.	
I-5	:	Iyaa apalagi orangtuanya yang gak punya hp android, Cuma pakai hp biasa aja, untuk apa kegunaannya, apa isinya hp android ini, itu mereka gak tau. Jadi diserahkan aja lah sepenuhnya sama anak ini. Yang jelas konsep pemikiran orangtua, anak saya punya hp dan anak saya bisa belajar. Kalau anak-anak sekarang kan udah pintar. Bukannya melihat pelajaran akhirnya melihat game lah, yang gak boleh dilihat malah dilihatnya. Apalagi dengan youtube semua ada, tinggal geser dan pilih aja nampak langsung yang aneh. Jadi sudah terlena saja dengan itu akhirnya tugasnya lalai, tugasnya tinggal. Dengan orangtua jadinya mudah saja untuk didustai, minta paket tiap sebentar, ternyata digunakan hp itu bukan untuk belajar.	
R	:	Terus langkah ibuk dalam mengatasi itu bagaimana bu?	
I-5	:	Kita kumpulkan anak-anak yang seperti itu, makanya tiap semester tu banyak anak-anak yang kejar-kejaran melengkapi tugas. Satu matapelajaran sampai 4 atau 5 tugasnya yang belum selesai.	
R	:	Gak efektif jadinya buk yaa.	
I-5	:	Iyaa gak efektif. Jadi pendidikan karakter anak itu sesungguhnya hancur jadinya, ndak tercapai jadinya. Justru merosot akhlaknya anak kita. Krisis ekonomi sangat tinggi sekali, krisis akhlak pun sangat tinggi juga. Itu menjadi permasalahan yang luar biasa bagi sistem pendidikan selama pandemi.	
R	:	Apakah ada masalah lain lagi	

		selain yang itu buk?	
I-5	:	Itu yang paling utama sekali. Krisis akhlak anak sangat rusak sekali, dan berbahaya itu selama pandemi ini. Motivasi gak ada, keinginan gak ada, sementara udah terlena dengan hp ini.	
R	:	Apalagi dirumah belum tentu juga orangtuanya memerhatikannya.	
I-5	:	Iyaa.. mana bisa orangtua 24 jam memantau anak. Apalagi anak yang bisa mengelabui orangtuanya. Itu banyak tu karna orangtua gak bisa mengontrol penuh anaknya. Makanya itu berbahaya. Kalau orangtua nya cerdas dengan hp, bisa lah mereka memantau anak dengan memeriksa hp nya. Bagaimana dengan orangtua yang tidak bisa?. Kan susah jadinya. Jadi untuk mengembalikan akhlak dengan kondisi pandemi yang seperti saat ini memang harus luar biasa kerja kita.	
R	:	Butuh tenaga extra jadinya yaa buk.	
I-5	:	Iyaa benar. Harus secara jelas dalam memantau anak, harus banyak yang kita lakukan dengan anak seperti pendekatan kepada anak.	
R	:	Apa ada masalah yang lainnya lagi buk?	
I-5	:	Tidak. Udah. Kalau masalah yang lainnya itu yaa seperti susah nya menangkap materi, yaaa karna itu dasarnya tadi mereka belum punya. Seperti motivasi, semangat dan segala macam ditambah dengan pengaruh hp ini. Lebih cenderung nya hp ini kan sebenarnya banyak juga positifnya. Kalau mau cari	

		materi pembelajaran kita kan banyak sekali ini, tapi karna motivasi kita kurang kemudian dengan segala macamnya tu lebih cenderung negatifnya. Apalagi anak usia SMP tu keingin tahuan nya itu banyak. Tapi pengen tahu nya itu bukan ke pelajaran, malah ke hal yang lain.	
R	:	Ke hal yang menurut mereka menyenangkan yaa buk.	
I-5	:	Iyaa itu seperti vidio, game, film korea, segala macam mudah ditemukan.	
R	:	Tadi ibuk bilang ketika mengajar itu kan ibuk menggunakan whatsapp dan zoom, kalau di zoom itu kan kita bisa menampilkan materi dengan gambar bahkan vidio pun bisa kita tampilkan dengan power point atau apapun itu. Apakah ibu ada melakukan itu buk untuk memotivasi anak?	
I-5	:	Ada. Sama kayak kita belajar biasa gitu didepan kelas, kita gak boleh tutup vidio harus dihidupkan vidionya, harus masuk dengan namanya sendiri. Jadi kita tau siapa anaknya. Jadi kita bisa mengajar sepeti mengajar di kelas biasa.	
R	:	Apakah anak-anak tertarik dengan begitu buk?	
I-5	:	Iyaa ada mereka tertarik.	
R	:	Tapi Cuma tugas aja yang gak dibuat yaa buk, tapi kalau untuk memerhatikan belajar mereka ada ya buk.	
I-5	:	Iyaa. Apalagi kalau kita hanya lewat whatsapp biasa. Mereka hanya mengambil absen aja. Selebihnya mereka bebas lagi. Makanya adanya zoom ini bisa membantu sedikit mengontrol	P-4 Lack of discipline and responsibility in time management

