

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of these studies to answer the research questions. This research discusses the Challenges of English Teacher on using e-learning for teaching English online during the pandemic in MTsN 3 Banjarmasin. Researcher will be presented in the form of descriptions, based on the data has been obtained both in this study through interview techniques and questioner conducted by researcher for 2 months.

A. Findings

The finding was collected based on the result of interviews and questioner with teachers to find out what are the challenges of english teachers on using e-learning in teaching English at MTsN 3 Banjarmasin by asking some questions to English teachers in MTsN 3 Banjarmasin and questioner as a reinforcement the results of this study.

1. The Challenges of English Teachers on Using E-Learning in Teaching English at Mtsn 3 Banjarmasin

To describe the challenges of teaching English online using e-learning during the pandemic of COVID- 19 in MTsN 3 Banjarmasin, the researcher used interviews. The researcher asked some questions to English teachers at MTsN 3 Banjarmasin.

Based on the formulation of the problem in this study, the following results will be discussed: the challenges of teaching English online using e-learning during the pandemic of COVID- 19 in MTsN 3 Banjarmasin. On the

interview that have been made five times, the teachers explained the challenges of teaching English online during the pandemic of COVID- 19 in MTsN 3 Banjarmasin.

a. Internet Connection

Based on the results of interviews with researchers regarding the lack of internet connection in learning using e-learning, Teachers A as an English teacher said:

The challenges is unstable network and sometimes errors can occur in its use. Moreover, there are quota limitations such as the internet quota only for text messages, so you can't upload photos or videos given by the teacher and vice versa.

The interview was supported by the results of the questionnaire, namely:

Tabel 4.1
Statements About The Challenges of English Teachers on Using E-Learning in Teaching English

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I have difficulty using e-learning	-	2	3	-

From the statement there were agree was 3 teacher and those who answered disagree were 2 teachers. In this case, the difficulty in using e-learning because of the unstable network.

Teacher B also said the same thing, the following is an excerpt from her interview:

One of the challenge that I often face in implementing online learning is the issue of quotas, because not all parents of students have the same economic ability, so that in buying quotas for learning there are still difficulties, while the implementation of online learning requires quite a lot of money. the quota is a lot, moreover I don't just use one application to deliver material, using other applications such as whatsapp or zoom meeting to convey material indirectly requires a large quota for the smooth learning process.

Teacher C is also one of English teachers in an interview with the researcher, she explains as follows:

The obstacle that I often encounter is regarding the quota, which parents of students usually complain about, because in difficult times with the pandemic outbreak which also affects people's income, of course it also has an impact on meeting needs including learning needs, even though the government has providing assistance by providing free quota assistance but still not maximally felt by the parents of students.

b. Understanding of The Use of Technology

Based on the results of interviews with researchers regarding the lack of understanding of the use of technology, Teacher A Said :

The challenges is before the training in its use, the obstacles experienced were in how to use the application. The challenges in trying and using E-learning applications for the teachers is there is no challenge at all in terms of it for the first time. While for students they challenges when try the application for the first time is feel confused and have difficulty of trying it. In terms of using the E-learning application.

The interview was supported by the results of the questionnaire, namely:

Tabel 4.2
Statements About The Challenges of English Teachers on Using E-Learning
in Teaching English

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Face-to-face method using e-learning is better than face-to-face method (conventional)		4	1	-
I am not interested in e-learning	-	3	2	-

From the first statement there were 1 teacher answered agree and 4 teachers answered disagree 3. Then the second statemen teachers who answered disagree and 2 other teachers answered agree.

Tabel 4.3
Statements About The Challenges of English Teachers on Using E-Learning
in Teaching English

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I have been optimal in using e-learning	-	3	2	-

Next statement that answered agree there were 2 teachers and 3 teachers answered disagree. The same thing was said by teacher C one of the language teachers in an interview with the researcher, she explains English as follows :

That when students use e-learning applications, teachers are less than optimal in monitoring students using them and the

challenges is in terms of adapting the teaching that is different from conventional teaching methods.

c. Difficult To Measure Students' Understanding and Abilities

Based on the results of interviews with researchers regarding the difficult to measure students' understanding and abilities teacher D as an English teacher said:

The difficulty of measuring students' understanding or ability, lack of communication between teachers and students. If face to face you can see which ones you don't understand, you can definitely give them right away the explanation is back but it can't be done online because not all students want to ask if they don't understand about the material presented.

