

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of interviews and data analysis, including the experiences of teachers. The data will be processed and categorized into two themes that represent the narrative flow based on the research question..

A. Findings

The finding was collected to answer two research questions. The first research question is What are the problems faced by teachers in teaching English for young learners through Online Based Learning during the Pandemic COVID-19. The first research question is: What are the problems faced by the teacher in teaching English to young learners through Online Learning during the Pandemic COVID-19? The first theme is “Problems in Teaching Young Learners through Online-based Learning”. Meanwhile the second research question: What are possible problems faced by teachers in teaching English to the young learner through Online Based Learning during the Pandemic COVID-19? The theme is “Solving Problems Used by The Teacher”.

1. Problem in Teaching Young Learners through online based learning

a. Limited Technology Facilities Access

The first problem started with limited technology which we usually know as hand phones, smartphone, or laptop. Not all young learners have technology facilities because they are still young and in regular school they do not need to

use technology such as smartphone in school even though they are forbidden to bring smartphone to school. That is why not all young learners have good facilities for online learning and this became problems for teachers.

1) Teacher (1) story: It was a Big Challenge for Me

The story started with Teacher (1)'s point of view, she did not expect that she has to teach young learners through online learning; it was very hard for her. She felt lost confidence in teaching English for young learners through online learning; even in offline learning, she already faced a lot of problems in teaching English for young learners; likewise, with online learning, she faced difficulty in giving learning material because not all young learners have smartphones or gadgets to access online learning materials. She was even confused about choosing the right teaching media for young learners. Calmly Teacher (1) said,

"Online learning uses gadgets; while not all students have gadgets in the sense of cellphones that can be accessed, mostly only their parents have cellphones, so that's also a big challenge for me; yes, it's a bit difficult." [T(1).2]

Not only teachers have to deal with problems, but also young learners parents. In Teacher (1)'s story, some of the students' parents complain that they also need gadgets for work, not only for online school, and even if they give the gadgets to their child, the child will not use them for online learning but will use them for playing games, so it

was also very hard for the parents; they even prefer offline school more than online school. Teacher (1) said,

"Some parents said, "When are you going to study offline again? It's hard for me to use my cellphone for work; I'm working all of a sudden; there's an assignment from school, and it's hard to convey, and after giving it to my child, they play games." [T(1).15]

2) Teacher (2) Story: It was Easy if All of Students Had Hand Phone

It was also a hard moment for a teacher who has 15 years of teaching English to young learners. In online school, every activity would be done through a handphones or gadget that has good internet access. How can we access the internet if we do not have the facility to do so? Maybe that question always rings in our heads every time we think about this problem. Because some of the students did not have handphones, it made Teacher (2) feel it was difficult to deliver the learning material.

In online school, students have to access learning material online if they do not have a handphone. Students are unable to get learning material. Moreover, students also have their own book, but who can explain the material in the book if it is not the teacher? If all of the students have smartphones, it is easy for Teacher (2) to explain material through video call or Zoom meeting media. Firmly, Teacher (2) said,

“Actually, if all students have cellphones, it's pretty good, but those without cellphones are difficult; for example, if we instruct them to do this page in English, each one has a book; for example, if we don't explain, it's difficult; if each of us has a cell phone, we can explain it via zoom video, but most of these are 5th graders.” [T(2).2].

b. Lack of Students Honesty in Doing Their Assignment

1) Teacher (1) Story: Who is Doing Students' Assignment

Since online learning started Teacher (1) was no longer met her students face to face, she had to have interaction through gadgets and because of that she could not know who was that doing students assignment, were they doing by themselves or by their family such as parents or siblings, it was kinda hard to know. It inversly proportional than offline school, Teacher (1) can directly see their students whether the students honest in doing the assignment or not. Honesty in doing assignment are needed to measure students comprehension.

“I have a bit of difficulty measuring, especially since the assignments given may not be the students doing them because they are online, maybe their parents or siblings can help them.” [T(1).5]

Teacher (1) usually gives assignment after explaining learning material, but only some of students that honesty in doing their assignment.

“Actually the assignment was given at that time. if there was material, there would have been an assignment given, so it's possible that only a few students did it honestly, but maybe for students who

already find it difficult to learn English, they will ask for help from their parents and siblings.” [T(1).6]

It means not all of students dishonest in doing their assignments, only some of them that have limited ability to understand learning material and for students that have limited gadget access,

“but maybe for students who already find it difficult to learn English, they will ask for help from their parents and siblings, or maybe it's because the cellphones that belong to their parents could be the parents doing the work. We usually send them early in the morning so their parents can work at that time too” [T(1).6]

2) Teacher (2) Story : It was Unclear, whether The Students were Honest or not

Teacher (2) believed that not all students were honest with their assignments. Teacher (2) had chosen the right assignment for students so that they could do it easily, but still, it could not guarantee that students would be honest in doing their task. Commonly Some students are too lazy to write down their task so that their parents do not have any choice but to write it down themselves as their child assignment. Therefore, it could not be the reason for being dishonest.

“Not all students. Sometimes the parents do the work. It's not clear whether to be honest or not, let alone speak English, but the task is easy, but if, for example, the students are lazy to write, usually they are lazy to write, so the parents do the writing.” [T(2).6].

c. The Assignment Given by The Teacher Was Not Done by Students

1) **Teacher (1) Story : That was The Most Problem**

Maybe the students were finding it hard to do the online assessment even though Teacher (1) had chosen suitable material for them so that they could understand the learning material, but still, this always happens.