		anak. Tapi yaa berdoalah mudah-mudahan pandemi ini cepat berakhir.	
R	:	Semoga anak-anak bisa serentak datang ke sekolah ya bu.	
I-5	:	Iyaa pokoknya normal seperti biasa. Tapi tu tugas kita itu berat. Karna harus mengembalikan mental anak, mental nya yang sudah merosot yang sudah jauh sekali. Inikan bagi guru-guru merupakan pr yang luar biasa. Banyak yang harus dipersiapkan dan diselesaikan oleh guru. Materi itu nanti, tapi akhlak anak yang harus terlebih dahulu dibenahi. Motivasi anak yang harus kita tumbuhkan dahulu. Ini yang kita perbaiki dulu.	
R	:	Baiklah bu. Terimakasih sebelumnya untuk informasinya. Jika seandainya dilain waktu nanti rani masih memerlukan data, apakah boleh nanti rani menghubungi ibuk mungkin dengan via telfon saja bu?.	
I-5	:	Inshaallah boleh.	
R	:	Makasi banyak atas waktunya bu. Assalamulaiakum warahmatullahi wabarakatuh.	
I-5	:	Walaikumsalam warahmatullahi wabarakatuh.	

From the transcription above, it can be seen that the informant 5 (I-5) had faced 7 problems by English teachers in teaching English via online during covid-19. Those problems were being Limited by distance, Inadequate learning support facilities, Low economic factor, Areas with unsupported internet signal, High expectations of students, Policies that have a negative impact on education, Lack of discipline and responsibility in time management.

Informant	Utterance	Code	Problems
I-1	<p><i>Beberapa siswa itu ada yang tidak memiliki hp sendiri.</i> Some of the students do not have their own cellphones.</p>	P-1	Inadequate learning support facilities
	<p><i>faktor ekonomi mungkin.</i> Possible economic factor</p>	P-2	Low economic factor
	<p><i>Dari siswanya aaa adalah suatu yang berat dari orang yang ekonominya kurang mampu untuk senantiasa membelikan paket.</i> From the students, aaa is a difficult thing from people whose economy is less able to always buy packages.</p>	P-2	Low economic factor
	<p><i>Ada yang berasal dari daerah yang sinyal internetnya kurang bagus.</i> Some come from areas where the internet signal is not good.</p>	P-3	Areas with unsupported internet signal
	<p><i>Kalo yang dari gurunya cuma aaaa dalam menegakkan disiplin</i> If the one from the teacher is only AAA in enforcing discipline</p>	P-4	Lack of discipline and responsibility in time management
	<p><i>Then not to mention in collecting assignments.</i> Kemudian belum lagi dalam mengumpulkan tugas.</p>	P-4	Lack of discipline and responsibility in time management
	<p><i>So, in this case, the obstacles in learning the AAA pandemic in conveying what we mean are not all absorbed by the students.</i> Nah jadi dalam ini kendalanya dalam pembelajaran pandemi aaaa dalam menyampaikan apa yang kita maksud itu tidak semuanya diserap oleh siswa.</p>	P-5	High expectations of students
	<p><i>I want you, I want you to have everything monitored, but the reality that appears is not like that</i> ingin bapak yaa ingin bapak udah harus tampil dimonitor semuanya, tapi kenyataan yang muncul tidak seperti itu</p>	P-5	High expectations of students
	<p><i>We collided because of the distance.</i></p>	P-6	Limited by distance

