CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher discusses research findings based on the results of interviews, observation, and document analysis that the researcher has done at the research location, that is SMPN 2 Sumbergempol.

A. Preliminary

Exposure to research data is presented to determine the characteristics of basic data related to the research conducted. Based on the results of interviews, observations, and document analysis that the researcher has done at SMPN 2 Sumbergempol, it appears that English teachers continuously make various efforts to overcome problems in online learning, as well as help students to understand the English materials.

The researcher focused on the problems faced by English teachers in implementing online learning, as well as practical solutions that teachers applied in solving those problems. This is because learning is the main factor to improve the intelligence of the nation's children and must continue to be carried out despite the conditions and challenges.

B. Specific Data Descriptions

1. Problems faced by English teachers at SMPN 2 Sumbergempol in Implementing Online Learning

In the Industry 4.0 era, there is a rapid development of technology information and communication that has had a great influence on the world of education today. Since the beginning of the discovery of technology, the internet is all easily accessible. With the emergence of new breakthroughs that have begun to utilize the internet network in the learning process called online learning. Online learning can be interpreted as a learning concept in which its implementation uses the internet or is directly connected to the computer with a wide scope.

The Covid-19 pandemic caused the Minister of Education and Culture to issue circular letter No. 4, so all educational institutions must implement online learning and one of them is at SMPN 2 Sumbergempol. This is a challenge for the school itself because the school is not used to carrying out learning directly by online, and in addition at SMPN 2 Sumbergempol it is still often constrained by limited network internet access.

a. Internet Network Access

Based on the research findings related to the research objectives through observation, the researcher found a variety of information. The researcher made observations related to teacher activities during online learning by joining a class WhatsApp group called DARING 7D and a Google Classroom called 7D BAHASA INGGRIS. Based on the observations, the researcher finally found out

how the English online learning process took place. In short, online learning begins with the notification of the start of learning time by the English teacher via messages in the class WhatsApp group. In the message, the English teacher also provides instructions during online learning, namely starting learning by asking students to pray first, then proceeding with accessing and reading learning materials on Google Classroom, and then ending with instructions for doing and submitting assignments in Google Classroom. The teacher also never forgets to tell the class code on Google Classroom and reminds students who haven't submitted assignments via notification messages in the class's WhatsApp group. The researcher also found that the learning media used by English teachers in online learning were WhatsApp and Google Classroom applications. Both applications become media for uploading or accessing learning materials and student assignments, as well as for conducting learning discussions. (Observation, 24th January 2022)

The observation that has been carried out by the researcher by participating in entering through groups WhatsApp class and Google Classroom, it has been found that internet network access is lacking support because the internet network is slow. So that the English teachers are quite constrained in sending or uploading materials in the form of a Microsoft Word file, PowerPoint, or in the form of videos via Google Classroom. It takes about 1 until 5 minutes before finally the learning materials and student assignments can be uploaded. As well as students who cannot immediately access learning materials and assignments that have been uploaded in Google Classroom. The limited quota and internet network they have makes them have to wait several minutes to be able to

access it. Discussions in online learning are also quite constrained by the limited internet network, for example, English teachers cannot directly explain or respond to questions from students because they have to wait for the students to be together online. This is very different from face-to-face learning in the classroom where there is the direct interaction between English teachers and students. (Observation, 24th January 2022)

From the problem of the limited internet network, the researcher increasingly interested in conducting more in-depth observation, and finally, the researcher found a link between this problem and other problems that arise, that is the learning media chosen and used by English teachers. The learning media used are class WhatsApp groups and Google Classroom. These two learning media are the most frequently and dominantly used in English online learning. Class WhatsApp group is a medium of communication between English teachers and students, especially as a medium for English teachers to deliver notifications and instructions during online learning. While Google Classroom is used as a medium for uploading learning materials and submitting student assignments. Although there are other learning media such as Zoom, Edmodo, Edu-Blog, and so on, English teachers still use the two learning media for reasons of convenience in the online learning process. Both learning media, WhatsApp Application and Google Classroom are considered lighter media compared to other media. Light, in this case, means that it does not spend too much internet quota and is quite familiar among English teachers and students without the need for long training to be able to operate it. (Observation, 25th January 2022)

From the results of observation also, the researcher found a link between the problem of using limited learning media and the ability of the English teacher to operate other learning media. English teachers are quite passive in creating online learning media due to the limited internet network. Even teachers rarely upload learning materials in the form of videos which require quite a lot of internet quota to upload and access them. Even though in online learning, learning materials in the form of videos containing material explanations are needed for the smooth acceptance of materials by students and because of the pandemic situation that limits the interaction between English teachers and students, even though for the sake of fluency and effectiveness of learning, explanations from teachers are still needed in addition to providing material to students. English teachers are also passive enough to learn other learning media so that online English learning becomes monotonous, namely with only English teachers giving notifications and online learning instructions through the class WhatsApp group, accessing learning materials, and collecting student assignments through Google Classroom. Although the selection of learning materials and student assignments by the English teacher is in accordance with the basic competencies in the learning implementation design that has been formulated at the beginning and is in accordance with the level of knowledge and student development, the selection of limited and monotonous learning media is enough to make online learning seem ineffective. (Observation, 26th January 2022)

From the results of observations through the WhatsApp class and Google Classroom, the researcher also still found a link between the problem of using monotonous learning media and the level of boredom of students in following the

online learning process. This can be seen at the beginning of the start of online learning, that is after the English teachers sent notifications and online learning instructions through the class WhatsApp group, but most of the students were still not online and did not read the message. Including in the case of submitting student assignments where the English teacher has to re-energize by reminding and collecting assignments several times to most students through private WhatsApp chats. In fact, there are still many students who have not done and submitted assignments that have been given by the English teachers. Especially during English online learning, the teacher cannot be sure whether the students have actually read and understood the learning materials that have been uploaded in Google Classroom. (Observation, 28th January 2022)

The results of the research findings at the research location related to research objectives through interviews, the researcher found a variety of information as materials to be analyzed into research results. As for the results of interviews that have been conducted by the researcher in the research location, the first problem faced by the English teacher in implementing online learning is constrained by limited internet network access, and then able to be emphasized by the informant.

