CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data collected from the in-depth interview and documentation, which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research problems stated in the first chapter.

A. Result of Research

In this section, the researcher will explain the research finding of the lecturer difficulties on online teaching of English on pandemic covid-19 era in the third semester at TBI of IAIN Madura 2021/2022 academic year. In this case the researcher will discuss the research problem in the first chapter.

To obtain the data related to the lecturer difficulties on online teaching of English on pandemic covid-19 era in the third semester at TBI of IAIN Madura 2021/2022 academic year, the researcher uses direct and indirect interview. Start February 22, 2022 the researcher tries to contact all the lectures that teach four basic English skill in the third semester 2021-2022 academic year namely Mrs. Afifah Raihany as lecturer of speaking 2 in A, B,C and D class, Mrs. Kristanti Ayunita as lecturer of listening 2 in A and B class while Mrs. Lasmi Febrianingrum as lecturer of listening 2 in C and D class, Mrs. Sumihatul Ummah as lecturer of Reading 2 in A and B class while Mrs. Nina Khayatul Virdyana as lecturer of reading 2 in C and D class, Mrs. Siti Azizah as lecturer of writing 2 in A and B class and the last Mrs. Fadilah as lecturer of Writing 2 in C and D class. The data is only gotten by interview

and documentation because it is not enable to do observation directly to the class because the class is done asynchronously. As we know that in this institution exactly State Islamic Institute (IAIN) Madura forbid all the lecturers to use the media or learning platform that consumes much quota as such as Zoom, Google meet etc. so that most of lectures use E-learning, WhatsApp group or Telegram and YouTube as the platform of learning. Here the researcher does not do interview with Mrs. Afifah and Mrs. Sumihatul Ummah because Mrs. Afifah does not applies online learning in her class while Mrs. Sumihatul Ummah rejects to do interview with the researcher because she is very busy.

In this case the researcher will explain the result of research, those are; lecturer difficulties on online teaching of English on pandemic covid-19 era in the third semester at TBI of IAIN Madura 2021-2022 academic year and how the lectures solve all the problems.

1. **The Lecturer Difficulties on Online Teaching of English on Pandemic Covid-19 Era in the Third Semester at TBI of IAIN Madura 2021-2022 Academic Year.**

   The change of education system from offline learning to the online learning during this pandemic situation inevitably creates several problems in the teaching and learning process considering that this change occurred quite suddenly and we do not common to use it fully. Although rarely we can use blended learning namely online and offline learning but it still causes some problems. Problematic is something that contains problems.

Problems can also be interpreted as something that hinders the achievement of goals.

In the general, the problem that experienced by teacher in teaching learning process is divided into 2 namely internal and external problems. Based on the interview that was done by the researcher with four English basic skill lecturers and some of third semester students, the problems that were faced by four basic English lectures of TBI of IAIN Madura is both of internal and external problem.

a. Internal Problem

1) Love teaching profession

Love teaching profession is important in every profession include teaching because by loving the profession someone will do the job totally and will enjoy the job. When someone enjoy their job they will do the job maximally, of course this is also applied to teaching profession. When teacher loes teaching they will teach the student well with the best educating. Most of the teacher who loves teaching will think that teaching is not only transferring knowledge or information to the student but how to build student mindset and attitude so that they can be in higher level of thinking, skills and behavior. As Mrs. Nina Khayatul Virdyna said.

Picture 1. Interview with Mrs. Nina Khayatul Virdyana M.Pd.

"guru adalah seseorang yang menjadi tauladan jadi guru tidak hanya harus membagikan ilmunya tetapi juga memberikan contoh sikap atau akhlak yang baik sehingga bisa ditiru yang baiknya. Jadi transferlah perasaan yang baik, pikiran yang baik serta perilaku yang baik. Menjadi guru harus juga bisa fleksible sehingga bisa menyesuaikan dengan segala situasi seperti sekarang ini.Sebenarnya mengajar itu kan membagikan ilmu yang saya punya tetapi secara pribadi lebih kepada memanusiakan manusia dalam arti luas, it does not mean that I assume that they not will be human but human more be humanist, make higher level of their competence."

