

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of these studies to answer the research questions. This research discusses the Utilization of Challenges and Opportunities for Teaching English Online During the Pandemic of COVID-19 in MTsN Barito Selatan. Researchers will be presented in the form of descriptions, based on the data that has been obtained both in this study through interview techniques conducted by researchers for 2 months.

A. Findings

The finding is collected based on the result of interviews with teachers to find out what are the challenges and opportunities of teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan by asking some questions to English teachers in MTsN Barito Selatan.

1. The Challenge and Opportunities of Teaching English Online During The Pandemic of COVID-19 in MTsN Barito Selatan

To describe the challenges and opportunities of teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan, the writer used interviews. The writer asked questions to the English teachers at MTsN Barito Selatan.

Based on the formulation of the problems in this study, the following results will be discussed: the challenge and opportunities of teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan.

On interview that have been made five times, the teachers explained what are the challenges and opportunities of teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan. Teachers stated that the teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan, the teacher felt that he received more challenges than opportunities in terms of teaching.

Based on research that has been conducted by the writer through interviews, the authors get several factors as follows: a. understanding of the teacher, b. the challenge and opportunities, c. teaching english online.

a. Understanding of The Teacher

Before the writer asks about the problem of this finding. The writer interviewed 4 teachers about the following: what is meant by the teacher? Is it consistent with what you did directly in the pandemic of COVID-19 / not appropriate? According to the opinions of the four English teachers in MTsN South Barito, as follows:

According to the writer's opinion, the four English teachers at MTsN Barito Selatan have the same opinion regarding the understanding of teachers. The teacher's main task is to guide, direct, train, assess, and evaluate students. during the pandemic of COVID-19, the meaning of teachers could not be implemented perfectly because of the obstruction of various disturbances when teaching began.

Basically the main task of the teacher is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, primary education and secondary education. "In the series of main tasks, the very first thing is called is educating.

But with the current situation, which is only through online mode, the teacher is only able to become a teacher, deliver material, give assignments and assessments, without being able to guide directly or maintain and provide training (teachings, guidance, leadership) regarding morals and intelligence. What is certain is not in accordance with the true meaning of the teacher.

b. The challenge and Opportunities

The writer interviewed 4 English teachers in MTsN Barito Selatan, about the writer's problem formulation. As follows: The challenge and opportunities teaching English online during the pandemic of COVID-19 in MTsN Barito Selatan.

1. The Challenge

The writer interviewed the four English teachers at MTsN Barito Selatan about the challenges of designing online learning including the lesson plans, looking for the material, then evaluating the assignments and assessing what kind of students.

The four English teachers answered the same that yes, it was included in the lesson plan for online learning design, they used textbooks and from the internet for learning materials, for giving student grades and evaluating their assignments to assess them all from the assignments given in the e-learning application.

The writer interviewed the four English teachers about the challenges in using learning technology or applications used in teaching. They said that for applications for learning and teaching using E-Learning applications because it is easy to monitor students when student learning begins, whether they are doing according to the instructions of the teachers or not.

The author interviewed the four English teachers about the challenges in trying the E-Learning application for the first time, were there any challenges and what were the challenges in using it? and E-learning in what form?

The challenge for the first time in trying E-Learning applications for teachers is there is no challenge at all in terms of trying the E-Learning application for the first time. while for students they experience challenges where when they try the application for the first time they feel confused and

have difficulty trying it. In terms of using the E-Learning application, the four English teachers have different challenges as follows:

Teacher S.W : the challenge is that it is a little complicated when compared to the WA group, the complicated E-Learning has too many rooms compared to the WA group.

Teacher M : the challenge is the difficulty of internet interference from the application.

Teacher N.A: the challenge in using the application is a little difficult.

Teacher E : the challenge is in terms of adapting to the teaching that is different from conventional methods. other than that in terms of providing interesting learning materials to use through E-Learning, for example making learning video teaching materials, using power points etc.

The author interviewed the four English teachers asking about the challenges in managing students and in the assignments carried out individually or in groups, then the assignment was in any form of video recording or just answering questions in books. They also stated that in terms of managing students there was no challenge because before learning began students had been given instructions so that learning and teaching would run smoothly. Meanwhile, for individual tasks only and for the task of answering PG questions, essays, summarizing and in the form of CBT.

The teacher's challenge for students who don't have a cellphone and don't understand the teacher's explanation. They said that students who do not have cellphones can borrow school facilities such as laptops and also provide WIFI for students if they do not have internet quota. For students who do not understand the teacher's explanation, they can chat in the WA group that has been provided.