Tabel 4.4
Statements About The Challenges of English Teachers on Using E-Learning in Teaching English

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
With the existence of e-learning, student learning outcomes have improved in terms of cognitive, adaptive and psychomotor aspects	2	2	1	-
Students better understand learning using e-learning	2	3	-	-
E-learning has a good impact on teaching and learning	1	2	2	-

From the first statement, 1 teacher agreed, 2 teachers disagreed and 2 teachers answered strongly disagree. The second statement that answered disagree there were 3 teachers and 2 teachers answered strongly disagree. The

following statement that answered strongly disagree was 1 teacher, 2 teacher answered disagree and 2 teachers answered agree.

Teacher E the same thing can be seen from the interview excerpts as follows:

Seen from the activity of students during learning both in terms of material discussions or the presence of students who were not present when delivering material so that students who were less active in asking questions would have the effect of not understanding the subject matter.

d. Interaction in Learning

Based on the results of interviews with researchers regarding lack of interaction in learning, teacher E as an English teacher said:

Because of online learning, making it difficult to assess cognitive, affective, abilities, and psychomotor. while the assessment is easier to do during direct interaction. Even though the teacher's main task is to guide, direct, train, assess, and evaluate students during the pandemic, the meaning of teachers could not be implemented perfectly because of the obstruction of various disturbances when teaching began.

The interview was supported by the results of the questionnaire, namely:

Tabel 4.5
Statements About The Challenges of English Teachers on Using E-Learning
in Teaching English

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I use e-learning only for student assignments	-	2	3	-
Teaching using e-learning is great fun	-	3	2	-

From the statement, there were 3 teachers who answered agree and 2 teachers answered disagree. Second statement that answered agree was 2 teacher and 3 teachers answered disagree. In this case, some teachers use e-learning only for student assignments, so that the interaction in learning is not optimal.

Teacher C is also one of English teachers in an interview with the researcher, she explains as follows:

During the discussion only a few students were actively interacting, when asked, only some students wanted to answer the teacher's questions so that learning was less effective.

e. Feeling Lazy and Difficult To Concentrate

Based on the results of interviews with researchers regarding the Feeling lazy and difficult to concentrate, teacher B as an English teacher said:

When facing students, sometimes when learning English begins, they only enter the attendences and do not open the learning material and there are also late sending assignments given by the teacher for various reasons.

Teacher A the same thing can be seen from the interview excerpts as follows:

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.

2. Teachers Way on Facing The Challenges in Teaching English Using E-Learning Applications at MTsN 3 Banjarmasin

Descriptive results of teacher way on facing the challenges in teaching English using E-learning application during the COVID-19 pandemic. After collecting data and analyze it, obtained some findings. The results showed that from five informants or respondents about the descriptive results of efforts in facing challenges in teaching English using e-learning, which are as follows:

The researcher conducted an interview with the teachers to find out teacher's way in facing challenges in teaching English using e-learning application.

a. Creating Online System Learning Media

Based on interviews regarding facing the challenges in teaching English using e-learning, it was done by creating an online learning media system. This is like the interview that the researcher conducted with teacher D as follows:

To optimize online learning I try to use various online learning applications. I do use various online media such as WhatsApp Group, Youtube, and Zoom, although I don't always use all of them because they have to be adapted to the needs of students and the use of this online learning application also really supports me in maximizing learning, so that in its use I always guide students to get used to it. using online learning applications.

The interview was supported by the results of the questionnaire, namely:

Tabel 4.6
Statements Of Teachers Way On Facing The Challenges In Teaching English
Using E-Learning Applications

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Include resources in each learning material	-	2	3	-
I take advantage of school facilities to support e-learning properly	1	-	4	-
School facilities that support e-learning are adequate	-	1	4	-

From first the statement, there were answered agree was 3 teachers and those who answered disagree were 2. The second statement 1 teacher answered strongly disagree and 4 teachers answered agree. The third statement 1 teacher answered disagree and 4 teachers answered agree.

In addition, the researcher also interviewed teacher A as an English teacher, following her explanation:

In my opinion, optimizing the use of various internet-based online media can indeed maximize online learning, because online learning cannot be separated from the role of online media, the function of these media is to convey subject matter, there are many various online-based learning applications that I can use to carry out online learning, it's just that the use of online learning applications must be adjusted to the abilities and needs of students because not all internet-based online learning applications can be understood by all students.