“The problem is that there were also those who don't even send it at all, even though their name is in the application; maybe they felt it was hard to do it online, so they did not send it”. [T(1).16]

Some students did not do their assignment at all, and this was the most common problem. Teacher (1) is still thinking that maybe the students have a hard time accessing the online class, which is why they cannot do their assignment. She is a really positive teacher.

“The most common problem was that students did not do their assignments. Learning materials have been given, but many of the tasks have not been carried out because they have difficulty accessing them, and so on. We are teachers and could easily access it, but not for students, maybe because of quota limitations. It is also difficult to know it”, [T(1).17].

2) **Teacher (2) Story : There were No Assignment to do**

There are students who did not do their assignment at all. As we know, young learners are more interested in online games than online school, which made them not care about their task. Teacher (2) also had a hard time dealing with this kind of student; she always

tried her best to make them do their assignment, even though she called the students parents. They still did not want to do their assignment.

“There are children who do not want to do their assignments at all. They usually just play online games and don't want to do their assignments. Until the parents were called, the students still didn't want to do the work.” [T(2).10].

Moreover, even though it is hard to assess students ability without assignments, the students still have to grade up at any cost. That is why Teacher (2) will do anything to help the students.

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“After entering the offline school, the child still entered as usual. When he was online, he didn't do the assignments at all. Fortunately, they were graded up (smile) because all children must be graded up.”

[T(1).10]

d. Limited Internet Quota

1) Teacher (1) Story: Small Amount of Quota Would Not Enough

Some of her students complain about a slow internet network, but Teacher (1) and her students live in the middle of a city that already has good network access, so it means that kind of reason could not be accepted. They have a slow network because they do not have enough quota to access the internet. Although there is internet quota assistance from schools, it is still not enough.

“As for the application or use of the internet, it's actually fine, especially in Banjarmasin, if the connection seems to be fine, and also since there is assistance from the school in the form of WIFI. From my point of view, the use of the application is quite good, but in terms of students, I don't know; maybe some of them have difficulty understanding the application.” [T(1).14]

Teacher Teacher (1) got a lot of complaints because she used YouTube as one of the teaching media during online class. Students usually complain about slow internet networks when opening

YouTube, and some students also could not open the media. It was not because of the internet network, but because they did not have a good amount of quota. It would be good if all students used WiFi.

“There are many complaints, especially if the material was given from the Youtube application; it was often difficult to open because the application required a large enough quota, so sometimes there were students who said "I can't open the video, ma'am" or "the network is interrupted, ma'am". So the disturbance is due to quota constraints; maybe if there was WiFi, it would be fast.” [T(1).15]

YouTube is a suitable teaching medium for online classes, but it also needs a large internet quota to access YouTube.

2) Teacher (2)’s Story: It Would Be Easy if You Had the Right Amount of Quota.

For Teacher (2), one of the reasons why students did not collect the assignment is that they have a limited quota, so they could not access the internet properly to send the assignment. Usually Teacher (2) gave assignments through Google Form media, so it would be easier for students to do their task, but if they did not have a quota to access the internet, they could not do their

assignment properly. Students could not access the internet without quotas.

“late in submitting assignments. They were supposed to be collected this week, but sometimes they were collected next week. So the assignment doubles next week. As for the network, if there is a quota, it's fine, except for those without a quota, who can't do it. Sometimes the google form application cannot be accessed.”
[T(2).11]

Moreover the assignment was given through google form the studens also had to submit the assignment at google form but sometimes the google form could not be accsed not only beacuse students did not have quota but sometimes the google form link got error and Teacher (1) had to fix it first.

e. The Learning Material Was Not Well Presented

1) Teacher (1)'s Story: Each Student Had a Different Understanding

It was hard for Teacher (1) to know whether the learning material was well presented or not. Every student has their own ability and understanding; maybe for some students it was easy to understand the material, but for others it could be hard. Not to mention, when they didn't have Internet quotas, they absolutely could not access learning material.

“In terms of understanding, it was difficult to measure because, for me, only a few students were able to understand the material presented. Maybe for students who had good or high comprehension [smile], they were clearly able to understand the

material without having to explain it in more detail, but for students whose abilities were far from their friends, well, that was a bit difficult.” [T(1).5]

Teacher (1) tried to know whether the material presented well or not through the students assignment results, but then it was hard to know whether the students did the assignment themselves or not.

2) Teacher (2)’s Story: There Must Be a Little Difficult

Teacher (2) knows her students well; she believes that not all materials are well presented.

“Not all (material presented); there must be some that are a little difficult.” [T(2).53]

There would be a little bit of difficulty; she used to teach English face-to-face, which was easy to present learning material for students, so when she moved to online learning, she felt not all materials were well presented.

Moreover, just like Teacher (1), the only way to know whether the material was well presented or not was from the students assignment results, but not all students were honest about doing their assignment.

“We don't know whether the students could do the assignment on their own or not. We didn't know who was doing the

assignment, whether it was the mother or anyone else, so we couldn't measure whether they could do it or not.” [T(2).54]

It was a little hard to know.

f. Difficulty in Applying The Curriculum Assessments

1) Teacher (1)'s Story: Students Must be Active in Learning

Teacher (1) found it difficult to assess the students based on the K–13 curriculum. In the K–13 curriculum, students are asked to be active in learning activities, which means they must be active in self-gathering information about learning material. Teacher (1) found it hard to control the students while she could not see them directly.