In the opinion of the English teacher there are several challenges when facing students, sometimes when learning English begins, they only enter the absences and do not open the learning material and there are also late sending assignments given by the teacher for various reasons.

2. The opportunities

The writers interviewed the four English teachers about their opportunities when teaching during the pandemic of COVID-19. They also said that there is teachers can make teaching materials in the form of instructional videos, be creative as much as possible so that students are more interested and teachers can learn more about several kinds of online learning techniques from various applications. But for students this is a very good opportunity because it is more sophisticated, modern and for students who are diligent are more practical and can learn new things where it is different during direct learning.

3. Teaching English Online

An opinion from an English teacher in MTsN Barito Selatan regarding online-based English teaching which uses an internet connection and an online-based application where English teachers in MTsN Barito Selatan use the E-Learning application.

B. Discussion

After the data is obtained and processed based on the description above, the researcher writes and obtained the data obtained from the above findings. Researchers also know what are the challenges and opportunities for learning English online during the COVID-19 pandemic at MTsN Barito Selatan, the understanding of the teacher and can also find out what applications are used online during teaching.

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According to the writer's opinion, the four English teachers at MTsN Barito Selatan have the same opinion regarding the understanding of teachers. The teacher's main task is to guide, direct, train, assess, and evaluate students. during the pandemic of COVID-19, the meaning of teachers could not be implemented perfectly because of the obstruction of various disturbances when teaching began.

And based on the theory of opinion regarding teachers as follows: U. (2015, p. 221) states that teachers as professional educators are in charge in educating, teaching, guiding, directing, training, assessing, and evaluating students in formal early education. The teacher acts as a role model, conveys important information, motivators, intellectuals, and wise.

According to RI Law 14 of 2005, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal channels of basic education and secondary education.

And the writer also draws the conclusion that the theory and opinions of the four teachers are in accordance with the sentence and the meaning of the teacher's understanding.

The writer interviewed the four English teachers at MTsN Barito Selatan about the challenges of designing online learning including the lesson plans, looking for the material, then evaluating the assignments and assessing what kind of students.

The four English teachers answered the same that yes, it was included in the lesson plan for online learning design, they used textbooks and from the internet for learning materials, for giving student grades and evaluating their assignments to assess them all from the assignments given in the e-learning application. Syarifuddin (2015, p. 80) said that, the task of educators in general is to educate, in operation, educating is a series of teaching processes, giving encouragement, praising, giving gifts, forming examples and getting used to. While the special duties of the teacher are:

- a. As a teacher (Instructional): Planning a teaching program and implementing programs that have been compiled and assessments after the program is implemented.
- b. As educators (Educator): Directing students at the maturity level with perfect personality.
- c. As a leader (Managerial): Leading and controlling yourself, students and the community concerned, regarding efforts to direct, supervise, organize, control, participate in the program carried out.

The four English teachers at MTsN Barito Selatan have challenges that fit with Syarifudin's theory, which concludes that teachers must instruct, educate and manage teacher duties appropriately.

The challenge for the first time in trying E-Learning applications for teachers is there is no challenge at all in terms of trying the E-Learning application for the first time. while for students they experience challenges

where when they try the application for the first time they feel confused and have difficulty trying it. In terms of using the E-Learning application, the four English teachers have different challenges as follows:

Teacher S.W : the challenge is that it is a little complicated when compared to the WA group, the complicated E-Learning has too many rooms compared to the WA group.

Teacher M : the challenge is the difficulty of internet interference from the application. Gusty, et al., (2020, p. 134) states that, Internet networks play a very important role in online learning or distance learning during the Covid-19 pandemic. Many applications are currently available that can be used in online learning, such as the WhatsApp application, zoom, cloudx, Web Block, Ruang Guru, Google Classroom, Schoology, and Edmodo as well as many other applications.

Teacher N.A : the challenge in using the application is a little difficult.

Teacher E : the challenge is in terms of adapting to the teaching that is different from conventional methods. other than that in terms of providing interesting learning materials to use through E-Learning, for example making learning video teaching materials, using power points etc. According to Gusty, et al., (2020, p. 133) Online learning during the pandemic of covid-19 certainly requires the role of parents and costs as well as adequate electronic devices such as computers, laptops and smartphones and networks that must support. In addition, new methods of teaching or communicating online are needed as long

as online learning is implemented. Teachers and lecturers must be able to change strategies, styles or methods in the teaching and learning process during the pandemic of covid-19.