This statement also agrees with teacher B who in an interview with the author she explained as follows:

I have made various online learning media as the most effective and most widely used means of delivering material and at the same time communicating with students, for example using the WhatsApp application. Besides that, I also use classroom because in delivering subject matter and giving assignments to students, I need media to convey it. Like the use of the wrong WhatsApp application because there are many WhatsApp users among the guardians of students, so it is hoped that the learning objectives that I carry out can be easily achieved.

b. Communication With Parents of Students

Based on interviews regarding facing the challenges in teaching English using e-learning conducted with communication with parents of students. This is like the interview that the researcher conducted with teacher A as follows:

Seeking this online learning, I always involve the role of parents, because without the involvement of parents the online learning process will not be carried out optimally, such as when students study at home using online applications, of course, students cannot do it themselves but must be guided and directed by their parents. therefore I always expect the participation of parents of students.

The interview was supported by the results of the questionnaire, namely:

Tabel 4.7
Statements of Teachers Way on Facing The Challenges in Teaching English
Using E-Learning Applications

Statements	5 Respondent			
	Strongly Disagree	Disagree	Agree	Strongly Agree
With e-learning, it really helps me in learning	-	2	3	-
E-learning has assisted overall learning	-	2	3	-
E-learning makes learning easier	-	2	3	-

From first the statement, there were disagree was 2 teacher and 3 teachers answered agree. The second statement that answered agree, there were 3 teachers and 2 teachers answered disagree. The third statement that answered agree, there were 3 teachers and 2 teachers answered disagree.

Teacher E one of the English teachers also said the same thing which can be seen from the interview as follows:

Involving parents in online learning indirectly parents are also faced with various problems, especially in guiding their children when studying online, therefore I as a teacher also always try to communicate with parents if they have difficulty guiding their children. daughter, so we between teachers and parents try to complement and help each other.

Interviews were also conducted with teacher D as an English teacher, she explained:

It is very important the role of parents in accompanying their children when learning online, because of that I always involve, communicate with parents of students to both guide children when they face problems in online learning, because the more online learning applications, the more students must be guided to learn. apply it in their studies.

Teacher C said the same thing:

I also communicate as much as possible to the parents so that they can help each other while students study from home. Because usually with parents, students can be more open about anything problems they face during the implementation of online classes (online) this. Also ask students to repeat the lesson have been studied earlier in order to deepen their understanding and they do not quickly forget the material at that time.

c. Provide Motivation and Flexible Time to Students

Based on interviews regarding facing the challenges in teaching English using e-learning which was carried out with encouragement and motivation to students. This is like the interview that the researcher conducted with teacher C as follows:

I always remind students to keep learning enthusiasm during this pandemic even though it is constrained by learning tools and also costs, because there are still students who are not present at the meetings I hold. I also said that if you study hard you will go to class and get good grades and gifts from me. Furthermore, I also asked students to continue studying at home and be diligent in

doing and submitting assignments, because there were still some students who did not take and collect assignments.

Furthermore, the researcher also interviewed teacher D as an English teacher, following her explanation:

I allow and take the time for students to ask questions about the material presented until an unspecified time means any time is allowed. Give students or parents the freedom to ask questions either by telephone or the material provided.

As expressed by teacher B to researchers as follows:

Make every effort so that all guardians of students as much as possible guide and assist students during the study period at home and also provide motivation and enthusiasm in learning. Because teachers cannot fully guide and teach students continuously and also ask students for the learning process, what are the difficulties and problems they face during learning so that students do not feel alone and bored because usually at school there are always friends of the same age who always make them enthusiastic in learning.

d. Giving Assignments That Can Encourage Students To Be Active

Based on an interview regarding facing the challenges in teaching English using e-learning which was carried out with assignments that can encourage students to be active. This is like the interview that the researcher conducted with teacher E as follows:

One way that I use to keep students active is by asking questions without absolute answers - questions that can spark discussion. Students' questions can be responded to in such a way that they can find the answers themselves. Basically, the guidance provided by the teacher can trigger students to think and understand their own subject matter.

Interviews were also conducted with teacher D as an English teacher, she explained:

One way that I use to keep students active is by Apply active, innovative, creative, effective, and fun learning such as discussions, making projects or videos and so on.

B. Discussion

After the data is obtained and processed based on the description above, the researcher writes and obtained the data from the above findings. Researchers also know what the challenges and teachers way on facing the challenges in teaching English using e-learning applications.

1. The Challenges of English Teachers on Using E-Learning in Teaching English at Mtsn 3 Banjarmasin

a. Internet Connection

This online learning has various shortcomings, including limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, limited internet access.

Referring to the findings obtained through interviews with several teachers, it is known that during online learning there are several obstacles, one of which is limited internet access. where students have to read and learn to use gadgets and quota limitations so they cannot download the material given by the teacher or send the results of assignments. And the challenge felt by parents is also the lack of understanding of technology that can hinder students in the online

learning process. The teacher challenge for students who don't understand the teacher explanation and don't have a cellphone. The teacher said that the students may borrow school facilities such as provide Wifi for students if they do not have internet quota.