The first Informant as an English teacher said that,

> *"Kalau di rumah, InsyaAllah lancar dan saya memakai paket data internet. Saya juga tiap hari ke sekolah, kalau di sekolah saya bisa memakai WiFi sekolah. Kalau memakai WiFi memang kadang koneksi internetnya sering tidak stabil, karena yang menggunakan WiFi juga banyak apalagi kalau di pagi hari pasti full yang memakai WiFi. Jadi saya memang lebih banyak meng-upload materi pembelajaran di rumah karena bisa lebih tenang dan saya bisa lebih fokus dan leluasa dalam menyampaikan materinya...."* ("If I'm at home, *InsyaAllah*, it's smooth and I use an internet data. I also go to school every day, at school I can use

school WiFi. If using WiFi, sometimes the internet connection is often unstable, because there are also many who use WiFi, especially if in the morning it's full using WiFi. So I actually upload more learning materials at home because I can be calmer and I can focus and be more flexible in delivering the material...") (Interview, 21st January 2022)

Based on data from interviews with an English teacher as an informant, can be concluded that the main problem in online learning is limited network access, which is sometimes good and sometimes not good. This has an impact on online learning so that it runs less effectively and other learning problems arise.

The researcher also interviewed another English teacher, as the second informant. As for the results interview with the second informant is not much different from the first informant, who said that,

> *"Tantangan terbesarnya adalah kuota internet siswa yang sering bermasalah, karena tidak semua siswa bisa membeli kuota internet, terkadang walaupun siswa sudah memiliki kuota internet maupun sudah tersambung WiFi namun malah malas mengikuti pembelajaran daring..."* ("The biggest challenge is students' internet quotas, which often have problems, because not all students can buy internet quotas, sometimes even though students already have internet quotas or are already connected to WiFi, they are lazy to participate in online learning...") (Interview, 24th January 2022).

The results of the presentation of information from the second informant can be concluded that the problem faced by English teachers in implementing online learning is a limitation internet network, which is experienced not only by the English teachers but also by the students.

With a variety of information from the results of interviews about problems during online learning about limited network internet access, the researcher also collected data through interviews to further confirm whether limited internet network access, is only experienced by the English teachers, then what about the students. Based on the results the findings of the researcher at the

research location are related to the research objectives through interviews with three students in 7th grade at the location of SMPN 2 Sumbergempol.

Interview with student as the fourth informant said that,

> *"Lumayan lancar, namun terkadang ada masalah di sinyal atau koneksi internetnya. Saya memakai kuota internet Indosat."* ("Pretty smooth, but sometimes there are problems with the signal or internet connection. I use Indosat internet quota".) (Interview, 21st January 2022)

In line with his answer, the fifth informant said,

> *"Lumayan lancar, namun terkadang saya terkendala dengan sinyal internet yang lamban".* ("Pretty smooth, but sometimes I have problems with slow internet signals".) (Interview, 21st January 2022)

Similar with both students before, the sixth informant said that,

> *"Lumayan lancar, namun terkadang saya terkendala dengan sinyal internet yang lamban tapi itu hanya jarang saja".* ("Pretty smooth, but sometimes I have problems with a slow internet signal but that's only rarely".) (Interview, 21st January 2022).

From the results of interviews with the three 7th grade students, it can be concluded that the problem of limited internet networks during the online learning process is not only experienced by English teachers but also experienced by students during online learning. The students are quite difficult to follow the English online learning process due to the slow internet network.

b. Delivery of Learning Materials

Another problem faced by English teachers in the online learning process is the limited selection and use of online learning media which is the impact of the limited internet network owned by students. This was conveyed by the second informant as follows,

> *"Kira-kira kurang lebih 80% dan memang tidak bisa mencapai 100% karena terkendala oleh media pembelajarannya, baik itu Google Classroom ataupun WhatsApp, yang tidak bisa diakses siswa karena kendala kuota internet dan tidak semua siswa mampu untuk membeli kuota*

internet. Jadi, kendala terbesar itu dari terbatasnya kuota internet, sedangkan kemampuan mengoperasikan aplikasi pembelajaran rata-rata semua siswa sudah bisa". ("Approximately 80% and indeed cannot reach 100% because it is constrained by the learning media, wether it Google Classroom or WhatsApp, which students cannot access due to internet quota constraints and not all students can afford to buy internet quota. So, the biggest obstacle is the limited internet quota, while the ability to operate learning applications is on average all students can do".) (Interview, 24th January 2022)

It can be concluded that the exposure to the information provided by the second informant, namely in online learning, constraints in the form of limited internet network access by students also affect the selection and use of online learning media by English teachers for delivering learning materials. The limited internet network by students which is meant here is not only due to the slow internet network, but also the inability of students to buy the internet quota.