The author interviewed the four English teachers asking about the challenges in managing students and in the assignments carried out individually or in groups, then the assignment was in any form of video recording or just answering questions in books. They also stated that in terms of managing students there was no challenge because before learning began students had been given instructions so that learning and teaching would run smoothly. Meanwhile, for individual tasks only and for the task of answering PG questions, essays, summarizing and in the form of CBT. Gusty, et al., (2020, p. 137) states that, Online learning requires facilities and infrastructure that must support each other. Sometimes good facilities are available but the infrastructure is not supportive. One example is an adequate internet network but the smartphone used does not match the specifications of the application used. Therefore, in addition to the facilities and infrastructure that must support each other, an online learning model is also needed that can make it easier for students to be able to follow properly so that curriculum achievement at each level of education can be fulfilled properly.

The teacher's challenge for students who don't have a cellphone and don't understand the teacher's explanation. They said that students who do not have cellphones can borrow school facilities such as laptops and also provide WIFI for students if they do not have internet quota. For students who do not

understand the teacher's explanation, they can chat in the WA group that has been provided. According to Gusty, et al., (2020, p. 140) Some of the influencing factors are the inadequate availability of cellphones, quotas and unstable internet networks. Another factor is that not all students have cellphones and on average parents are still working.

In the opinion of the English teacher there are several challenges when facing students, sometimes when learning English begins, they only enter the absences and do not open the learning material and there are also late sending assignments given by the teacher for various reasons. According to Akbar & Noviani (2019, p. 23), Students become lazy to learn, with technological advances it should be able to make it easier for students to learn such as using gadgets, laptops with internet networks, this is what makes students lazy to learn, sometimes many of them just spend time surfing which only brings pleasure not to increase knowledge, such as playing online games, Facebook, YouTube, Instagram, Twitter, Tik Tok, and others all of which will affect student interest in learning.

The writers interviewed the four English teachers about their opportunities when teaching during the pandemic of COVID-19. They also said that there is teachers can make teaching materials in the form of instructional videos, be creative as much as possible so that students are more interested and teachers can learn more about several kinds of online learning techniques from various applications. Wakhudin, et al., (2020, p. 37) said that, When learning online, educators are required to increase their creativity in teaching. Different

teaching techniques are needed compared to face-to-face, so that the learning process remains interesting and enjoyable for students.

But for students this is a very good opportunity because it is more sophisticated, modern and for students who are diligent are more practical and can learn new things where it is different during direct learning. Koswara in Anshori (2016, p. 198) stated that :

- a. Learning by doing. Learning simulation by doing what you want to learn; an example is a flight simulator (flight simulator), where a prospective pilot can be trained to fly a particular aircraft like he was training with a real airplane.
- b. Incidental learning. Learning something indirectly. Not all things are interesting to learn, therefore with this strategy a student can learn something through other things that are more interesting, and it is hoped that the actual information can be absorbed indirectly. For example, studying geography by taking "virtual trips" to tourist areas.
- c. Learning by reflection. Learn something by developing ideas / ideas about the subject to be studied. Students are encouraged to develop an idea / ideas by providing initial information and the application will "listen" and process the input of ideas / ideas from students to then be given further information based on input from students.
- d. Case-based learning. Learn something based on cases that have occurred regarding the subject to be studied. This strategy depends on expert resource persons and cases that can be gathered on the material to be studied.

Students can learn a material by absorbing information from expert sources about cases that have happened to the material.

- e. Learning by exploring. Learn something by exploring the subject to be studied. Students are encouraged to understand a material by doing independent exploration of the material. Applications must provide sufficient information to accommodate explorations from students.
- f. Learn something by setting a goal to be achieved (goal-directed learning). Students are positioned in as someone who must achieve the goals / objectives and the application provides the facilities needed to do this. Students then develop independent strategies to achieve these goals.

The conclusion is how teachers and students themselves take advantage of these opportunities and what they can do well, precisely, and easily understood by students who receive online-based teaching.

An opinion from an English teacher at MTsN Barito Selatan regarding online-based English teaching which uses an internet connection and an online-based application where English teachers use the E-Learning application. According to Harto in Khusniyah & Hakim (2019, p. 20), emphasizes that an educator is required to have four competencies to use digital technology appropriately. First, an educator must understand and be able to use digital technology and its application. Second, have leadership competencies that can direct students to have an understanding of technology. Third, can predict precisely the direction of fluctuation of change and strategic steps to deal with it. Fourth, having competence in controlling oneself from all fluctuations of

change, and being able to deal with it by generating ideas, innovation, and creativity.

Rusman in Prasetyaningtyas (2020, p. 88) states that, electronic technology is widely used for example the internet, intranet, video or audiotape, broadcasting via Stelite, interactive television, and CD-ROM.