"A teacher was someone who became an example, so a teacher must not only share her knowledge but also provided examples of good attitudes or morals so that the good ones could be imitated so, transferred good feelings, good thoughts and good behavior. Being teachers must also be flexible so that they could adapt to all situations like today. Actually teaching is to share the knowledge that I had but personally it was more to humanize humans in a broad sense, it did not mean that I assumed that they would not be human but human more be humanist, made higher level of their competence."[1]

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[1] Interview with Mrs. Nina Kayatul Virdyna on 1 March 2022 at 10: 52 o'clock

Based on the statement above we can know that Mrs. Nina loves to be lecturer. She loves teaching so that she thinks to educate their student well to be more humanist. This is supported by Windy's statement, a TBI student from D class. She states that the lecturer teaches well and has given the best although the learning doing online.

Picture 2. Interview with Sa'ida Windy Yanti

"iya saya menyukai kelas di 4 materi tersebut kak karena selain ke 4 materi tersebut bisa membuat saya lebih ngerti bahasa inggris saya juga suka bagaimana dosennya mengajar. Mereka mengajar dengan sangat telaten seperti pas ada anak-anak yang kurang paham sama materinya itu dijelaskan sampek paham kak, ya menurut saya mereka sudah berusaha memberikan yang terbaik walau pembelajarannya online".

"Yes, I like the 4 classes, Sis, because apart from the 4 materials, they can make me understand English better. I also like how the lecturers teach. They teach very patiently, like when there are children who don't understand the material, it is explained until they understand. Sis, yes, I think they are trying to give their best even though the learning is online".[2]

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[2] Interview with Sa'ida Windy Yanti on 7 March 20222 at 10;30 O'clock

Besides Mrs. Fadilah also says that she loves teaching and it is the reason why is she being a lecturer.

Picture 3. Interview with Mrs. Fadilah M.Pd

"Of course, if I don't like teaching here impossible for me to being teacher or lecturer. As my profession here the teacher or lecturer, of course I should like teaching."[3]

2) Teaching skill/ competence

Competencies are the skills and knowledge that enable a teacher to be successful. Teachers must have several components of teaching skills so that the learning goals can be achieved such as mastering materials including managing teaching and learning programs, using media or resources, controlling the class including managing the time and managing teaching and learning interactions, and so on. In this case the lecturer of four basic English skill does not get difficulties in mastering materials and

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[3] Interview with Mrs. Fadilah on 11 March 2022 at 08:50 O'clock

deciding media of learning. As the statement from Mrs. Lasmi

Febrianingrum.

Picture 4. Interview with Mrs. Lasmi Febrianingrum M.Pd.

"sebenarnya untuk mendesainnya tidak terlalu sulit, yang pertama kita harus sesuaikan dengan kebijakan kampus jadi kita harus menggunakan aplikasi yang tidak boros kuota hanya saja terkadang saya berpikir kenapa sih tidak menggunakan zoom kenapa harus WA karena kebanyakan dosen kan menggunakan WA. tapi untuk saya pribadi saya memilih telegram ya karena saya mengetahui fungsinya, fungsi dari fitur-fiturnya. jadi saya pikir kayaknya kita lebih baik menggunakan telegram. kalau WA terlalu banyak distrekternya, pasti itu. sedangkan untuk materinya sendiri saya rasa tidak susah ya karena ini juga materi basic ya jadi masih mudah untuk dipahami.Saya usahakan bagaimana kelas online saya itu interaktif jadi bukan hanya sekedar menyiapkan materi kemudian di share dan kelas dibiarkan begitu saja danmenyelesaikan tugas, tidak. Saya berusaha untuk menyiapkan proses pembelajaran itu layaknya di dalam kelas hanya saja kita tidak bertemu wajah, menggunakan interaktif learning. Ya kita bisa bertemu wajah jika kita menggunakan aplikasi tertentu seperti zoom dan teleconference lainnya. Tapi karena kami terbatas dan tidak bisa menggunakan zoom jadi saya menggunakan aplikasi telegram dimana itu lebih interaktif. Jadi saya siapkan bagaimana cara kita memberikan instruksi kepada mahasiswa seperti di kelas mulai dari absensi, guiding to material, trus kemudian file yang butuh penjelasan dan kita

bisa tambahkan seperti link-link yang ada di youtube maupun video lainnya."[4]