	Kitaa terbentur karena jarak.		
	<i>for example, by studying during a pandemic which is only allowed 50%, that's another obstacle</i> contohnya dengan belajar dimasa pandemi yang hanya diperbolehkan 50%, itu kendala lagi	P-7	Policies that have a negative impact on education
I-2	the name we teach the language is indeed aaaa there's nothing better than face to face. We teach language, you have to repeat, listen to the child, you have to speak. namanya kita mengajar Bahasa itu memang aaaa tidak ada yang lebih baik dari langsung tatap muka. Kita kan mengajarkan Bahasa, ada harus mengulang, mendengar anak, harus berbicara.	P-7	Policies that have a negative impact on education
	<i>the place where they live sometimes doesn't support getting a signal.</i> tempat tinggal mereka itu kan kadang-kadang tidak mendukung untuk mendapatkan sinyal.	P-3	Areas with unsupported internet signal
	It just said that there was only 1 cellphone at home, Cuma katanya hp dirumah tu cuman ada 1	P-1	Inadequate learning support facilities
	<i>children whose terms are irresponsible,</i> anak yang istilahnya yang kurang bertanggungjawab,	P-4	Lack of discipline and responsibility in time management
	<i>Aaa, being a child if he studies at home is not disciplined. His discipline is slack.</i> Aaa jadi anak kalau dia belajar dirumah itu tidak disiplin. Kedisiplinannya kendor sekali.	P-4	Lack of discipline and responsibility in time management
	<i>Ah, so online learning is questionable.</i> Aaa jadi belajar online itu tingkat kejujurannya diragukan.	P-7	Policies that have a negative impact on education
I-3	<i>but the first time we did it online it</i>	P-1	Inadequate

	<p><i>was not efficient because many children don't have an android cellphone,</i> tapi waktu pertama kami melaksanakan daring itu tidak efisien karena anak-anak banyak yang tidak punya HP android,</p>		learning support facilities
	<p><i>limited to the internet network.</i> terbatas dengan jaringan internet.</p>	P-3	Areas with unsupported internet signal
	<p><i>some of our children are slow to respond</i> beberapa anak kami itu yang lambat responnya</p>	P-4	Lack of discipline and responsibility in time management
	<p>Not all cellphones have either Hp juga gak semuanya punya</p>	P-1	Inadequate learning support facilities
I-4	<p><i>especially never met the students at all,</i> terutama belum pernah ketemu sama siswa sama sekali,</p>	P-6	Limited by distance
	<p><i>If it is done as during normal hours, aaa the child quota is not sufficient.</i> Seandainya dilakukan seperti selama jam biasa, aaa kouta anak tidak mencukupi.</p>	P-1	Inadequate learning support facilities
	<p><i>we should explain what is aaa what it's called, in front of them now we have never met, we only know faces at home</i> seharusnya kita menerangkan ada aaa apa namanya, ada didepan mereka sekarang kita belum pernah jumpa, kita hanya mengenal wajah dirumah</p>	P-6	Limited by distance
	<p><i>the learning objectives are far and very inefficient, especially when there is AAA what is it called, aaaa KD is cut for this for those who during the pandemic, there is KD KD that we have to do.</i> tujuan pembelajarannya jauh sangat tidak efisien, aaa terutama kan ada aaaa apa namanya, aaaa</p>	P-7	Policies that have a negative impact on education

	<p>KD yang di cut untuk ini untuk yang selama pandemi kan ada KD KD yang harus kita lakukan.</p>		
	<p><i>We are dealing with children if we face more than an hour, it feels like if we google meet, it doesn't feel like enough time.</i></p> <p>Kita menghadapi anak kalau kita menghadapi sejam lebih rasanya kalau kita google meet aaaa rasanya ndak cukup waktunya.</p>	P-6	Limited by distance
	<p><i>Even with learning English like that, sometimes he takes a short absence, that's permission. Then come back again. Then come out again for a while.</i></p> <p>Dengan belajar Bahasa Inggris pun seperti itu, kadang-kadang dia ngambil absen sebentar, sudah tu izin. Trus kembali lagi. Trus keluar lagi sebentar.</p>	P-4	Lack of discipline and responsibility in time management
	<p><i>Even that zoom, we can't keep doing that, taking turns.</i></p> <p>Zoom itu pun kita gak bisa terus menerus gitu, bergantian.</p>	P-1	Inadequate learning support facilities
	<p><i>If we zoom in, it will be repeated again, didn't you read the material from yesterday, it will be discussed there. Sometimes the child is not read.</i></p> <p>Kalau kita zoom nanti diulang lagi, dibaca gak materi yang kemarin, nanti dibahas disitu. Kadang-kadang anak tu gak dibaca.</p>	P-5	Even that zoom, we can't keep doing that, taking turns.
	<p><i>If we zoom in, it will be repeated again, didn't you read the material from yesterday, it will be discussed there. Sometimes the child is not read.</i></p> <p>Kalau kita zoom nanti diulang lagi, dibaca gak materi yang kemarin, nanti dibahas disitu. Kadang-kadang anak tu gak dibaca.</p>	P-5	High expectations of students
	<p><i>Yes, sometimes assignments are</i></p>	P-5	High expectations