Likewise, the first informant, chooses and uses light learning media, namely online learning media that does not consume too much internet quota. She said,

"Untuk aplikasi pembelajarannya, tidak semua saya gunakan karena saya kasihan jika siswa merasa keberatan dalam mengikuti pembelajaran. Aplikasi yang jarang saya gunakan misalnya Zoom dan Google Meet, karena keduanya membutuhkan kuota internet yang lumayan besar. Kalau aplikasi yang sering saya gunakan misalnya Google Classroom dan grup WhatsApp kelas yang paling sering. Dalam penyampaian materinya ataupun tugas, terkadang saya juga memakai aplikasi Microsoft Word". ("For learning applications, I don't use all of them because I feel sorry if students find it difficult to follow the lesson. Applications that I rarely use include Zoom and Google Meet, because both require a fairly large internet quota. The applications that I use frequently are Google Classroom and the most frequent is class WhatsApp groups. In delivering the material or assignments, sometimes I also use the Microsoft Word application".) (Interview, 21st January 2022)

The results of the interview with both English teachers, namely the first and second informants, can be concluded that the main problem faced by English teachers in implementing online learning cannot run effectively due to limited

network access that is less supportive to connect to students and delivery of learning materials in the online learning process. The limited access to the internet network experienced not only by English teachers but also the students, and this affects the selection and use of learning media by English teachers, which is limited to using WhatsApp application and Google Classroom.

Based on the findings of the researcher through interviews, namely the problem of limited learning media, the researcher is interested in collecting further information from English teachers about what learning materials and students' assignments are uploaded in the learning media. The first informant explained,

> *"Materi yang saya upload di Google Classroom biasanya berupa Microsoft Word, ataupun kadang saya juga tambah dengan video yang saya ambil dari Youtube untuk lebih memperjelas materinya.. Siswa juga punya buku pegangan untuk materi pembelajarannya. Namun masalahnya, siswa sering mengeluh apabila saya tambah dengan video dari Youtube, alasannya karena tidak punya banyak kuota internet untuk mengunduhnya..."* ("The material that I upload in Google Classroom is usually in the form of Microsoft Word, or sometimes I also add videos that I take from Youtube to further clarify the material. Students also have handbooks for learning materials. But the problem is, students often complain when I add videos from Youtube, the reason is because they don't have much internet quota to download them...") (Interview, 21st January 2022).

Based on the explanation from the first informant through the interview, it can be concluded that the learning materials uploaded in Google Classroom are in the form of materials taken or referring to student handbooks which are then uploaded in the form of Microsoft Word files according to the basic competencies at the meeting. In addition, the learning materials can be in the form of explanations through videos downloaded from Youtube, but it's only rarely applied because it's constrained by the limited internet network of students. In addition to the limited learning media, English teachers also have to think hard to

determine the form of learning materials that they feel will not burden students and make it easier for students to access them.

In the interview, the first informant continued,

"....*Sedangkan tugas yang saya berikan biasanya hanya beberapa pertanyaan dalam bentuk Google Form sehingga saya tinggal membagikannya dalam bentuk link. Selain itu kadang saya juga memberi tugas berupa beberapa pertanyaan yang harus dikumpulkan dalam bentuk foto tulisan tangan siswa di buku tulisnya masing-masing. Saya jarang sekali atau bahkan belum pernah mengharuskan siswa untuk mencetak atau nge-print tugas-tugas mereka, karena saya sama sekali tidak ingin membuat siswa kesulitan harus keluar rumah untuk mencetak tugas-tugas seperti itu dan setahu saya jarang sekali siswa punya printer sendiri di rumah. Untuk soal yang saya berikan pun saya buat sendiri sesuai dengan materi tiap kelas".* ("......While the tasks I give are usually only a few questions in the form of a Google Form, so I just need to share them in the form of a link. In addition, sometimes I also give assignments in the form of several questions that must be collected in the form of photos of students' handwriting in their notebooks. I rarely or never even require students to print their assignments, because I really don't want to make it difficult for students to have to leave their house to print such assignments and as far as I know it is rare for students to have their own printers at home. For the questions I gave, I made my own according to the material for each class".) (Interview, 21st January 2022).

Based on the explanation from the first informant regarding student assignments, it can be concluded that the tasks given by the English teacher during online learning are several questions in the form of Google Forms or questions taken from the handbook. Students also don't need to print the assignment to work on, but just work directly on Google forms or upload their handwritten photos in Google Classroom. This is done by the English teacher for the convenience of students in doing and submitting their assignments.

A similar explanation was expressed by the second informant as follows,

"*Biasanya video-video yang saya ambil dari Youtube ataupun video dari siswa magang dulu, saya juga meng-upload materi berupa Power Point. Keseluruhan materi saya referensinya adalah buku paket dari Kemendikbud. Siswa diberi buku paket Kemendikbud dan buku*

Lembar Kerja Siswa (LKS). Terkadang dalam pembuatan soal, saya juga menggunakan dari sumber lain selain buku paket". ("Usually the videos I take from Youtube or videos from interns first, I also upload materials in the form of Power Point. All of my reference materials are. Students are given a textbooks from the Ministry of Education and Culture and a Student Worksheet (LKS). Sometimes in making questions or task, I also use sources other than textbooks".) (Interview, 24th January 2022)

Based on the explanation from the second informant, it can be concluded that the learning materials and student assignments uploaded to Google Classroom by the English teacher are materials that refer to the student handbooks in the form of Microsoft Word or PowerPoint files. Some learning materials are also available in the form of uploaded YouTube videos or additional material taken from other sources.