The same thing was said by Arifah Rima (2020) seen from one of the influencing factors, namely internet quotas being the main obstacle in the online learning process, because internet quotas accommodate the smooth process of online learning. Learning with an online system in its implementation cannot be separated from various online media and must take advantage of the internet network in the process of using it. This learning is an innovation in the education industry that aims to answer the challenge of the availability of various learning resources and also as a way out of overcoming pandemic diseases that affect the learning process. Learning with an online system will be achieved optimally if it is facilitated with adequate infrastructure, especially if it is supported by a maximum internet network system, so the learning process can be carried out properly. But learning with an online system that uses the internet cannot be carried out properly if it is not supported by facilities such as an adequate internet network to access various online-based learning media. Online learning media facilities that use the internet also require a quota in order to operate. The obstacle that is often faced is the limited quota used for online.

Gusty, et al., (2020, p. 137) states that, online learning requires facilities and infrastructure must support each other. Sometimes good facilities are available but infrastructure is not supportive. One of the example is in 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.

b. Understanding of The Use of Technology

In the implementation of online learning, not all parents understand the use of various online learning applications, therefore the teacher has a role to help explain using online learning applications to parents.

Referring to the findings obtained through interviews with several teachers, it is known that to implement e-learning, a teacher must be able to master the use of e-learning and even have to be able to access the internet. However, the first time they used the teachers at this school, they did not master it so that the teachers at this school became one of the obstacles to implementing e-learning in learning English.

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

Based on the research results, the teacher is the most important factor in the implementation of learning, because it is the teacher who manages other factors so that the learning process runs optimally. Likewise, to implement e-learning, the teacher is a determining factor for the implementation of e-learning. E-learning or electronic learning is learning using electronic devices through online communication (Aunurrahman, 2010:229).

c. Difficult To Measure Students Understanding and Abilities

Referring to the findings obtained through interviews with several teachers, it is known that teachers have difficulty in providing understanding of the material to students. While the characteristics of Indonesian students, so far students are accustomed to learning face to face with teachers, interacting with friends, in the midst of social distancing situations so far students are accustomed to learning face to face with teachers, interacting with friends, amid this social distancing situation they must learn independently, it is difficult to discuss directly, this they must learn independently, it is difficult to discuss directly. This results in the ability to absorb student learning.

Similar to research by Agus Purwanto, et al (2020), the impact felt by students on the teaching and learning process at home is that students feel compelled to study remotely without adequate facilities and infrastructure at home. With the distance learning method, students

need time to adapt and they face new changes that will indirectly affect their learning absorption.

Relying on the presence of the teacher to deliver the material, has not been able to use the media as a substitute for the presence of the teacher in delivering the material to them. For this reason, it is not only teachers who are a factor in implementing e-learning. Students at MTsN 3 Banjarmasin become an obstacle to implementing e-learning in e-learning learning because they still do not understand when they first use it and also to access the internet. This is in line with the opinion of Syafi'ul Muzid and Misbahul Munir (2005: 6) that the things needed in the implementation of e-learning are the willingness and ability to implement e-learning.

d. Interaction in Learning

Referring to the findings obtained through interviews with several teachers, it was found that teachers and students did not interact much during learning. While the characteristics of Indonesian students, so far students are accustomed to learning face to face with teachers, interacting with friends, in the midst of social distancing situations so far students are accustomed to learning face to face with teachers, interacting with friends, amid this social distancing situation they must learn independently, it is difficult to discuss directly, this they must learn independently, it is difficult to discuss directly.

When the teacher gives time to ask questions, not all students actively ask questions about material that is not understood. So for this it results in the ability to absorb student learning. Face-to-face learning culture that is still attached, thus making the expected learning outcomes less than ideal and satisfactory.

The material presented does not always match the expected target, sometimes it goes slowly because some children need to get a special approach in understanding the material. This results in children not being able to do assignments optimally and on time. The interactions that occur in the WhatsApp group do not feel directly to students but to parents.

e. Feeling Lazy And Difficuly To Concentrate

Students are one of the human components that occupy an important position in the learning process because students as parties who want to achieve their goals need guidance and direction in the learning process. only then determine the other components.

Referring to the findings obtained through interviews with several teachers, it is known that the challenges faced by teachers are the feeling of laziness and boredom of children towards online learning. According to Akbar and 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, Youtube, Instagram, Twitter, Tik Tok, and others all of which will affect student interest in learning.