“There must be difficulties. The difficulty was that in K13, the students must be active and must be able to seek information independently. It was difficult to control the students because we did not see them directly.” [T(1).24]

In the K–13 curriculum, there are observation sheets for teachers to use to assess students abilities, such as attitude, knowledge, and skill. Those assignments are hard to apply to online learning, as Teacher (1) said.

“There were observation sheet assessments for attitude, knowledge, and skills. In online learning, it was a little difficult to assess attitudes and skills.” [T(1).26].

2) Teacher (2)'s Story: Need to see students face to face.

Teacher (2) can only assess students attitudes whenever they come to school to collect their assignments. There are another two aspects to assess in the curriculum: students diligence and behavior.

“When it comes to attitude, you can't see the child's attitude, except when he comes to school to collect assignments.” [T(2).35]

Teacher (2) could not assess students based on those aspects because she could not see them directly in the online class, which means she needed to meet them to assess them properly according to the curriculum.

g. Lack of Students Motivation

1) Teacher (1)'s Story: Have No Idea

Teacher (1) was confused about students motivation—did they have better motivation to study online learning material or not?

“The difficulty was that we knew whether these children were really motivated or not because we only gave motivation through typing, for example, "let's be enthusiastic about learning; keep up the spirit." It could only be read, not necessarily motivating the child. So that's the difficulty, actually.” [T(1).69]

She found it hard to know, and this really affected their learning progress. If they don't have motivation, they will not do their assignment, even if they do not even want to take a look at the material. Teacher (1) tried to motivate students through online chat,

but she has no idea whether students are motivated or not; they just read the chat that Teacher (1) gave.

“If we motivate directly, we will know the reaction of this child, whether they are really motivated or not. Maybe also with actions, for example, “ayoo semangat” (moving hands), if only through online chat, it is difficult to know whether these children were really motivated or not.” [T(1).69]

2) Teacher (2)’s Story: Depend on Students

Teacher (2) knows very well that young learners have different characters and motivations for learning; there are some types of students: students that did their assignment very well, students that did not do any assignments, and students that prefer online games to online classes.

“Sometimes some were too lazy to do their assignments; some played games; yes, it depends on the student.” [T(2).76].

That also happened because they are still young. Every child loves to play games, so they got bigger motivation for those things, and it was depending on them.

h. Lack of communication between teacher and students

1) Teacher (1)’s Story: Parents are the Bridge Between Students and Teachers

Teacher (1) could not know whether she was communicating with her students or with their parents, but she knew that if she wanted to communicate with students, she had to have communication with their parents first since they were the owners of the technology facility.

“The difficulty... was because we communicated via cellphone; sometimes the cellphone must be held by the parents. So if you want to ask the students directly, you have to go through their parents. If you want to ask directly, that's difficult because at that time you have to stay at home.” [T(1).60]

Furthermore, students had to stay at home and could not go anywhere, including school, so it was a bit hard for Teacher (1) to have face-to-face communication with her students.

2) Teacher (2)'s Story: We Rarely See Each Other

Actually, Teacher (2) did not pay too much attention to this matter since students' parents have a big role in it. The only problem was that Teacher (2) rarely saw her students, which made it difficult to have proper communication between Teacher (2) and her students.

“The difficulty was that I rarely met my students.” [T(2).67]

Moreover, assignments that Teacher (2) gave were not taken by students but by their parents. Every time Teacher (2) announces

to take the assignment at school, students parents will take it, which makes interaction between Teacher (2) and her students limited.

“The problem was the parents. The parents take care of the tasks. The children rarely come. Unless they are called to school, then they come.” [T(2).70]

They just met when Teacher (2) personally asked to meet her students directly at school.

2. Problem Solving

a. Problem solving of Limited Technology Facilities Acces

1) Teacher (1)’s Story : Alternative Option

In In this case, Teacher (1) gave the option to students or their parents who could not or had difficulty doing online classes to take the learning material and assignments at school.

“Some could, some still haven't; solving it was by giving alternative choices to parents of students. for example, difficulties in working online, they were given alternative choices, for example, taking material or assignments directly because printouts have also been provided at school. Be it the material or assignments given, we return them to the parents; they just have to choose, and some have chosen online material and some have chosen to take the material directly to school.” [T(1).19]

Teacher (1) already prepared the learning material and assignments for students that could not attend online classes, so they could still learn and do their assignments even though they could not attend online classes. Moreover, Teacher (1) had made sure that

students' material and assignments were already prepared for one week of learning.

“For the material at school, we have prepared it for the next week and it has been made into one with other subjects.” [T(1).19]

Furthermore, it was up to the students' parents to choose the alternatives given by Teacher (1), whether they join an online class with proper technology facilities or take offline material and assignments for one week of learning at school.

2) Teacher (2)'s Story: Came to School was The Solution

In this case, Teacher (2) has similar problems as Teacher (1). Students or students' parents must come to school to copy the material that Teacher (2) has already made, and then she will explain what they should do with the material and assignment.

“Most of these 5th graders have their parents' cell phones, not their own, unless they are scheduled at any time to be online in English. Some who do not have cellphones are forced to come to school to be explained and copy learning materials.” [T(2).2]

Therefore, Teacher (2) also had offline classes for students who could not join online classes; the students were divided into two stages or two classes, so that in one class there were just some students.

"Offline learning was held at school in stages, and one class was divided into two. So at school, if something is not clear, it could be explained at school." [T(2).14]

It would be easy for Teacher (2) to explain the material and assignment to the students.

b. Problem Solving of Lack Students Honesty in Doing Their Assignment

1) Teacher (1)'s Story: Asked Directly to The Student

At first, Teacher (1) lost her confidence in this kind of problem because of her limitations and did not have experience with it; she almost let it be. But then, she found a way to know whether students were honest with their assignments or not; she could figure it out through the students' handwriting.