	<p><i>made but don't read what they do. Many are like that.</i></p> <p>Iya, kadang tugasnya dibikin tapi gak dibaca apa yang dibuatnya itu. Banyak yang seperti itu.</p>		of students
	<p><i>Sometimes parents don't even pay attention to their children so that children just make assignments without understanding the material.</i></p> <p>Kadang orangtua pun tidak memperhatikan anak sehingga anak hanya membuat tugas tanpa memahami materinya.</p>	P-8	lack of control from parents
I-5	<p><i>The problem with learning when online was the first from the beginning, the children were automatically surprised. Those who have never studied online, have never studied on social media, have never surfed on social media, just learn how to learn online.</i></p> <p>Permasalahan untuk belajar ketika online yang pertama dari awal-awal dulu otomatis tu anak-anak kaget. Yang selama ini gak pernah belajar secara online, gak pernah belajar dimedsos, gak pernah berselancar dimedsos, langsung saja dengan cara belajarnya secara online.</p>	P-6	Limited by distance
	<p><i>The first obstacle was the availability of cellphones for each child.</i></p> <p>Terkendalanya pertama sekali itu terkendala dengan ketersediaan HP pada masing-masing anak.</p>	P-1	Inadequate learning support facilities
	<p><i>unavailability for our children and can not afford to buy an android phone,</i></p> <p>tidak tersedianya bagi anak-anak kita dan tidak sanggup untuk membeli hp android,</p>	P-2	Low economic factor
	<p><i>If you encounter a problem when zooming, it's first in terms of the signal. It could be that our children</i></p>	P-3	Areas with unsupported internet signal

	<p><i>live in areas that lack signal.</i> Kalau menemui masalah ketika zoom itu pertama disegi sinyalnya. Bisa jadi anak-anak kita itu kan tinggalnya di daerah-daerah yang kurang sinyal.</p>		
	<p><i>It's like that, it's also difficult to motivate children.</i> Iyaa seperti itu, memotivasi anak pun juga susah.</p>	P-5	High expectations of students
	<p><i>So we are constrained again by having a cellphone that makes us sad is the danger and damage to the character. While our education is character education,</i> Jadi terkendala kita itu lagi dengan adanya hp itu yang membuat kita sedih adalah bahaya dan rusaknya karakter. Sementara pendidikan kita adalah pendidikan karakter,</p>	P-7	Policies that have a negative impact on education
	<p><i>For example, when we are ready to give the material, we give assignments via whatsapp, it turns out that nothing was sent, then we recap 1,2,3 times nothing was sent. Automatically, our parents called 3 times.</i> Contohnya siap materikan ada kita ngasih tugas lewat whatsapp, ternyata gak ada dikirim kemudian kita rekap 1,2,3 kali gak ada ngirimkan. Otomatis udah 3 kali tu orangtua kita panggil.</p>	P-4	Lack of discipline and responsibility in time management
	<p><i>then the presence is also not there, often there is a problem that becomes a problem</i> kemudian kehadiran juga tidak ada, sering bermasalah itukan menjadi permasalahan</p>	P-4	Lack of discipline and responsibility in time management

	<i>Especially if we only use regular WhatsApp. They just took the time off. The rest they are free again</i> Apalagi kalau kita hanya lewat whatsapp biasa. Mereka hanya mengambil absen aja. Selebihnya mereka bebas lagi	P-4	Lack of discipline and responsibility in time management
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Appendix 3 : Documentation.