"actually to design it was not too difficult, the first thing we had to adjust to campus policies so we had to use applications that did not waste quota, it was just that sometimes I though why did not we use zoom? Why did we have to use WA? Because most lecturers used WA. But for me personally I chose telegram because I knew its function, the function of its features. so I thought we better used telegram. If we used WA it had too many distractions, that was for sure. As for the material itself, I did not think it was difficult because this was also basic material, so it was still easy to understand. I tried to make my online class interactive so it was not just about preparing material and then sharing it and leaving the class alone and completing assignments, no. I tried to prepare the learning process like in a classroom, except that we did not meet face to face, using interactive learning. Yes, we could meet face to face if we used certain applications such as zoom and other teleconferences. But because we were limited and could not use zoom so I used the telegram application which was more interactive. So I prepared how we could give instructions to students such as in class starting from attendance, guiding to material, then files that need explanations and we could add them like links on YouTube or other videos."[5]

From what Mrs. Lasmi said above, it shows that she does not get difficulties in mastering materials and deciding the media of learning, she chooses telegram as platform of learning because she understands it's functional to support her teaching activity. This is in line with Qanita's statement, a TBI student of B class.

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[4] Interview with Mom Lasmi Febrianingrum on 01 November 2021 at 10:05 o'clock
[5] Interview with Mrs. Lasmi Febria Ningrum on 24 February 2022 10;05 O'clock

Picture 5. Interview with Qanita Dewi Fakhira

"Iya menurut saya mereka sudah cukup kompeten. Cara ngajar mereka itu mudah untuk dipahami ya bagus lah kualitas mengajar mereka mungkin juga karena background pendidikan mereka yang emang bagus ya mbak soalnya rata-rata para dosen itu lulusan luar kayak Unisma dll. Emang lulusan kampus yang bagus begitu. Kalau soal penguasaan materi gak ada masalah platform learning jg i think no problem lah ya mbak cuma paling karena gak bisa pakek zoom gitu aja. Tapi sejauh ini bagus kok bak."

"Yes, I think they are competent enough. Their teaching method is easy to reach. Their quality is good. Maybe it's because of their good educational background, sis, because on average, the lecturers are graduates like UNISMA, etc. That's it. When it comes to mastering the material, there's no problem with the learning platform as well, I don't think

it's a problem, ma'am, only because you can't use zoom like that. But so far it's been good, sis."[6]

On the contrary the lecturer gets difficulty in controlling the class, almost every lecturer gets difficulty in managing interaction and managing the time as Mrs. Nina statement.

> "iya kalau online itu yang aktif cenderung orang-orang yang sama entah karena mereka itu memang yang semangat atau yang memiliki strong internet, kurang tau juga jadi untuk memanage interaksi dengan mereka itu agak susah ya karena memang tidak bisa melihat mereka langsung kan ya. Menjelaskan dan membuat mereka paham tanpa ekspresipun susah. Saya juga susah melihat melihat ekspresi mereka apakah mereka benar-benar paham atau tidak. Dan juga kalau online itu waktunya jadi kurang bisa diatur dengan baik karena terkadang respon mahasiswa yang lambat atau terkadang mahasiswa masih kurang paham sama materinya sehingga harus dijelaskan berulang-ulang."

> "Yes, those who were active in online learning tend to be the same people, either because they were enthusiastic or had strong internet, I don't know, so managing interactions with them was a bit difficult because we could not see them directly, right? Explaining and making them understood without expression was difficult. I also had a hard time seeing their expressions whether they really understood or not. And also when online, the time could not be managed properly because sometimes student responses were slow or sometimes students still did not understand the material so they had to be explained over and over again."[7]

This is also explained by Mrs. Siti Azizah.