As Teacher (1) knows, young learners have their own handwriting characteristics. One day she found that students handwriting was different than usual, then she asked the students softly about who was doing their assignment, then she gave them a gentle reprimand.

"For example, this assignment was given at home, and then, when collecting it since we often see children's writing, suddenly there was "why is this so neat?" It must be the parents. It could be asked directly to the child, for example, "Who did this?" Surely, in the end, they said, "This is Mom who did it." But as I gave more feedback, I said, "If possible, it's better to have your own writing rather than someone else's." "It's okay if you ask for help from others to do the homework, but it still has to be your own writing." [T(1).58]

Even if her students are dishonest with their work, Teacher (1) still embraces them with soft feedback.

2) Teacher (2)'s Story: Quite Reprimanded

Teacher (2) also knows her students honesty through their handwriting.

“Usually we look at the handwriting. The handwriting looks like this; we see if it's honest or if it's self-made.” [T(2).56]

Teacher (2) is an assertive type of teacher who will not hesitate to reprove directly to her students; she asked her students to do their assignments themselves and not to be dishonest with them. Teacher (2) said:

“Ever, “no more parents who do the writing” like that.” [T(2).57]

Moreover, she not only asked students to do their assignments themselves; she also asked the students' parents to let their children write their own assignments.

c. Problem Solving of Students Were Not Doing Their Assignment

1) Teacher (1)'s Story: No Assignment, No Assessment and No Report Card

In this case, Teacher (1) gave students a deadline to do their assignment; if they still did not send it after the deadline, Teacher (1) usually came over to the students house and gave the assignment

directly. If students still did not do their assignment, Teacher (1) did not have any option but to hold their report card. She could not give students their report card because there is no assessment since students did not send it, so if they want their report card, they have to do their assignment first.

“There were some children who did not do the work because maybe their parents were too busy, so they forgot to check the assignments in the classroom, but there were also those who might have limited internet quotas but actually got quota assistance too. Then there were those who had limited gadgets or tools. So for those who did not do the work until the specified time limit, even up to several months of not doing it, we usually visit them at home, so we gave them assignments there. Even if they still don't do it, we hold the report card first; unless they have done all the assignments given, then we submit the report card.” [T(1).46].

Furthermore, Teacher (1) had already discussed this problem with another teacher and the headmaster, and this problem was solved through discussion.

“We wanted to assess the assignment, but there were children who had not completed it; it was difficult, so we just consulted each other. “How is this child? The assignment has not been submitted.” “The same goes for the other teacher too.” Like that. So that was the obstacle to communicating with other teachers and the principal as well. That's what we often discuss about students who don't do the work.” [T(1).54]

2) Teacher (2)'s Story: Three Times was Enough

At first, Teacher (2) called students who were not doing their assignments to school.

“Called to school.” [T(2).15]

Then gave three times tolerance for students who did not do their assignment; it still did not do it after three times; there was no choice but to go to school and do it directly at school.

“If you don't do the assignment three times, like before, we tell them to come to school to do the assignment directly at school. If the child does not do the assignment three times, we will tell them to come to school to do the assignment directly.” [T(2).44]

That was enough to make students do their assignments, and Teacher (2) could directly observe her students. Teacher (2) did not have to hold students report cards because they would do their assignments after Teacher (2) called them to school.

d. Problem Solving of Limited Internet Quota

1) Teacher (1)'s Story: Additional Support Internet Quotas for Study Still would Not be Enough.

Teacher Teacher (1) explained that there were special internet quotas to study for students; this additional internet quota was from one of the internet service providers through school. The internet quota was special for studying online; students who chose to join an online class would get this free learning quota.

“There was actually support from one of the providers, XL, if I'm not mistaken, which provided quota support specifically for learning

and distributed the quota to students who chose online learning.”

[T(1).80]

This internet quota support will help students access online learning. Even though some students still complain that the internet quotas given by the school are not enough, online learning material needs a lot of MB to access while the internet quotas are limited, and some students' parents also complain that the internet is slow. Teacher (1) said that,

“Maybe it was used for playing games, so it runs out quickly (laugh). Furthermore, the learning may be too extensive. But there were parents' complaints that sometimes the quota was slow.” [T(1).81]

In the end, students who still have good access to join an online class have to print out the offline material at school. They will also get the assignment along with the learning material.

“It was actually only Google Classroom, but for those who could not access and use Google Classroom, we provided printed teaching materials, then we asked the parents to come to take the assignment to school with a period of 1 week, then take more material for the next week's assignment. Besides that, it was also through the Whatsapp group chat application, because at that time I was a subject teacher, so I was included in all class groups, so the provision of material could be through WhatsApp groups, Google Classroom, and offline material provision.” [T(1).4].

2) Teacher (2)'s Story: Parents will do anything for their child

Teacher (2)'s already given students internet quota support provided by school. Not only for students, there was also a free internet quota for teachers.

"If there are quotas, there are student quotas and teacher quotas." [T(2).26]

Even though Teacher (2) got free internet quotas, she did not use them because they had a very low internet connection. That was why Teacher (2) chose to use her own internet quota, and her students also felt the same. The students complained that the internet quotas had a very low connection, which made it difficult for them to access learning material. If that happens, there are no other choices than to buy a new internet quota. In this case, parents have a big role to play in providing everything for their child, and as Teacher (1) knows, students parents will do anything for their child, such as buy a new internet quota or use WIFI in their home.