The second informant also explained related to the online learning process, as follows,

"Iya ada, saya memberi batas waktu satu minggu. Jadi tugas dikumpulkan pada pertemuan berikutnya. Baru setelah satu minggu, saya tutup form pengumpulan tugasnya di Google Classroom. Dalam penilaian tugas, siswa yang mengumpulkan cepat setelah saya upload materi pada hari itu maka saya beri nilai 95, bagi siswa yang mengumpulkan di hari besoknya maka saya kurangi nilainya jadi 94, dan begitu seterusnya". ("Yes there is, I gave a one week time limit. So assignments are collected at the next meeting. Just after a week, I closed the submission form in Google Classroom. In the assessment of assignments, students who collect quickly after I upload the material on that day then I give a value of 95, for students who collect the next day then I reduce the value to 94, and so on".) (Interview, 24th January 2022)

From the explanation of the second informant, it can be concluded that the English teacher sets a time limit for submitting student assignments, which is for a week or until the next meeting. The time limit for submitting assignments is also a reference for English teachers in providing assessments to students. The same thing was also conveyed by the first informant, she said,

"Saya biasanya memberikan batas waktu seminggu untuk pengumpulan tugas siswa. Walaupun begitu masih ada juga beberapa siswa yang mengumpulkan tugas melewati batas waktunya, dan masih saya terima namun dengan resiko pasti beda penilaiannya". ("I usually give a week's time limit for submitting student assignments. Even so, there are still some students who submit assignments past the deadline, and I still accept it, but at the risk of having different assessments".) (Interview, 21st January 2022)

From the results of interviews with both English teachers, the first and second informants, it can be concluded that the process of English online learning takes place with a fairly simple procedure, namely by opening the beginning of learning and then continuing with the delivery of learning materials through online learning media and ending with the submitting of student assignments online as well.

Still related to the online learning process, the researcher again interviewed the three 7th grade students about the student assignments they got from the English teacher. The fourth informant said,

"Tugas yang saya unggah di Google Classroom biasanya tugas-tugas dari buku paket, kemudian saya foto dan saya unggah di situ". ("The assignments that I upload in Google Classroom are usually assignments from the textbook, then I take photos and upload them there".) (Interview, 21st January 2022)

And a similar explanation was also given by the fifth and sixth informants, they explained that during online English learning, they always got assignments in the form of questions taken from the student handbook which they then had to work on and submit through Google Classroom.

Based on the results of interviews with English teachers and students related to the online learning process, the researcher concluded that the English online learning process at SMPN 2 Sumbergempol seemed monotonous and less creative to attract interest and increase student motivation in participating in the

online learning process. Thus the researcher also interviewed the three 7th grade students to find information about their level of understanding of the learning material presented by the English teacher during English online learning. The fourth informant said,

> *"Saya masih merasa kesulitan, karena saya belum banyak tahu arti kosa-kata dalam Bahasa Inggris"*. ("I still find it difficult, because I don't know much about the meaning of English vocabulary".) (Interview, 21st January 2022)

The fifth informant also explained the same thing, she said,

> *"Saya masih merasa kesulitan dalam memahami materinya, karena saya belum banyak tahu arti kosa-kata dalam Bahasa Inggris. Apabila materinya disampaikan dalam Bahasa Indonesia, mungkin saya lebih bisa paham"*. ("I still find it difficult to understand the material, because I don't know much about the meaning of English vocabulary. If the material is delivered in Indonesian, maybe I can understand better".) (Interview, 21st January 2022)

Even the sixth informant also explained something similar to the fourth and fifth informants, he said,

> *"Saya masih merasa kesulitan dalam memahami materinya, karena saya belum banyak tahu arti kosa-kata dalam Bahasa Inggris dan banyak teman yang mengajak saya bermain sehingga mengganggu konsentrasi saya dalam belajar"*. ("I still find it difficult to understand the material, because I don't know much about the meaning of vocabulary in English and many friends invite me to play so that it interferes with my concentration in studying".) (Interview, 21st January 2022)

From the results of interviews with the three 7th grades students, it can be concluded that English online learning so far, which seems monotonous and limited in terms of the internet network and the learning media it uses, actually aims to make it easier for students to take part in online learning, actually turns out to be still not able to effectively provide maximum results on the level of students' understanding of the learning material delivered by the English teacher.

The condition of the still low level of students' ability to understand English learning material has also been understood by the English teachers themself. Besides that, it turns out that English teachers also find it difficult to conduct online learning discussions with students, which should be a solution to make it easier for students to understand the learning material. This was conveyed by the second informant as follows,

> *"...Tantangan lainnya adalah walaupun siswa sudah diberikan materi melalui video ataupun berupa Power Point, namun mereka masih kesusahan memahami materi tersebut. Dan antar saya dan siswa tidak bisa bertanya jawab secara langsung, karena terkadang saya juga punya kesibukan sehingga tidak bisa cepat merespon siswa melalui chat WhatsApp..."* ("...Another challenge is that even though students have been given material via video or in the form of PowerPoint, they still have difficulty understanding the material. And between me and students we can't ask questions directly, because sometimes I also have a busy schedule so I can't quickly respond to students via WhatsApp chat...") (Interview, 24th January 2022)

From the explanation given by the second informant, it can be concluded that learning discussions where there is interaction between English teachers and students online are often hampered due to different online conditions between English teachers and students. So that learning discussions cannot run at one time but are gradual and take a lot of time. The first informant also conveyed the same thing, she said,