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[6] Interview with Qanita on 4 March2022 at 12;30 O'clock
[7] Interview with Mrs. Nina Kayatul Virdyna on 1 March 2022 at 10: 52 o'clock
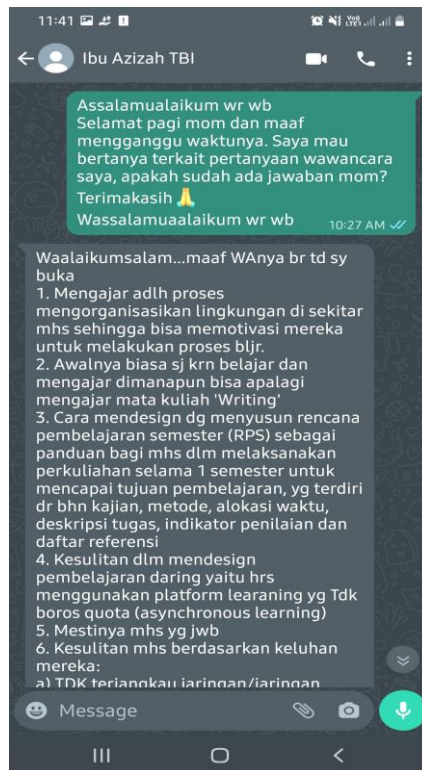
Picture 6. Chat sreenshoot interview with Mrs. Siti Azizah M.Pd.

"Dan lagi keaktifan dan karakter mahasiswa kurang terpantau. Kurang bisa mengontrol kehadiran dan keaktifan mahasiswa di dalam kelas karena pembelajarannya asynchronous"[8]

"And again, the activity and character of students are not monitored. Lack of control over the presence and activity of students in the classroom because the learning is asynchronous"

Based on the statement above Mrs. Azizah gets difficulties in

controlling student attendance and activeness in the class and also

it is difficult for her to know student characteristic.

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[8]Interview with Mom Siti Azizah on 24 February 2022 at 14: 33

It supported by Kamil's statement, a TBI student from C class.

Picture 7. Interview with Moh. Kamil

"Ya kalau controling kelasnya ya gimana, ya gitu.Tidak begitu bisa terkontrol kalau online. Ya kan tidak bisa face to face juga bak. Materinya kan dijelaskan lewat vn jadi baik dosen dan mahasiswa tidak bisa melihat satu sama lain apakah bener-bener memperhatikan atau tidak. Sampai pernah ya bak suatu ketika dosen bilang gini "Voice note itu diputer nak bukan hanya dilihat" baru kalau sudah di akhir pembelajaran temen-temen mulai rame lagi."

"Yes, how about controlling the class, how about that. It can't be controlled online. Yes, you can't face to face either. The material is explained via vn, so both lecturers and students can't see each other whether they really pay attention or not. No. Until once, like one time, the lecturer said, "The voice note is played, son, not just seen," only when it's at the end of the lesson, my friends start to get busy again."[9]

The statement above shows that it is difficult for lecturers to control the class because they cannot see each other either the student really gives attention or not.

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[9] Interview with Moh. Kamil on 11 March 2022 at 10: 03 O'clock

b. External Problem

External problem is the problem that comes from outside of lecturer itself such as class and campus characteristic and learning tools.

1) Class and Campus Characteristic

Class and campus characteristic here means such learning atmosphere, facilities and campus discipline. Those all indirectly impact to the learning effectiveness. Here the lecturer find the student's activeness, concentration and interest in learning in online class reduced. As stated by mom Kristanti Ayunita.
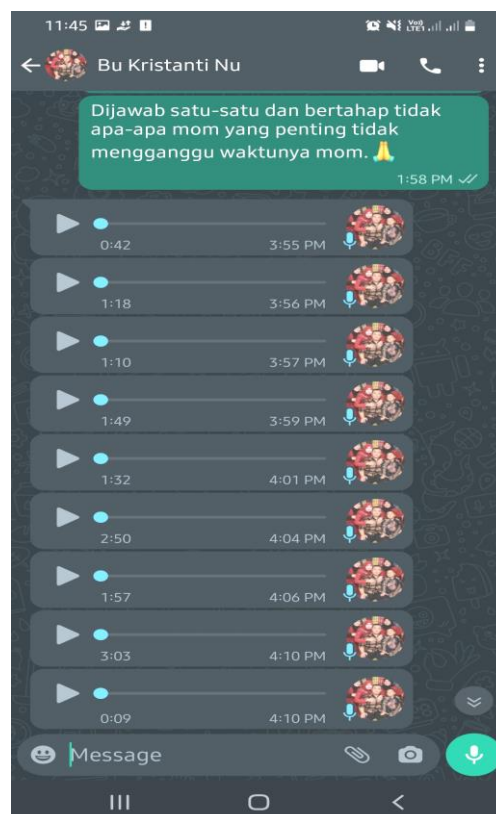
Picture 8. Chat screenshoot interview with Mrs. Kristanti Ayunita M.Pd.