"Usually, they had to buy a new quota. Or the parents use wifi. Usually the parents just accept it anyway for this child; no matter what, even if there is a shortage of quota, they will definitely make an effort." [T(1).92]

Moreover, if students still could not access learning online material because they did not have internet or a handphone, Teacher (2) would provide offline learning material and assignments at school so

that students or their parents could come to school to copy the material and assignments.

“Some who did not have cell phones were forced to come to school to be explained and copy learning materials.” [T(2).2]

e. Problem Solving of Learning Material Was Not Well Presented

1) Teacher (1)’s Story: Need to Add Additional Learning Material

Teacher (1) believes that not all her students could understand the material since every student has a different level of understanding. That is why Teacher (1) needs to provide additional learning material for her students who have difficulty understanding online learning material, or the students could find learning material themselves through some online learning media.

“Because each child has a different understanding, for those who may have difficulty, they would be given additional lessons or look for their material via YouTube about the material.” [T(1).42]

Besides, Teacher (1) had planned to hold additional classes, but she could not do it. Even without additional classes, she could still guide her students.

“Because it was not possible for me to hold additional lessons during the pandemic, but the children could still be guided.” [T(1).42]

2) Teacher (2)’s Story: The More Easy Learning Material, The More Students can Understand it.

The solution that Teacher (2) used in this case was giving students material that was easy to understand.

“We only give easy assignments or materials, so we look for ways to make it easy for students to understand, and that's the solution.”

[T(2).50].

Teacher (2) also added a YouTube video about learning topic material. Watching YouTube videos would make students enjoy receiving learning material since young learners like to watch YouTube videos. Then, students would open their books and do their assignments along with.

f. Problem Solving of Difficulty in Applying The Curriculum Assessments

1) Teacher (1)'s Story: Students Diligence was The Key

To do an online assessment, first of all, Teacher (1) waits for her students to finish their assignments after she corrects them, and then she directly gives feedback about the students' assignments and gives the assessment on the app that they use to learn.

“The assessment was when they had done the work, and then we checked their assignments one by one, corrected them, and gave them a score directly in the application” [T(1).43].

That was how she assessed students' assignments. The difficulty in assessing students was applying curriculum assessment, which is about students' attitudes. To assess students' attitude, Teacher (1)

observed students' punctuality in collecting their assignments, and Teacher (1) also saw students' diligence in doing their assignments.

"For the attitude assessment, it was because they were at home, so it could only be seen from whether or not they were diligent in collecting assignments or the timeliness of collecting them. There are also some who collect later than the deadline. There were also those who didn't submit for almost a month (laughs)." [T(1).43].

2) Teacher (2)'s Story: Depends on Whether the Student is Diligent or Not

Same with Teacher (1), Teacher (2) also did students attitude assessment through their diligence about how they did their assignment and when they collected the assignment. The more diligent the students are, the higher their scores on attitude assessments. Teacher (2) can assess students' attitude whenever they come to school to give their assignments so that she can see them directly.

"Usually, what is assessed is whether they are diligent or not. If it's attitude, you can't see the children, except when they come to school when collecting assignments." [T(2).35].

g. Problem Solving of Lack of Students Motivation

1) Teacher (1)'s Story: Online Motivation and Parents Motivation

Teacher (1) already tried her best to give motivation to her students since, in an online class, they had less motivation to learn than in an offline class. But giving online motivation rather than direct motivation was totally different. Teacher (1) could only give students

motivation through online chat and could not see her students' reactions, whether they had been motivated or not; it was very hard to know.

“Because we only provide motivation through typing, for example, “let's be enthusiastic about learning; keep up the spirit.” It can only be read, not necessarily motivating the child. So that's the difficulty, actually. If we motivate directly, we know the child's reaction and whether they are really motivated. Maybe also with actions; for example, “ayoo semangat” (moving hands), if only typing, it is difficult to know whether these children are really motivated or not” [T(1).69].

Teacher (2) also tried to motivate her students through their parents so that they could hear directly from their parents that Teacher (1) gave them motivation to keep their passion for learning. But Teacher (1) could only do this when she met the students' parents or the students who chose offline learning material.

“There were some who were online. For those who are offline, maybe I can convey directly to the parents that this child is still told to be enthusiastic.” [T(1).70].

In Teacher (1) limitation, that was the best that she could do.

2) Teacher (2)'s Story: Came to School was Best Solution

As Teacher (2) knows, when her students lack motivation in learning, they will not do their assignment or even attend online class. In that condition, Teacher (2) gave three times toleration. If for three times students did not do their assignment because they lack motivation to do that, they did not have any other choice but to come to school and do their assignment directly at school under Teacher (2) supervision.

"You usually have to do the assignment; if you don't do it three times, you will be called to school" [T(2).78].

Besides, Teacher (2) also gave her students online motivation through a WhatsApp application.

"Yes, there is (giving motivation), usually through WA only". [T(2).79].

h. Problem Solving of Lack of Communication Between Teacher and Students

1) Teacher (1)'s Story: Communication through Comment Section

In that time, Teacher (1) could only communicate with her students through Google Classroom; there was a comment section in it when students had already done their assignments. Teacher (1) directly gave a comment on the students assignment so that the students would see Teacher (1)'s feedback about their assignment, and if the students' parents held the smart phone, they would tell their students that there was feedback from their teacher.