> *"Perbedaan paling signifikan itu adalah dalam penyampaian materi. Ketika pembelajaran secara tatap muka, saya bisa langsung menyampaikan materi dan diterima langsung oleh siswa, apabila ada pertanyaan-pertanyaan pun juga bisa langsung siswa tanyakan dan saya jawab, jadi bisa langsung kita diskusikan. Sedangkan ketika pembelajaran daring, lebih susah untuk melakukan diskusi seperti itu karena tidak semua siswa dalam keadaan online ketika penyampaian materi dan beberapa siswa ada yang tidak memiliki kuota internet pada saat pembelajaran daring berlangsung, dan bermacam-macam masalah lainnya".* ("The most significant difference is in the delivery of the material. When learning face-to-face, I can directly convey the material and it is received directly by students, if there are questions, students can also ask and I answer directly, so we can discuss it immediately.

Meanwhile, when learning online, it is more difficult to conduct such discussions because not all students are online when delivering material and some students do not have internet quota when online learning takes place, and various other problems".) (Interview, 21st January 2022)

Based on the results of interviews with the first informant, it can be concluded that the problems faced by English teachers in carrying out online discussions with students who are constrained by the online conditions of the English teachers themselves and students are also related to the limited condition of the internet network. Broadly speaking, the limited internet network is very influential in the online learning process, including in the delivery of learning materials by English teachers and discussions between English teachers and students.

c. Student Assignment

Not only that, but the first informant also said that the problem in online learning that English teachers had to face was in terms of submitting assignments, she explained,

> "...Kesulitan kedua adalah tentang pengumpulan tugas siswa. Masih banyak ditemui siswa yang jarang mengerjakan tugas, dan saya hanya bisa menagih tugas secara online juga, itupun kurang direspon oleh siswa..". ("...The second difficulty is about submitting student assignments. There are still many students who rarely do assignments, and I can only collect assignments online too, and even then, students don't get a response...") (Interview, 21st January 2022)

Even the second informant also explained the same thing, he explained,

> "...Namun ketika pembelajaran daring, tugas yang saya bagikan melalui Google Classroom maupun WhatsApp, belum tentu direspon oleh siswa. Sehingga saya harus lebih banyak menagih tugas ke siswa". ("....However, when learning online, the assignments that I share through Google Classroom or WhatsApp, are not necessarily responded to by students. So I have to collect more assignments from students".) (Interview, 24th January 2022)

From the results of interviews with both English teachers, it can be concluded that English teachers also have to face problems related to submitting student assignments, in which English teachers have to remind and collect assignments from students, and even then it turns out that it is rare or takes quite a time for students to respond. From here, the researcher is interested in finding information about the condition and character of the students during online English learning from the point of view of the English teachers.

d. Student Character

The condition and character of students in the learning process become the next problem faced by English teachers. As for the results of the interview with the principal of SMPN Sumbergempol as the third informant, he explained,

> *"Ya mudah-mudahan bisa maksimal. Tetapi ketika kita prosentase, seperti yang saya sampaikan tadi bahwa ketika kita berhadapan dengan siswa secara langsung saja masih banyak guru yag mengeluh dan kewalahan. Misalnya harus menghadapi murid yang tidak mau membalas chat WhatsApp dari para guru atau susah dihubungi, ada siswa yang tidak mau mengerjakan dan menjawab tugas-tugas yang sudah diberikan, tidak mau mengikuti pembelajaran, tidak mau membaca materinya. Jadi masih banyak ditemukan siswa-siswa seperti itu".* ("Yes, hopefully it can be maximized. But when it comes to percentages, as I said earlier, when we deal with students directly, there are still many teachers who complain and are overwhelmed. For example, having to deal with students who don't want to reply to WhatsApp chats from teachers or are difficult to contact, there are students who don't want to do and answer the assignments that have been given, don't want to follow the lesson, don't want to read the material. So there are still many students like that".) (Interview, 24th January 2022)

From the explanation of the principal, it can be concluded that one of the problems faced by English teachers is having to deal with the diversity of students' characters during online learning. This was also confirmed by an explanation by the first informant as an English teacher, she said,

"Walaupun sebenarnya saya sudah pernah memotivasi dan menasehati mereka untuk berupaya meningkatkan lagi semangat belajarnya dan kedisiplinannya. Namun semua itu juga tergantung karakter masing-masing siswa, seperti contoh siswa saya namanya Daniel kelas 7E ketika semester satu dulu dia sering bolos mengumpulkan tugas, tapi setelah saya nasehati dan tanyakan situasinya ternyata handphone nya sedang bermasalah dan belum masuk ke dalam grup WhatsApp kelas. Kemudian setelah saya bantu, alhamduliah pelan-pelan di berubah dan sekarang justru dia jadi rajin mengumpulkan tugas dan aktif mengikuti pembelajaran. Saya senang sekali dengan siswa seperti itu. Walaupun beberapa siswa masih ada yang malas-malasan, tapi tetap saya nasehati juga". ("Even though I have actually motivated and advised them to try to improve their enthusiasm for learning and their discipline. But it all also depends on the character of each student, for example my student's name is Daniel from 7E class when he was in the first semester he often skipped submitting assignments, but after I advised and asked about his situation, it turned out that his cellphone was having problems and had not been included in the class WhatsApp group. Then after I helped, *alhamdulillah*, it slowly changed and now he has become more diligent in submitting assignments and actively participating in learning. I really like students like that. Even though there are some students who are lazy, but I still advise them too".) (Interview, 21st January 2022)

