CHAPTER V

DISCUSSION

This chapter discusses the formulation of the problems in this thesis. Data that has been collected for this research is processed according to the needs of this research that has been described in the previous chapter, namely the research methods chapter.

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

1. Internet Network Access

The impact of the COVID-19 pandemic, the world of education in the teaching and learning process must be carried out online to become solutions to keep the learning process active. But basically, online learning doesn't always go as well as it seems desired by the general public. At SMPN 2 Sumbergempol for example, in carrying out online learning there are still experiencing many problems that should be fixed quickly. One of the problems experienced and have a dominant impact on online learning is the problem related to internet network access.

The internet network access which is sometimes slow greatly complicates and limits teachers in carrying out online learning where basically network access is needed for the continuity of online learning. The limited internet connection which is a problem for online learning at SMPN 2 Sumbergempol is mostly due to

the inability of students to buy internet quota, so students cannot always be online when the online learning schedule takes place. The problem of internet network access is certainly a serious concern for all circles, starting from educational institutions, local government as well as the central government, and even parents to provide access services to adequate internet networks so that the online learning process can go well. No matter how good the learning method is used in online learning, but without the support of access to the internet network, then the results of the learning are certainly less than optimal.

Associated with the same results have been found by Handayani (2020: 17) which is recorded regarding complaints about distance learning or in this case online learning. Most Complaints often are network instability, the teacher's voice and teaching materials are not in unison, and they can't take classes when the wifi isn't connected.

One of three aspects that determine effectiveness in online learning according to Cl. Dillon and C.N Gunawardena (1995) is a technological aspect, in this case, students must have easy access to the network with minimal time. So that the problem of internet access is a major problem in online learning which can lead to many other problems if it is not addressed immediately or has not found a practical solution, for example, the problem of teachers uploading learning materials and problems in collecting student assignments that have to do with the problem of limited internet access.

2. Delivery of Learning Materials

In the online learning process, the delivery of learning materials to students must be carried out systematically and regularly by a teacher. As a teacher must have strategies so that students can learn effectively and efficiently to achieve an expected goal and can master the course of learning to create a conducive and pleasant learning atmosphere. For a quality learning process, a teacher needs good learning methods and able to have a positive impact on the student learning process so that the teacher's ability to apply the method is very much needed learning according to the characteristics of students.

A learning method that is still deeply embedded in a teacher is a conventional learning method. The habit of a teacher who uses the conventional method is very surprised by the implementation of online learning due to the covid-19 pandemic. Therefore, it is necessary to evaluate that online learning in its implementation must be in accordance with several principles that emphasize the interaction between teachers and students as well as learning activities. As explained by Munawar (2013: 34) about several principles of online learning, including the learning system must be simple so that it is easy to learn, it must be made personal so that system users are not interdependent, and it must be fast in the process of searching for materials or answer questions from the results of system design developed.

Associated with the results of previous studies by Salmiah R (2020) is a problem faced by teachers because there is no culture of distance learning or the online learning process. After all, so far the learning method is carried out face-to-face or conventional, and with this distance, the learning method makes teachers

need time to adapt and they face new changes that will indirectly affect the quality of learning outcomes.

Learning material that was previously delivered directly by the teacher to students in face-to-face learning, must be replaced with indirect delivery or through certain online learning media. In online learning, English learning materials must be uploaded to learning media, namely the WhatsApp and Google Classroom applications which are dominantly used by English teachers at SMPN 2 Sumbergempol, then they must be accessed first by students, then the learning materials can be delivered. The process of delivering learning material in online learning seems quite difficult compared to the delivery of material in face-to-face learning because it has to go through certain steps that involve an internet connection. Various problems arise, starting from being constrained by internet connections so that it takes quite a long time to upload and access learning materials, limited interaction between teachers and students in the learning process, to adjusting learning materials to the level of students' abilities.

English teachers are sometimes constrained by internet connections in uploading materials, for example, learning materials in the form of videos, and students are constrained by limited internet quotas to access learning materials or if they have to take online learning through certain applications that consume a lot of internet quota. Problems also arise where teachers cannot monitor whether students have actually accessed and studied the learning materials that have been given.

Learning discussions where there is a lot of interaction between teachers and students discussing English material must be constrained by online conditions

or not, this is different from the presence of students who can be seen directly when learning face-to-face. So that in online learning, questions from students and responses or explanations from teachers cannot be conveyed directly but very much depends on the condition of being online or not. As Rusman (2012: 293) explained that one of the weaknesses of using the internet in online learning is the lack of interaction between teachers and students and even between students themselves. This lack of interaction can slow down the formation of values in the learning and teaching process.

In learning English, some aspects must be mastered by students such as English language skills which are about grammar, vocabulary, and pronunciation. In learning English, the goal is that students can communicate orally and in writing smoothly and in accordance with the social context (Depdiknas, 2003: 15). Competence in English includes skills in listening, reading, speaking, and writing. In practice, the delivery of English language material must be limited to an internet connection, for example, learning materials which should be mostly in the form of explanation videos, become very rare due to the limited internet connection to upload and access them. So that in online learning, students rarely get material on how to pronounce English vocabulary, or in other words, they don't get English material in the form of speaking and listening skills.