"For communication, at that time it was through direct comments on the assignment because in Google Classroom there is a comment column, so when they work directly, there will be comments given. Maybe the parents will convey directly to the child that there is a response from the teacher and which one should be improved." [T(1).61].

2) Teacher (2)'s Story: Directly through Students' Parents

Teacher (2) can only communicate with students parents; since she cannot meet her students directly, she communicates with them through their parents.

“(communication) directly with the parents” [T(2).68]

So that they could address what Teacher (2) said to their child, since every student assignment that Teacher (2) gave at school would be handled by their parents, and their parents would come to school to talk about their child's assignments without their child, that was the reason why Teacher (2) could only communicate with the students' parents and they would address what Teacher (2) said to their child.

“The parents take the assignments. The children rarely come. Unless, for example, when they are called, they come” [T(2).70].

Moreover, if there were another difficulty or problem, Teacher (2) would directly ask students to come to school.

B. Discussions

This part contains a discussion of the findings. Along with the teacher's narrative, specific statements about the relationships between theories are made as proof of the theoretical foundation for the findings. This chapter contains answers to research questions and additionally provides the theoretical basis for those answers. The chapter is organized around research questions that are

primarily focused on: 1) What are the problems faced teachersher in teaching Englifor youlearnersner throuonline-basedilearninging during Pandemic COVID- ?. 2) What are possiblsolutions toing problems faced teachersher in teaching Englifor youlearnersner throuonline-basedine learning during Pandemic COVID-19 pandemic?

1. Problem in Teaching Young Learners through online based learning

a. Limited Technology Facilities Access

The first problem that both teachers faced was limited technology access. Many young learners did not have technology facilities such as smartphones or HP since they were still young, and most elementary schools in Indonesia do not allow their students to bring smartphones to school. Meanwhile, in online-based learning, they have to learn and communicate with their teachers through smartphones or computers. How can they learn if they do not have those facilities?

Furthermore, internet data access is also needed to access online learning materials, and not all students are capable of having a large amount of internet data. Zulaikha Mohd Basar, Azlin Norhaini Mansor, Khairul Azhar Jamaludin, and Bity Salwana Alias (2021) stated that the accessibility of internet access and the price of internet packages impact the long-term viability of online learning. However, in fact, this study discovered that students had limited internet access due to their geographical location or a lack of funds to buy internet packages. The

literacy level of students and their capacity to participate in online learning are also important factors in the efficiency of online learning.

According to Asha (2021) due to lack of facilities and technological proficiency among educators and pupils, online learning was limited to mobile applications. The internet network was occasionally one of the greatest difficulties. Furthermore, it appeared that the level of online learning adopted was limited to providing written tasks through photographs and, sometimes, practice through videos. Even if a question and answer part was used during learning, the overall communication and exchanges were regarded too limited when compared to previous offline learning prior to the COVID-19 epidemic.

b. Lack of Students Honesty in Doing Their Assignment

In online learning, the teachers found out that not all students were honest with their assignments. Different from offline learning, in online learning, teachers could not see how students did their assignments; they did not know whether the students did the assignment themselves or not. Even if the teachers asked their students who was doing the assignment, the students would not tell the truth.

Academic dishonesty has affected academics for a long time, but it has recently become increasingly common. One reason for the increase is the expansion of online education and technology

developments that enable these actions Etgar et al., (2019) in (Meital Amzalag, Noa Shapira, Niva Dolev, 2022).

According to King et(2009) in Feng-Kuang Chiang, Dan Zhu, and Wenhao Yu (2021) cheating in distance learning classes is considerably easier than cheating in traditional classes. Academic dishonesty has been influenced by the ease of access to digital information technology.

When no one is watching learners in an online classroom, the possibility of cheating increases because students feel free to do anything without anybody evaluating them.

c. The Assignment Given by The Teacher Was Not Done by Students

Assignments are an important part of teaching and learning activities. Teachers can assess students ability to learn material through assessment. If students do not do their assessments, it would be very hard for teachers to determine whether their students understand the material or not. The internet-based assignment was a component of e-learning in terms of task delivery. As a blend of online learning and technology, online assignments offer advantages for imitating students' motivation, which may be reduced during distant learning. Furthermore, Sulfikar (2022) stated that it requires pupils to learn actively and to access an infinite amount of internet resources to improve their performance. Teachers also had to deal with the issue of kids not

finishing assignments they were given because most parents would step in to help their children with their homework. Furthermore, students did not submit their assignments, and teachers also had difficulty when students' parents were the ones who did the assignments, not the students. Gusti Ayu Putu Sintha Arma Erawati, Wayan Widian, and Gusti Ngurah Japa (2021) stated that teachers also had to deal with the issue of kids not finishing assignments they were given because most parents would step in to help their children with their homework.

d. Limited Internet Quota

Some students complain about slow internet networks; in fact, it was not because of the network, but because the students did not have a good amount of internet packages. Teachers and students need additional expenses to get the proper amount of internet quota. A limited internet allowance as a support is a key impediment to the deployment of online learning, resulting in higher costs for instructors and parents (Suci, Wiji Lestari Candra, Murtono, Suryani, Fitri Budi, 2021).

According to Efriana (2021) the issue is not only a lack of learning facilities or material, but also a lack of an internet quota. Providing internet quotas is expensive. Parents and students from moderate to lower-income families are experiencing this difficulty. They do not have a sufficient budget to provide an internet network. Online learning consume large amount of internet quota, if there are no

proper amount of quota it would impact the network, the smaller quota data the slower internet network become. there were internet quota support from the government but it was not enough.

e. Learning Material Was Not Well Presented

Since in online school the teacher could not see their students directly, she had difficulty knowing whether the learning material was well presented or not. Students and teachers also have numerous challenges when it comes to carrying out the learning process. One such challenge is that the teacher's offered material is not always easy for students to understand (Muh. Nasrullah, Nur Wahdaniar, Sirajuddin Saleh, Nurjannah., 2022).