"Iya seperti yang sudah saya sebutkan tadi, kesulitannya itu mereka ya sulit konsentrasi apalagi kalau pembelajaran itu di siang hari lebih banyak bukan lebih banyak ya karena saya juga tidak dapat memastikan, karena saya tidak bisa melihat mereka satu-satu cuma mereka itu semangat di awal, ditengah-tengah itu entah hilang kemana gitu, yang jawab itu-itu saja, yang aktif itu-itu saja nanti tiba-tiba ditengah perjalanan itu hilang dan kemudian di akhir setelah mereka ngabsen itu mereka muncul lagi gitu."

"Yes, as I mentioned earlier, the difficulty was that to concentrate, especially if the learning was in the middle of the day more, not more, because I could not be sure either, because I could not see them one by one. They were only enthusiastic at the beginning, in the middle they disappeared somewhere like that, who answered only that one, the active one-that was all then suddenly in the middle of the learning they disappeared and then at the end after they were absent they reappeared again."[10]

Based on Mom Kristanti's explanation above, we can see that it is difficult for students to concentrate during learning, even not many of them are willing to actively participate in class. They only appear at the beginning and end of the lesson after filling in the absences. From there, we can see that they are not very interested in learning in class. When they are not active it means that they give slow respond to the class and it of course impact to the learning time. This is in line with what was said by Darratul Fawaidah, a TBI student of A class.

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[10] Interview with Mrs. Kristanti Ayunita on 23 February 2022 at 15:55 O'clock

Picture 9. Interview with Darratul Fawaidah

"kalau online itu sebenarnya cenderung males ya mbak, saya juga nanya ke temen-temen yang lain bahkan bukan hanya anak TBI mereka bilang lebih baik offline soalnya kenapa? Saat online tidak menutup kemungkinan kebanyakan mahasiswa tidak serius mengikuti pembelajarannya.Ada yang sambil rebahan lalu ketiduran, ada yang hanya dengerin VN saja biar terekam, intinya gak bisa fokus dan maksimal lah"

"When online, it actually tends to be lazy Sis, I also asked other friends, not even TBI students, they said it was better to go offline, why? When online, it is possible that most students are not serious about taking their lessons. Some are lying down and then falling asleep , there are those who only listen to VN so that it is recorded, the point is that they can't focus and are maximal."[11]

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[11] Interview with Darratul Fawaidah on 1 March 2022 at 12:45 O'clock

From Ida's explanation above we know that there are many students that not really focus on the learning. They study while laying down and sometimes fall asleep and sometimes only play the voice note sent by the lecturer without get the point just for recorded that they play it.

Besides that, campus discipline also contributes to the smoothness of learning. Unfortunately, in this case, campus discipline causes problems for lecturers in their teaching process. Restrictions on the use of learning platforms that consume a lot of quota here make it difficult for lecturers to monitor their students directly as Mrs. Fadilah's statement.