3. Student Assignment

As for other problems faced by teachers, especially English teachers, in addition to problems in delivering learning materials, there are problems in student assignments, namely in collecting student assignments in the online learning process. The problems that arise are not only because they are still related

to the limited internet connection so that students take a long time to upload their assignments in the Google Classroom learning media, but also the problems faced by teachers in reminding and collecting assignments from students. Teachers need extra energy because they have to remind students more of their assignments online, namely through WhatsApp messages in class groups or private messages to each student who has not done and submitted assignments.

This is different from face-to-face learning where the teacher can directly instruct students to work on assignments in the form of certain questions according to the day's learning material while correcting and providing assessments and feedback. In the online learning process, the teacher cannot directly monitor students in doing assignments, so teachers cannot know whether they have done the assignment or not and whether they have collected it or not.

Teachers are quite overwhelmed in reminding and collecting student assignments online because not all students are always online continuously and have to wait a long time for a response from them. Not to mention that there are some students who intentionally do not respond to WhatsApp messages containing the reminder of their assignments from the teacher. Worse yet, students do not necessarily want to reply to the WhatsApp message and immediately do the assignment, not even the students read the WhatsApp message and even ignore it.

Based on the explanation from Sadirman (2010: 144-146), one of the teacher's several roles is as Evaluator which means a teacher has the authority to judge student achievement in the academic field as well as social behavior so that it can determine the success of the student. In online learning, student assignments

play an important role as aspects used by teachers in providing assessments to students, assessing the level of students' ability to understand learning materials, and assessing the success of online learning in certain subjects. In face-to-face learning, student assessment can be taken from several other aspects besides the value of knowledge and skills, for example, the value of attitude and value of discipline. Whereas in online learning, although student assessments can also be taken from several aspects, the main aspect in taking grades is from student assignments because teachers in online conditions cannot directly monitor student activities but can only conclude the grades of their assignments.

4. Student Character

Character is a mental attitude or morals that characterizes a person or group. The character of a person grows and develops through the learning process in a family environment, school institutions, and social environment where the person is. In the learning process, students are individuals who come with personality, characteristics, behavior, interests, talents, intelligence, and different stages of development. The teacher needs to know the basic abilities possessed by students, their motivation, academic background, socioeconomic and so on. A teacher must be able to understand the character of students in carrying out their duties and this has been a problem for teachers to succeed in the learning process and it takes a long time to understand the character of students (Abdul, 2010: 11).

Various student characters are also a problem faced by teachers in online learning, especially because teachers cannot monitor students directly. The characteristics of students who become a serious problem in learning are characters that tend to be bad, for example lazy, bored, and passive. Such student

characteristics will make it difficult for the teacher to deliver the learning materials and collect student assignments. Even teachers have to deal with parents if the student's character interferes or hinders the learning process, for example, the student often skips class or rarely does assignments and does not participate in online learning. The teacher has to rack his brain a lot in setting suitable learning strategies in dealing with the diverse character of students, as well as encouraging students to take part in learning well and enthusiastically as one of the teacher's duties described by Sadirman (2010: 144-146) that is as motivator which means to increase morale and development of student learning activities.

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

Due to learning policies due to the covid-19 pandemic, namely in carrying out learning must be carried out online. In implementing online learning not everything can run well because of various problems. And the problems that occur in online learning include limited internet network access, methods of delivering learning materials that are different from conventional or face-to-face learning, collecting student assignments that are quite difficult, and various student characters during the online learning process that need serious attention and be resolved immediately.

1. Limited Face-to-Face Learning

The school has to rack the brain about the best solution in online learning so that the objectives in the learning and teaching process can be achieved well because just imagine if online learning is still ongoing and the problems are no

way out yet. Therefore, the school takes policies to provide solutions to teachers and students, namely by carrying out face-to-face learning on a limited basis. Being already the habit of doing face-to-face learning, learning methods can be mastered by teachers and students who are so enthusiastic about the implementation of face-to-face learning because it can communicate directly with the teacher to ask questions about what is not understood during online learning.

The researcher has found quite similar results through documentation in the form of an article by Sukardi (2020) which is about the learning model of an offline learning program by doing home visits to students and watching TVRI for those who are affordable with TVRI broadcasts.