Students were required to be self-sufficient in grasping the subject and completing existing assignments due to a lack of direct interaction between teachers and students. This was not enough to rule out the possibility of learning material misunderstanding, especially when the learning material required a detailed explanation (Asha, 2021).

f. Difficulty in Applying The Curriculum Assessments

The current curriculum assessment that the teachers use was not specially designed for online school; it was designed to assess and observe students activities in the classroom face-to-fac, which was not suitable for online classes where the teachers could not see students

directly. It was very difficult for the teachers. The 2013 curriculum has been running until 2013-2019 but has become a problem since COVID-19 hit the whole world without exception in Indonesia. Indonesia is no exception. The government implemented new policies related to breaking the chain of the virus and implementing large-scale policies (social distancing). implementing large-scale policies (social distancing). In the implementation of the 2013 curriculum, each subject covers three competencies, namely knowledge, attitudes, and skills. This is not easy to do, if not face-to-face. (Saddan Yasir, Hamidah, Putri Dewi Anggia, 2021).

g. Lack of Students Motivation

Learning motivation varies from student to student due to the differences in their lives. Motivation among students can be affected by two elements: internal and external forces. Internal factors are those that originate within the individual, and external variables are those that originate outside of the individual. Students that have poor learning interest during the COVID-19 epidemic are as a result of the learning technique supplied by the teacher while learning occurs less than optimum, therefore students do not understand what the teacher conveys (Muh. Nasrullah, Nur Wahdaniar, Sirajuddin Saleh, Nurjannah., 2022).

The effect of quarantine, which requires us to engage in all activities only from home, can have a powerful impact on learning

motivation. The motivation for learning diminishes significantly when it comes to stopping study; at home, almost everyone who does nothing is merely idle and is filled with nothing but wholesome activities or just self-study (Febrianti, 2021).

h. Lack of Communication Between Teacher and Students

Communication between teachers and students is a fundamental thing in teaching and learning activities; limited communication between them could affect the students understanding of the learning material. In online-based learning, young learners have limited communication with the teacher; during online learning, they could only communicate with their teachers through group chats or applications, which could have a bad effect on their understanding of the learning material. Heldina Pristanti, Siti Nurhasanah, Kristin Wulansari, and Dita Andansari (2023) stated that when teachers communicate in an online class, they are missing body language. Communicating in an offline or traditional class allows lecturers to use body language and facial expressions to better understand their pupils, which can help in the process of teaching and learning. Developing excellent communication skills is also an important component of a teacher's ability to succeed in the process of teaching and learning. Effective communication has an impact on teachers and students' productivity and efficiency.

2. Problem Solving

a. Problem Solving of Limited Technology Facilities Access

In order to solve the problem of limited technological facility access, the teachers prepared offline learning material so that students who could not attend online classes due to limited facilities were allowed to take printed material to school so that they could still learn at home under their parents supervision.

In order to solve the problem of limited technological facility access, the teachers prepared offline learning material so that students who could not attend online classes due to limited facilities were allowed to take printed material to school so that they could still learn at home under their parents supervision.

Students who do not have online learning support devices, or usually students only take turns with their parents in using devices such as cellphones, and students who do not have internet packages (internet quota), can complete assignments manually without directly using the internet quota. such as cellphones and students who do not have internet packages (internet quotas), it can be done by completing assignments manually without directly working on the internet media device, and when finished, students can submit the task at school through parents. The important thing is that students continue to study at home (Jamila, Ahdar, Emmy Natsir, 2021).

b. Problem Solving of Lacking Students Honesty in Doing Their Assignment

The teachers know if their students are being honest about their assignments or not through the students' handwriting, and in this case, teachers asked students who did their assignments, and then the teacher told them not to let anyone do their assignments. Moreover, teachers also had a conversation with the students' parents about not helping the students write their assignments. Nasrullah Husen Batu and Camelia Safitri (2022, p. 900) stated that, based on student academic dishonesty that occurs in online learning, teachers have made some efforts to overcome it. Their efforts include giving warnings along with direction and motivation, giving oral tests during online learning, and improving teachers' ability to use technology.

c. Problem Solving of Students Were Not Doing Their Assignment

If students do not do the assignments, the teachers would come over to the students house in order to give assignments and add deadlines to the assignments, or the teachers would call the students to school in order to do the assignments. Further, if these methods still do not work and the students still do not want to do the assignments, teachers have no option but to hold their card report, but teachers did not hold students report card because they would immediately go to school if the teachers called them to do the assignments.

The teacher contacts the student's parents to spare their time to guide students who experience limitations in online learning. Besides giving support, parents also give their cell phones to be used by children for online learning, and teachers ask for help from students who are active in learning to inform them about online learning. The teacher then contacts the students directly and asks what causes students to not do the assignments given (Jamila, Ahdar, Emmy Natsir, 2021).

d. Problem Solving of Limited Internet Quota

The government already cooperated with the school to give students free internet quota packages, but there were so many complaints from students and their parents that the quota inter-access was not enough and had very slow internet. In that case, teachers already prepare printed material at school, so the students or their parents who have a limited internet quota and cannot join an online class can take printed material at school.