A similar explanation regarding the character of students was delivered by the second informant, he said,

"....terkadang walaupun siswa sudah memiliki kuota internet maupun sudah tersambung WiFi namun malah malas mengikuti pembelajaran daring. Selain itu, apabila ada permasalahan dalam pembelajaran, tidak bisa cepat diatasi karena siswa tidak selalu dalam keadaan online, bahkan ada siswa yang baru membuka tugas setelah berminggu-minggu lamanya..." ("....sometimes even though students already have internet quotas or are already connected to WiFi, they are lazy to participate in online learning. In addition, if there are problems in learning, they cannot be quickly resolved because students are not always online, there are even students who just open assignments after weeks....") (interview, 24th January 2022)

Based on the results of interviews with both English teachers, it can be concluded that the diversity of student characters is also a challenge faced by English teachers in the online learning process. English teachers must exert extra energy to deal with students, especially students who are passive and lazy in participating in online learning.

Those are some of the problems faced by English teachers during online learning that the researcher got from the results of observations and interviews with several relevant informants at the research location. The researcher also explores information about practical solutions implemented by English teachers in overcoming various problems in online learning.

2. **Practical solutions for English teachers at SMPN 2 Sumbergempol in implementing online learning**

Online learning is very important to be carried out as a solution to keep the learning going under any conditions, especially in bad conditions of a covid-19 pandemic. But basically, online learning is not very effectively implemented in various regions, especially at SMPN 2 Sumbergempol, because due to various factors, including limited internet network access, limited use of learning media, problems in delivering learning materials and collecting student assignments, learning methods used are not diverse or seem monotonous, as well as other problems that arise from the diversity of student characters and psychological conditions experienced by students that are boredom and lazy in following online learning.

a. Limited Face-to-Face Learning

At SMPN 2 Sumbergempol, a school policy has been implemented, namely the implementation of offline and online combined learning. Based on the results of observations made by the researcher at the research location, the learning system implemented at SMPN 2 Sumbergempol is 50% offline learning and 50% online learning. The number of students who carry out offline or face-to-

face learning is also limited, that is only 50% of the total number of students, while the rest take part in online learning and this learning system is carried out alternately. With the existence of school policies related to the implementation of combined learning systems like this, making teachers and students can optimize the implementation of learning and be able to repeat material in online learning is still experiencing a lot of difficulties. (Observation, 21st January 2022)

The researcher also made observations by participating in face-to-face English learning in one of the classes, namely 7E Class which was taught by Mrs. Marsiyah, S.Pd. The number of students present at that time was only half of the total number of students in the class and they still had to comply with health protocol, including wearing masks, carrying hand sanitizers, and keeping a distance by sitting in their respective seats. The face-to-face English learning went smoothly even though with a limited time, which was only about 1 hour. Mrs. Marsiyah, S.Pd explained the learning material at the beginning, then continued with a discussion, namely questions and answers between teacher and students. Students' questions about learning materials can be directly responded to and answered by the teacher, and students seem to be more active in participating in English learning. Including in terms of giving and collecting student assignments that can be directly monitored by the teacher, so on the one hand it can be easier for English teachers to provide an assessment of students both attitude assessment and student knowledge assessment. (Observation, 21st January 2022)

As for the results of interviews that have been conducted by the researcher at the research location, in this case, the main practical solution for the problems faced by teachers in implementing online learning is to carry out limited face-to-

face learning. This was confirmed by the informant, namely the principal of SMPN 2 Sumbergempol as the third informant he said,

> *"...Akan tetapi, sekolah memastikan selalu berupaya maksimal membantu siswa apabila terdapat kendala atau kesulitan, ataupun apabila terdapat siswa yang benar-benar membutuhkan bantuan dalam mengikuti pembelajaran daring. Misalnya kami juga tetap melakukan pembelajaran secara tatap muka, dan siswa pun juga diperbolehkan mengakses pembelajaran dengan menggunakan WiFi sekolah".* ("....However, the school ensures that always tries its best to help students if there are obstacles or difficulties, or if there are students who really need help in participating in online learning. For example, we also continue to do face-to-face learning, and students are also allowed to access learning using the school's WiFi".) (Interview, 24th January 2022)

From the principal's explanation, it can be concluded that the school always provides facilities and infrastructure for the smooth process of online learning, besides that it also implements a limited face-to-face learning system to maximize the online learning process and help students who have difficulty participating in online learning.

b. Communication

Schools also provide socialization related to online learning, as he explained,

> *"...Namun kita selalu pastikan bahwa sekolah selalu tersambung dengan para siswa maupun orang tua siswa. Jadi kita pasti selalu menjalin komunikasi. Sosialisasi dari sekolah juga sudah kami laksanakan ketika awal masuk atau awal kali dimulai pelaksanaan pembelajaran daring, itupun seara bergelombang jadi hanya terbatas beberapa siswa saja. Kami antar guru juga sering mengadakan diskusi, sehingga terjalin komunikasi antar guru juga...."* ("...But we always make sure that the school is always connected to the students and their parents. So we must always be in communication. We have also carried out socialization from school when we first entered or when we started implementing online learning, and even then, it was alternately so it was only limited to a few students. We also often hold discussions between teachers, so that communication is established between teachers as well...")(Interview, 24th January 2022)

Based on his explanation, it can be concluded that in facing the challenges of online learning, the most important socialization is needed, namely by establishing communication between students, teachers, and parents. So that various information can be conveyed clearly and various complaints and problems can be conveyed and handled immediately.