Picture 1. Interview with Mr. Dedi Imra at SMPN 1 Batusangkar



Picture 2. Interview with Mrs. Darmiati at SMPN 2 Batusangkar



Picture 3. Interview with Mrs. Darma Yetti at SMPN 3 Batusangkar



Picture 4. Interview with Mrs. Maidarnis at SMPN 4 Batusangkar



Picture 5. Interview with Mrs. Lovinvo Yusmirna at SMPN 5 Batusangkar

Appendix 4 : Display of the Data

**PROBLEMS FACED BY ENGLISH TEACHERS
IN TEACHING ENGLISH ONLINE
AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR**

Problems Faced by Research Informant

No	Problems (P)	Problems Faced by Research Informant
1.	Inadequate learning support facilities	I-1, I-2, I-3,I-4 and I-5
2.	Low economic factor	I-1 and I-5
3.	Areas with unsupported internet signal	I-1, I-2, I-3, and I-5
4.	Lack of discipline and responsibility in time management	I-1,I-2,I-3, I-4 and I-5
5.	High expectations of students	I-1, I-4 and I-5
6.	Limited by distance	I-1, I-4 and I-5
7.	Policies that have a negative impact on education	I-1, I-2, I-4 and I-5
8.	lack of control from parents	I-4

Appendix 5 : Conclusion Drawing and Data Verification

PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ENGLISH ONLINE AT PUBLIC JUNIOR HIGH SCHOOLS IN BATUSANGKAR

Based on interview result, the researcher concludes that there are eight problems faced by English teachers in teaching English online at public junior high schools in Batusangkar. They are as follow:

1. Inadequate learning support facilities
2. Low economic factor
3. Areas with unsupported internet signal
4. Lack of discipline and responsibility in time management
5. High expectations of students
6. Limited by distance
7. Policies that have a negative impact on education
8. lack of control from parents

Appendix 6 : Research Permit

PEMERINTAH KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA DAN POLITIK
(KESBANGPOL)
 Jln. Raya Batusangkar – Bukittinggi Simpang Asrama Jorong Simpuruak Kac. Sungai Tarab

SURAT KETERANGAN/REKOMENDASI
 Nomor : 070/2fy /KESBANGPOL/2022

Berdasarkan Peraturan Menteri Dalam Negeri RI Nomor : 03 Tahun 2016 tanggal 11 Januari 2016 dari perubahan atas Peraturan Menteri Dalam Negeri RI Nomor : 07 Tahun 2014 tanggal 21 Januari 2014 Peraturan Menteri Dalam Negeri RI Nomor : 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian, surat Ketua LPPM IAIN Batusangkar Nomor : B-709/In.27/LI/TL.00/06/2022 tanggal 13 Juni 2022 perihal Mohon Penerbitan Surat Izin Penelitian, setelah dipelajari dengan ini kami atas nama Pemerintah Kabupaten Tanah Datar menyatakan tidak keberatan atas maksud Izin Penelitian dengan lokasi di Kabupaten Tanah Datar yang akan dilakukan oleh :

Nama	: RANI YUNITA
Tempat/Tgl. Lahir	: Pitalah, 15 Juni 1998
Pekerjaan	: Mahasiswi
Alamat	: Jorong Subarang Nagari Batipuh Ateh Kecamatan Batipuh
Kartu Identitas	: NIK 2101065505980001
Maksud dan Obyek	: Izin Penelitian
Judul	: "MASALAH YANG DIHADAPI GURU BAHASA INGGRIS DALAM MENGAJAR BAHASA INGGRIS MELALUI ONLINE SELAMA COVID-19 DI SMPN BATUSANGKAR"
Lokasi Magang	: SMPN 1 s.d 5 Batusangkar
Waktu	: 15 Juni s.d 14 Agustus 2022
Anggota	: -

Dengan ketentuan sebagai berikut :

1. Kegiatan Penelitian tidak boleh menyimpang dari maksud dan obyek sebagaimana tersebut di atas.
2. Memberitahukan kedatangan serta maksud Penelitian dan yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu kepada Pemerintah setempat dan melaporkan kembali waktu akan berangkat.
3. Dalam melaksanakan Penelitian agar dapat berkoordinasi dengan instansi terkait.
4. Mematuhi semua peraturan yang berlaku dan menghormati adat – istiadat serta kebiasaan masyarakat setempat.
5. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut diatas maka Surat Keterangan/Rekomendasi ini akan **DICABUT** kembali.
6. Surat Keterangan/Rekomendasi ini diberikan/berlaku mulai 15 Juni s/d 14 Agustus 2022.
7. Melaporkan hasil Penelitian kepada Bupati Tanah Datar Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Tanah Datar.