Lack of awareness of learning motivation in students will cause a sense of laziness to learn, both in following the teaching and learning process and doing individual tasks from the teacher. On the other hand, students who have high motivation in learning will have a great interest in doing assignments, build healthy attitudes and study habits through preparing study schedules and carrying out them diligently.

2. Teachers Way on Facing The Challenges in Teaching English Using E-Learning Applications at MTsN 3 Banjarmasin

a. Creating Online System Learning Media

The use of online learning media, independent learning and has high interactivity so that it can improve memory, provide learning experiences through texts, videos and animations are made so that the information to be conveyed can be more easily reached and learned by students. In addition, students can also collect learning outcomes online easily and quickly via email, post comments on discussion forums, chat, and conduct video meetings.

Referring to the findings obtained through interviews and questionnaires to several participants, it is known that online learning media can be used using existing applications, such as programs from

Google, namely Google Classroom, Google Suite, Zoom, Whats App and other applications. 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.

b. Communication With Parents of Students

All components of education are asked to provide the facilities needed to exercise courage so that learning can be carried out optimally. Teachers seek various collaborations with various parties, one of which is parents of students, because parents can assist children in learning from home. The role of teachers and parents must complement each other, support each other for the creation of effective learning.

Referring to the findings obtained through interviews and questionnaires to several participants, it is known that communication with parents of students needs to be done as often as possible in an effort to provide an understanding of the situation that occurs. In

addition, communication is also carried out in an effort to foster the ability to conduct learning guidance for their children. This must be done because many parents do not understand the pattern of learning guidance for their children.

According to Abdul Azis Saefudin, the teacher must also establish good communication and cooperation with parents/guardians for the sake of student discipline and request that parents always accompany students during the learning process so that students get excited.

c. Provide Motivation and Flexible Time to Students

The flexibility of online learning itself allows for more self-discipline and also helps students to gain life skills that they can later implement within the workplace. This is something that is often neglected in traditional education whereby students do not prioritise self-growth whilst having to constantly attend classes. Being able to demonstrate that they have acquired these skills through online learning can ultimately contribute to the student acquiring a more senior position within an organisation.

Flexibility itself has an enormous impact on the way that students are learning so its alluring nature has complete validity. Providing an individual with the option of how they learn is integral to their success. Providing assistance funds to buy enough internet quotas

from BOS (School Operational Assistance). Gives assignment collection time due to poor internet connection stable.

Referring to the findings obtained through interviews and questionnaires to several participants, it is known that students to keep learning enthusiasm during this pandemic even though it is constrained by learning tools and also costs.

According to Harto in Khusniyah & Hakim (2019, p. 20) students and teachers can collect assignments, distribute assignments, and discuss lessons anywhere without being bound by time limits or lesson hours. Online learning has several positive impacts for students because students can learn anywhere and anytime. However, there are problems that can interfere with the online learning process, namely students have less motivation to learn when running online learning, even though learning motivation is important in the learning process. Motivation in learning has a role to foster a sense of pleasure, passion, and enthusiasm for learning. Therefore, it is expected that parents and the school will cooperate in supervising student learning when implementing online learning.

d. Giving Assignments That Can Encourage Students To Be Active.

Referring to the findings obtained through interviews and questionnaires to several participants, it is known that students active is by asking questions without absolute answers - questions that can

spark discussion. Students' questions can be responded to in such a way that they can find the answers themselves.

The learning process using strategies, models and methods not only allows students to become spectators, but also encourages active participation in interaction, dialogue, cooperation, sharing and accumulation of shared knowledge. In addition, in using strategies, models and learning methods teachers must be more creative and innovative, and critical when having learning materials, avoiding the use of images or audio that are not related to learning materials, and encouraging students to participate actively.

During online learning, there are several challenges, the first challenge is when students feel bored, the teacher must think of strategies on how to get children out of their boredom zone. Teachers must be creative in creating interesting online learning for students.

Efforts made by teachers who teach English in this online class. According to Abdul Azis Saefudin, there are several solutions that can be done to overcome the challenges faced by teachers, including:

- 1) Teachers need to learn to continue to hone their skills and creativity in presenting quality lesson content and attracting interest and providing understanding for students.
- 2) Homework as much as possible does not burden students so that they do not interfere with students' physical and psychological health.

- 3) Parents must allocate time to accompany their children while studying at home.
- 4) Students who do not have smartphones or also experience unstable signal problems, the school can provide access to facilities, for example by giving or lending smartphones or other media from the school.
- 5) For students who are constrained by expensive data pulses (quota), the school can facilitate it with a credit grant scheme from certain subsidized funds.