In addition, he also ensures that the school will always help and provide various teacher needs in carrying out online learning, he explained,

> *"Solusi dari sekolah adalah kita memastikan untuk selalu membantu para guru yang sedang belajar. Maksudnya, agar proses pembelajaran berjalan lancar kita juga memberikan pelatihan-pelatihan. Banyak juga webinar atau seminar yang bisa diikuti para guru."* ("The solution from the school is that we make sure to always help teachers who are learning. That is, so that the learning process runs smoothly, we also provide training. There are also many webinars or seminars that teachers can attend".) (Interview, 24th January 2022)

c. The Use of Light Learning Media

The researcher then also interviewed English teachers regarding practical solutions in dealing with the problems in implementing English online learning. Related to the main problem, namely the limited internet connection, the first informant explained,

> *"....Dan saya hanya menggunakan Google Classroom saja untuk meng-upload materi pembelajaran karena saya ingin siswa mudah menerima materi dan saya juga takut jika siswa justru kesulitan mengikuti pembelajaran apabila saya terlalu banyak menggunakan aplikasi yang berbeda".* ("...And I only use Google Classroom to upload learning materials because I want students to easily accept the material and I'm also afraid that students will find it difficult to follow learning if I use too many different applications".) (Interview, 21st January 2022)

From the first informant's explanation, it can be concluded that the English teachers focus on keeping English learning running smoothly by using light and

familiar learning media. Although it seems monotonous, the selection of learning media is for the convenience of students in accessing learning materials.

Still in the problem of limited internet connection, the second informant explained his practical solution,

> *"...untuk permasalahan kuota internet siswa, saya usulkan untuk minta bantuan ke teman sekelasnya yang memiliki kuota internet ataupun sambungan WiFi, atau jika ada sedikit uang bisa digunakan untuk ke warung kopi atau angkringan yang menyediakan WiFi gratis sehingga siswa tersebut bisa menyelesaikan tugasnya. Kalau handphone pribadi saya yakin semua siswa sudah punya".* ("...For students' internet quota problems, I propose to ask a classmate for help who has an internet quota or a WiFi connection, or if there is a little money that can be used to go to a coffee shop or *angkringan* that provides free WiFi so that the student can complete his assignment. If it's a personal cellphone, I'm sure all students already have it".) (Interview, 24th January 2022)

From the second informant's explanation, he as an English teacher asked students to be active to help each other for the smooth running of the internet network, or by looking for places that provide free WiFi. That way, teachers and students are both active for the smooth online learning of English, namely the teacher uses learning media that is light and makes it easier for students, while students are also looking for the affordability of an internet connection as much as they can.

The first informant then explained a practical solution in dealing with the challenges of delivering material during the online English learning process, namely by increasing question and answer sessions or learning discussions. She explained,

> *"....Maka dari itu dalam pembelajaran daring saya meminta siswa untuk lebih aktif bertanya apabila ada materi yang kurang jelas atau kurang dipahami. Karena ketika pembelajaran daring, siswa cenderung hanya membaca materi tanpa memahaminya. Walaupun sudah saya berikan video pendukung materi, tapi siswa cenderung hanya pasif.*

Sehingga saya membuka lebih banyak sesi tanya jawab dan diskusi selama pembelajaran daring. Dalam penyampaian materi Bahasa Inggris pun sebenarnya sangat perlu adanya pembelajaran secara tatap muka langsung dengan siswa karena perlu diajarkan juga cara pengucapaan kosa katanya, sehingga dalam pembelajaran daring juga perlu untuk menyampaikan materi melalui video-video...” (“...Therefore, in online learning, I ask students to be more active in asking questions if there is material that is unclear or poorly understood. Because when learning online, students tend to just read the material without understanding it. Even though I have provided videos to support the material, students tend to be passive. So I opened up more question and answer sessions and discussions during online learning. In delivering English material, it is actually very necessary to have face-to-face learning with students because it is also necessary to teach how to pronounce vocabulary, so that in online learning it is also necessary to convey material through videos...”) (Interview, 21ˢᵗ January 2022)

The first informant also added,

“....Jadi apabila ada pertanyaan-pertanyaan yang berkaitan dengan materi ketika pembelajaran daring maka bisa didiskusikan atau dijawab ketika masuk di kelas ataupun juga bisa langsung ditanyakan melalui chat WhatsApp. Terkadang siswa chat WhatsApp pribadi ke saya, namun saya lebih suka jika siswa chat di grup WhatsApp kelas sehingga pembahasan materi ataupun solusi dari suatu permasalahan bisa tersampaikan ke siswa yang lain juga. Karena kebanyakan dari siswa lebih memilih chat WhatsApp pribadi ke saya, jadi saya selalu sampaikan respon dan penjelasannya ke grup WhatsApp kelas juga”. (“...So if there are questions related to the material when learning online, they can be discussed or answered when entering class or can also be directly asked via WhatsApp chat. Sometimes students chat on WhatsApp privately to me, but I prefer if students chat in class WhatsApp groups so that the discussion of material or solutions to a problem can be conveyed to other students as well. Because most of the students prefer private WhatsApp chats to me, so I always convey the responses and explanations to the class WhatsApp group as well”.) (Interview, 21ˢᵗ January 2022)

From the results of the interview with the first informant, it can be concluded that in the online learning process, English teachers in addition to uploading learning materials in accordance with the competency standards to be achieved, also encourage students to be more active in asking questions if they find difficulties in understanding learning materials, whatever the difficulties. Although different from discussions during face-to-face learning, English teachers

also ensure that learning discussions can still be carried out and questions and answers between teachers and students continue to run smoothly so that learning materials can be easily accepted and understood.