Demikian surat keterangan/ rekomendasi ini dikeluarkan untuk dipergunakan seperlunya.

Batusangkar, 15 Juni 2022
 An. KEPALA KANTOR KESBANGPOL
 KABUPATEN TANAH DATAR,
 KASI KETAHANAN BANGSA


GUSMAWATI SH
 NIP. 19700817 199308 2 001

Tembusan Yth. :

1. Bupati Tanah Datar (sebagai laporan)
2. Dandim 0307 Tanah Datar di Batusangkar
3. Kapolres Tanah Datar di Batusangkar
4. Dinas Pendidikan dan Kebudayaan Kab. Tanah Datar di Batusangkar
5. Kepala SMPN 1 s.d 5 Batusangkar di Batusangkar
6. Ketua LPPM IAIN Batusangkar di Batusangkar
7. Yang bersangkutan.

Appendix 7 : Research Reply Letter

SMP NEGERI 1 BATUSANGKAR


PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 BATUSANGKAR
B. S.A. Dajagayevah No. 19 Batasangkar Telp. (0732) 71004 - 72439 Kode Pos 27231
 web - www.smpn1batu.id e-mail - smpn1batu@batu.smpn1batu.id
JENJANG AKREDITASI : A
SK Nomor : 1346/BAN-SMP/NSK-2019, Tanggal : 20 November 2019


SURAT KETERANGAN
 Nomor : 420/217/UPT SMP.01/MN-2021


Yang bertanda tangan dibawah ini Kepala UPT SMP Negeri 1 Batasangkar Kabupaten Tanah Datar dengan ini menerangkan bahwa yang namanya dibawah ini :

Nama	: RANI YUNITA
Tempat/tgl.Lahir	: Pitalah, 15 Juni 1998
Karta Identitas	: NIK. 2101065506980001
Pekerjaan	: Mahasiswi
Alamat	: Jorong Subarang Nagari Batipuh Ateh Kec. Batipuh Kab. Tanah Datar
Maksud dan Objek	: Izin Penelitian
J u d u l	: " MASALAH YANG DIHADAPI GURU BAHASA INGGRIS DALAM MENGAJAR BAHASA INGGRIS MELALUI ONLINE SELAMA COVID-19 DI SMPN BATUSANGKAR
Tanggal	: 15 Juni s.d 14 Agustus 2022
Tempat	: SMP Negeri 1 Batasangkar

Bahwa nama yang tersebut di atas telah melakukan Penelitian di SMP Negeri 1 Batasangkar

Demikianlah surat keterangan ini kami berikan untuk dapat di pergunakan sebaik-baiknya

Batasangkar, 24 Juni 2022
 Kepala Sekolah,

Y. HARADI, S.Pd, MM
 NIP.19650607 199103 1 003



SMP NEGERI 2 BATUSANGKAR



PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 BATUSANGKAR



Jalan Badi Carisago Batusangkar Telp. 0752-71257 email : smp2_bsk@yahoo.co.id Kode Pos 27211
Web site : <https://smpn2batusangkar.ac.id> AKREFDITASI - A SK BAN Sekolah No. 1342/BAJN-SM/2021

SURAT KETERANGAN
Nomor : 400/216/SMP.2-BSK/2022

Yang bertanda tangan dibawah ini Kepala UPT SMP Negeri 2 Batusangkar Kabupaten Tanah Datar dengan ini menerangkan bahwa:

Nama	: RANI YUNITA
NIM	: 1630104052
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan IAIN Batusangkar

Bahwa nama tersebut di atas telah melakukan Penelitian dengan judul: **“Problems Faced by English Teachers in Teaching English via Online During Covid-19 at SMPN 2 Batusangkar”** yang dilaksanakan pada tanggal 18 Juni 2022


Demikianlah surat keterangan ini dibuat untuk dipergunakan oleh yang bersangkutan seperlunya.