According to Mursid Zuhri, Arif Sofianto (2021) stated that some of the policies or innovations needed are the implementation of a blended learning system to overcome the obstacles of distance learning. Schools can use offline methods either through teacher visits, inviting students who are constrained online to school, or face-to-face at school on a limited basis, especially for certain types of subjects.

e. Problem Solving of Learning Material Was Not Well Presented

It was hard for the teachers to know whether the students understood the learning material or not. In that case, the teacher would prepare additional material besides the learning materials and provide learning materials that are easy for young learners to understand.

Teachers are required to make interesting innovations in online learning, or teachers are required to be smart in choosing learning designs that are suitable for conditions during a pandemic and that are more interesting and can activate students in learning. In addition, teachers should prepare teaching materials as interesting as possible, for example, by presenting material in the form of points or learning videos that can liven up a lesson. Teachers should also look for references related to interesting learning models used in online learning systems during the COVID-19 pandemic. Sometimes teachers also talk or discuss interesting learning models used in online-based learning (Jamila, Ahdar, Emmy Natsir, 2021).

f. Problem Solving of Difficulty in Applying The Curriculum Assessments

The hard point about applying curriculum assessment in an online class was attitude assessment. Since teachers could not see her students directly to assess students' attitudes, the teachers applied the assessment based on how fast and honestly they submitted and did the assignments. Moreover, teachers could not have direct interaction with

students; the way students communicated through applications that they used was also a point to assess.

Assessment of students' attitudes during online learning is carried out by the teacher by observing their behavior during the learning process using an observation sheet (Rabiatul Adawiah, Mariatul Kiptiah, Nurul Kamariah, 2023).

g. Problem Solving of Lack of Students Motivation

Loss of motivation was a common problem for young learners, whether in offline or online classes, but in online classes, teachers could not directly give motivation to their students. The teachers still give motivation to their students, even if only through typing at the application or online. Furthermore, the teachers did not know whether their students were motivated or not. In that case, the teacher also reminded students' parents to keep motivating their children to join online classes.

The solution to the lack of motivation among students is that teachers are required to motivate students so that they are not bored with online learning. Online, sophisticated technology can be used by teachers to entertain students when they are getting bored with the delivery of material where they are given the opportunity to learn from the teacher. Online, sophisticated technology can be used by teachers to entertain students when students start to get bored with the delivery of

material where students are given the opportunity to watch videos that can encourage students, laptop media, and applications that can be utilized by teachers, such as quizzes.(Jamila, Ahdar, Emmy Natsir, 2021).

h. Problem Solving of Lack of Communication Between Teacher and Students

Teachers and students' could only have communication on the learning application; after students submit their assignments, teachers would directly give feedback to their students. Moreover, teachers also communicate with students through their parents, and then the students' parents would address what the teachers said to their children. Teachers also build communication with parents for the development of learning at school. The need for parents to communicate their children's problems or achievements is also well accommodated by the teacher. Various learning programs where there is parental involvement are quite interesting and have been successfully implemented at school. Teachers can build communication to motivate parents to encourage innovations that can be a collaboration of students, teachers, and parents (Ike Junita Triwardhani, Wulan Trigartanti, Indri Rachmawati, Raditya Pratama Putra, 2020).

Based on the findings of research data collection, the problems and solutions that faced by the teacher can be concluded in this table below:

Table 4.1
The problems and solutions that faced by the teacher

No.	Problems	Solutions
1.	Limited Technology Facilities Access	1. Teacher (1) : gave option to students or students parents, they could take the offline learning material and assignment at school. 2. Teaher (2) : students' parents must come to school to copy the learning materials that teacher prepared.
2.	Lack of Students Honesty in Doing Their Assignment	1. Teacher (1) : Give attention and feedback to the students' assignments. 2. Teacher (2) : giving warnings to students directly and ask students to do the assignments themselves.
3.	Students Were Not Doing Their Assignment	1. Teacher (1) : come over to students' house and gave the assignment directly.

		<p>2. Teacher (2) :</p> <p>Called the students to school and asked them to do the assignments directly under the teacher surveillance.</p>
4.	Limited Internet Quota	<p>1. Teacher (1) :</p> <p>Asked students to take the print out/offline material at school they will also get the assignment along with learning material.</p> <p>2. Teacher (2) :</p> <p>provide offline learning material and assignment at school</p>
5.	Learning Material Was Not Well Presented	<p>1. Teacher (1) :</p> <p>Give additional learning material from youtube</p> <p>2. Teacher (2) :</p> <p>giving students material that easy to understand and add youtube material along with assignments.</p>
6.	Difficulty in Applying The Curriculum Assessments	<p>1. Teacher (1) :</p> <p>Teacher did observation through students' punctuality in the collecting their assignment and Teacher also see through students' diligence in doing their assignment.</p> <p>2. Teacher (2) :</p>

		Teacher did students attitude assessment through their diligence about how they did their assignment and when did they collect the assignment.
7.	Lack of Students Motivation	<p>1. Teacher (1) :</p> <p>giving online motivation and motivate her students through their parents so that they could hear directly from their parents.</p> <p>2. Teacher (2) :</p> <p>Giving her students online motivation through WhatsApp application</p>
8.	Lack of Communication Between Teacher and Students	<p>1. Teacher (1) :</p> <p>Teacher directly gave comment on the students assignment, so that the students will see Teacher's feedback about their assignments.</p> <p>2. Teacher (2) :</p> <p>directly gave comment on the students assignment and they would address what Teacher said to their children</p>