While dealing with problems in collecting assignments, in addition to the English teacher reminding and collecting assignments during face-to-face learning or via WhatsApp messages, the teacher instructs students to submit assignments manually or during face-to-face learning if they are really having trouble uploading assignments online. This is as explained by the first informant,

> *"...Jadi selama pembelajaran daring, bagi siswa yang bermasalah dalam pengumpulan tugas, akan saya panggil untuk datang langsung ke sekolah untuk mengambil tugas secara manual".* ("...So during online learning, for students who have problems in submitting assignments, I will call them to come directly to the school to take assignments manually".) (Interview, 21st January 2022)

The first informant also explained related to student assessment in the online learning process as well as how English teachers know the level of students' understanding of the uploaded learning materials. She said,

> *"Patokannya dilihat dari tugas-tugas yang telah saya kirim, apakah siswa bisa mengerjakan tugas tersebut atau tidak, apakah siswa bisa mendapatkan nilai bagus atau tidak. Kalau siswa mendapatkan nilai bagus, saya anggap siswa tersebut sudah paham dengan materi, dan juga sebaliknya apabila siswa mendapat nilai jelek, saya anggap siswa tersebut kurang paham dengan materi..... Kalau keaktifan siswa selama pembelajaran daring, saya menilainya dari ketika siswa langsung bertanya setelah saya upload materi, juga kedisiplinan atau ketepatan waktu dalam pengumpulan tugasnya. Sampai sekarang pun masih ada siswa yang terlambat mengumpulkan tugas, intinya itu bisa saya jadikan penilaian kedisiplinan siswa..."* ("The reference is seen from the assignments that I have sent, whether students can do the assignments or not, whether students can get good grades or not. If students get good grades, I assume the student already understands the material, and vice versa if students get bad grades, I assume the student does not understand the material..... If students are active during online learning, I judge it from when students immediately ask questions after I upload the material, as well as discipline or punctuality in collecting assignments. Until now, there are still students who are late in submitting assignments, the point is

that I can make an assessment of student discipline...") (Interview, 21st January 2022)

From that explanation, it can be concluded that the level of understanding of students during online learning is measured by the value of student assignments as well as the time of collection of those assignments which is the reference for assessing student activity and discipline during online learning. With limitations in monitoring student activities, so the teacher makes the value of student assignments as a reference in evaluating English online learning.

In line with the explanation of the first informant, the second informant also made student assignments as a reference in knowing the level of student understanding of the learning material and success in carrying out online English learning, he explained,

> *"Acuannya adalah dari evaluasi pembelajaran. Apabila siswa mendapat nilai bagus, berarti saya anggap siswa tersebut sudah paham dengan materi. Apabila siswa belum paham materi, sudah pasti nilai yang didapat jelek. Kalau nilai keaktifan siswa memang lebih mudah dilihat ketika pembelajaran secara tatap muka, sedangkan ketika pembelajaran daring justru saya yang lebih banyak menagih tugas siswa. Kadang saya buatkan absensi siswa, namun saya sering lupa sehingga saya lebih banyak menilai dari pengumpulan tugasnya, apabila siswa tidak mengumpulkan tugas maka saya anggap siswa tersebut tidak mengikuti pembelajaran daring"*. ("The reference is from the learning evaluation. If a student gets a good score, it means that I assume the student already understands the material. If students do not understand the material, it is certain that the grades obtained are bad. If the value of student activity is easier to see when learning face-to-face, while online learning it is me who collects more student assignments. Sometimes I make student attendance, but I often forget it so I assess more from the submitting of assignments, if students do not submit assignments then I assume the student is not taking online learning".) (Interview, 24th January 2022)

The second informant again added regarding practical solutions in dealing with all the challenges of online learning,

> *"...Jadi, menurut saya, solusi semua tantangan tadi adalah yaitu dengan dilaksanakannya pembelajaran secara tatap muka tidak terbatas.*

Karena pembelajaran tatap muka terbatas pun juga masih ada tantangannya, karena siswa yang masuk sekolah hanya 50% sehingga permasalahan hari ini baru bisa dijawab di pertemuan berikutnya". ("...So, in my opinion, the solution to all of these challenges is by implementing unlimited face-to-face learning. Because in limited face-to-face learning, there are still challenges, because only 50% of students attend school, so today's problems can only be answered at the next meeting".) (Interview, 24th January 2022)

Based on the results of the interview, it can be concluded that the main solution in dealing with all problems in online learning is to balance online learning by carrying out face-to-face learning, or as an alternative, limited face-to-face learning. Problems encountered during online learning will sometimes be easily resolved when teachers and students meet face-to-face, for example collecting student assignments that may be constrained by the limited internet network, can be solved by collecting assignments directly or manually. Although in practice it still has to be limited, namely only half of the total number of students who enter school and must always comply with health protocols. With the combination of the 50% online and 50% face-to-face learning system, problems in online learning can be more easily resolved.

Including in dealing with student boredom in participating in online learning, can be helped a little by the limited face-to-face learning schedule so that students can still meet and study with their classmates. Limited face-to-face learning is also one of the practical solutions for teachers as an opportunity to repeat learning material or conduct direct learning discussions with students. Although not meeting all students, limited face-to-face learning makes it easier for teachers to monitor students other than just online, especially in recognizing and understanding various student characters. The teacher can directly remind the task or motivate students if they are found to be lazy to follow the lesson.