Batusangkar, 25 Juli 2022
Kepala SMP N 2 Batusangkar



MUKHLIS, S.Pd
NIP. 196706241990031004

SMP NEGERI 3 BATUSANGKAR



PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 BATUSANGKAR



Jl. Sudirman Lima Kaum - Batusangkar Telp (0752) 71550 Kode Pos 27213
 e-mail : smp3bsk@yahoo.co.id website: smp3batusangkar.sch.id NPSN. 10302423

SURAT KETERANGAN

Nomor : 400/443/SMP.3 /Bsk-2022

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 3 Batusangkar, dengan ini menerangkan bahwa :

Nama	: RANI YUNITA
NIM	: 1630104052
Tempat/Tgl.Lahir	: Pitalah, 15 Juni 1998
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Simpang 4 KUD, Lima Kaum

Telah melaksanakan Penelitian Pada UPT SMP Negeri 3 Batusangkar guna penyelesaian Skripsi dengan Judul *"Problems Faced By English Teachers In Teaching English Via Online During Covid-19 AT SMP Batusangkar"*, Tanggal 28 Juni 2022.

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakan seperlunya. Terimakasih.

Lima Kaum, 25 Juli 2022
Kepala,



ASRIYANTO, S.Pd
Nip. 19660521 199003 1 004



SMP NEGERI 4 BATUSANGKAR



**PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 4 BATUSANGKAR**



Alamat : Jln. Berok Kuba Manganing Parambahan Kode Pos 27215
Email : uptionsmp4batusangkar@yahoo.com

"SURAT KETERANGAN
Nomor. 400 / 145 / SMPN 4. Bsk - 2022

Yang bertanda tangan dibawah ini Kepala UPT SMP Negeri 4 Batusangkar Kec. Lima Kanan Kab. Tanah Datar Propinsi Sumatera Barat menerangkan dengan sesungguhnya bahwa :

Nama	: RANI YUNITA
Tempat / Tanggal Lahir	: Pitalah / 15 Juni 1998
Pekerjaan	: Mahasiswi
NIM	: 1630104052
Jurusan/Prodi	: Tadris Bahasa Inggris
Alamat	: Jerong Subarang Nag.Batipuh Ateh Kec. Batipuh

Nama yang tersebut diatas telah melakukan Wawancara Pada Tanggal 15 Juni s.d 14 Agustus 2022 dengan judul penelitian " **MASALAH YANG DI HADAPI GURU BAHASA INGGRES DALAM MENGAJAR BAHASA INGGRES MELALUI ONLINE SELAMA COVID 19 DI SMPN BATUSANGKAR** "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya. Terimakasih



Parambahan, 03 Agustus 2022
Kepala UPT SMPN 4 Batusangkar

BESTALIKO, S.Pd
NIP. 19670608 200012 1 001

SMP NEGERI 5 BATUSANGKAR



PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 5 BATUSANGKAR
(SEKOLAH BERASRAMA)

Alamat: Komplek Pendidikan Bukit Gumbak, Batasangkar Telp. (0752) 4415597
 Website : www.smpn5batasangkar.sch.id e-mail : official@smpn5batasangkar.sch.id



SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN
 Nomor : 540 / / SMP, 05 / BSK – 2022

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 5 Batasangkar Kabupaten Tanah Datar Propinsi Sumatera Barat, dengan ini menerangkan:

Nama	: RANI YUNITA
Tempat / tgl lahir	: Pitalah / 15 Juni 1998
Pekerjaan	: Mahasiswa
Kartu identitas	: NIK. 2101065506980001
Judul Skripsi	: "Masalah Yang Dihadapi Guru Bahasa Inggris Dalam Mengajar Bahasa Inggris Melalui Online selama Covid-19 di SMPN 5 Batasangkar"
Alamat	: Jerong Subarang Nagari Batipuh Atch Kecamatan Batipuh

Bahwa mahasiswa tersebut di atas telah selesai mengambil data (Pelaksanaan Penelitian) di UPT SMPN 5 Batasangkar, sesuai surat dari Kesbangpol Nomor : 070/351/KESBANGPOL/2022 tanggal 15 Juni 2022, yang dilaksanakan tanggal 15 Juni 2021 s.d 14 Agustus 2022.

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.



Agustus 2022
 Kepala UPT SMPN 5 Batasangkar
**UPT SMPN 5
 BATUSANGKAR**
 NIRMAL S. Ag
 NIP. 19750323 200212 1 004