Based on the policy of the Ministry of Education and Culture, there are some the conditions that must be met by the education unit in the implementation of limited face-to-face learning, including the following:

a. Education units must meet the checklist before starting the implementation of limited face-to-face learning.

b. Limited face-to-face learning combined with distance learning to meet health protocols.

c. Even if the education unit begins to carry out learning limited face-to-face, student's parents may decide for their child to continue distance learning.

d. Supervision of learning in educational institutions is carried out by the central government and local governments.

e. If based on the results of supervision and/or cases confirmed Covid-19, the central and regional governments are obliged to handle the case and stop face-to-face learning advances in the education unit.

f. If the central government has a policy to prevent and control the spread of Covid-19, Limited face-to-face learning advances can be temporarily suspended according to the period policy (Nevly, 2021:102)

The implementation of limited face-to-face learning at SMPN 2 Sumbergempol is to limit the number of students who enter school, which is 50% of the total number of students. Online learning is still being implemented at SMPN 2 Sumbergempol so that the remaining 50% of students who do not participate in limited face-to-face learning are taking online learning according to their respective subjects. This limited face-to-face learning is carried out while still complying with health protocols, namely by wearing masks, checking body temperature before entering the school area, using hand sanitizer, and students sitting on benches that are spaced apart.

The implementation of limited face-to-face learning is quite able to overcome the problems faced by teachers in online learning, including this limited face-to-face learning can be an opportunity for teachers to re-explain learning materials that students have not understood in online learning, students can also be free to ask questions and get responses and answers directly from the teacher, the teacher can use this opportunity to meet directly with the students to remind and collect assignments to students who have not done yet, and in fact, for students who are constrained in doing online assignments, they can immediately work on assignments manually by submitting assignments directly to the teacher

when participating in limited face-to-face learning. On the other hand, students who were initially bored during online learning were able to get excited again after meeting and studying with their classmates again. So, limited face-to-face learning can be a practical solution for teachers, especially English teachers, in dealing with problems in online learning.

2. Communication

One of the school's policies in dealing with problems in online learning is to conduct socialization. One form of socialization carried out by SMPN 2 Sumbergempol is to establish communication with all parties related to the school, including establishing communication with teachers, students, and parents of students.

According to Ismail (2011: 8), a teacher must be able to have a strategy learning, because efficient learning strategies can be achieved if the teacher can use appropriate learning strategies, such as before starting the learning activities, the teacher must be able to know or identify the characteristics of students which is important in determining appropriate learning strategies. One of the teacher's abilities to understand the character of students is to establish good communication with students. Good communication is a condition where students are open and comfortable telling or explaining their conditions and background, while the teacher carefully listens to students' explanations and responds well or provides solutions to certain problems. As well as good communication between teachers and students' parents, that is parents who are open in explaining the condition of their children and teachers who respond well and provide appropriate

solutions to certain problems. The teacher also establishes communication with the principal so that the teacher also has the right to get a solution to the problem. This communication takes turns, it can be between principal and teachers, teachers and fellow teachers, teachers, and students, or teachers and students' parents.

Establishing good communication between schools will make it easier to convey a certain problem related to learning as well as its solution. A problem that is hidden and not conveyed will actually worsen the situation, for example, students who skip online learning and there is no good communication between the teacher and the student, it will result in difficulties between the two parties where the teacher has difficulty in collecting the student's assignments, and those students who find it difficult to advance to the next grade due to a lack of total scores. Good communication is also an intermediary in the delivery of information to all parties, including information about policies from schools that really must be conveyed and understood by all parties, for example, school policies regarding online learning procedures as well as procedures and health protocols that all students must obey during learning limited face-to-face. So, establishing good communication is one of the practical solutions in dealing with problems in online learning.

3. The Use of Light Learning Media

What is meant by the use of light learning media is learning media in the form of applications that do not spend a lot of internet quota and are quite familiar among the public so that it does not require a long time to learn to operate the application. English teachers at SMPN 2 Sumbergempol focus their learning objectives on the successful delivery of learning materials to students so that the

selection and use of learning media is only a learning tool that should not hinder learning objectives or make it difficult for students to participate in online learning.

The dominant learning media used by English teachers in online learning are the WhatsApp and Google Classroom applications, these two applications are relatively light and even nowadays most people from small children to adults must know and use WhatsApp and Google. The two light applications were chosen to take into account the condition of the students, most of whom come from lower-middle families, so it is quite difficult to provide their children's internet quota needs. In addition, the selection of the two applications is also based on the ease of operation so that online learning can be carried out immediately and it does not take long to have socialization or training to learn how to operate the application.

The WhatsApp application is used as an online communication medium between teachers and students, including opening and online learning instructions and learning discussions, while Google Classroom is used as a medium for delivering learning materials by teachers and giving students assignments, and as a medium for, students to submit assignments. Even though the use of these two learning media is still sometimes constrained by limited internet connection, but it can still be accessed using even a minimal internet quota so it may only be delayed for a few minutes in the process of uploading or accessing certain files, in contrast to applications that require a lot of internet quota, they will not be able to access with a limited internet quota. In addition, although the use of light learning media in the entire online learning process seems monotonous and boring, the decision to choose light learning media is quite wise by considering many things,

especially the condition and background of students. Based on the ease of online learning, the use of light learning media is a practical solution for English teachers in facing the challenges of online learning.