> "Actually if talked about the difficult or the easiness of online learning here was depended on the teacher and the situation and of course the rule of the institution itself. Such as you knew campus here the rule of this campus that did not allow us to use application that spend much quotas and the teacher teaching here must use e-learning but I though it impossible for the student got the knowledge effectively so in avoiding misunderstanding between teacher and student we also used not only using some application that not spend a lot of quotas to the student. You know that almost the teacher or the lecturer especially me used WAG and also telegram because we could use VN to explain to the student and the student could ask the question that they didn't understand about the explanation that I delivered using the voice note itself and sometimes I shared link YouTube to be watched by them to know the materially deeply other than my explanation using voice note itself."[12]

From the statement above it is known that the prohibition of using learning platform that waste quota while lecturer must use E-learning in teaching is not enough to make the teaching run

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[12] Interview with Mrs. Fadilah on 11 March 2022 at 08: 50 O'clock

effectively. Therefore, to avoid misunderstanding between lecturer and student Mrs. Fadilah also uses WhatsApp (WA) groups, Telegram and YouTube to support writing learning in her class. This is supported by Khairotun Nisa's statement, a TBI student of C class.

Picture 10. Interview with Khairatun Nisa

"Kalau media yang digunakan itu kebanyakan WA group kak, jadi biasanya dosen itu jelasinnya lewat VN kadang juga ngirim link video youtube tapi ada juga yang menggunakan telegram. Iya kita tidak menggunakan zoom karena memang gak dibolehin kak. Pernah sih pakek zoom tapi jarang sekali hanya seperti pas UAS itu kak baru pakek zoom."

"If the media used is mostly WA groups, Sis, so usually the lecturer explains via VN, sometimes they also sent YouTube video links, but there were also those who used Telegram. Yes, we didn't use zoom because it was not allowed, Sis. Have you ever used zoom, but only rarely? as like in the UAS/ final examination, you just used zoom."[13]

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[13] Interview with Khairatun Nisa' on 11 March 2022 at 12: 40 O'clock

2) Learning tools or media

Tools or media is one of the means to improve teaching and learning process activities. In online teaching the tools that is needed are internet connection, internet quota, and some device that support to internet connection as like Smartphone and laptop. There are some problems that were faced by the lecturers of four English basic skills in online teaching learning process related with the tools or media of teaching namely:

a) Internet connection.

As we know that in online learning we need internet connection to do the le   arning. A stable internet network is very much needed to support the smoothness of online learning, but apparently this is a problem that often arises during the learning process as Mrs. Lasmi's statement.

> "kalau masalah jaringan ini pasti ya karena terkadang cuaca kurang mendukung seperti ketika hujan deras atau juga ketika padam. Selain itu juga kebetulan mahasiswa saya juga ada dari daerah yang sulit menjangkau sinyal internet sehingga hal itu juga pasti jadi kendala."

> "If it's a network problem, yes, because sometimes the weather is not very supportive, such as when it rains heavily or when it goes out. Besides that, my students also happen to be from areas where it is difficult to reach internet signals, so that must also be an obstacle."[14]

> Mar'atul Faizah, a TBI student of C class, also said the same thing.

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[14] Interview with Mrs. Lasmi Febria Ningrum on 24 February 2022 10: 05 O'clock

Picture 11. Interview with Mar'atul Fawaizah

"iya jaringan itu kak yang biasanya jadi kendala soalnya walaupunkuota internetnya banyak kalau jaringnnya lemmot sama saja tidak bisa belajar dengan baik kak."

"Yes, the network is the leg which is usually a problem because even though there is a lot of internet quota, if the network is slow, you can't study well, sis."[15]

From Faiz's explanation above we know that error network connection still being problem in learning. Although they have enough quota but if the connection is not support they cannot study well.

b) Internet Quota

Internet quota is the amount of usage limits from internet usage obtained from ISPs or internet service providers.[16] The limited internet quota is also a problem that often occurs during the learning process, especially from students. As Mrs. Kristanti's explanation.

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[15] Interview with Mar'atul Faizah on 11 March 2022 at 11: 48 O'clock
[16] https://www.google.com/amp/s/voi.id/en/amp/14793/where-does-the-internet-quota-we-use-go

"Untuk platform learningnya saya tidak bisa banyalk pilihan, saya tidak bisa menggunakan pilihan lain kecuali menggunakan E-learning dan WAG karena itu sesuai dengan surat edaran rektor yang berlaku dan juga kesepakatan dengan mahasiswa karena mahasiswa ada kesulitan pada kuota, pada jaringan dan lain sebagainya sehingga keterbatasan itu sebenarnya lebih kepada paket kuota yang dimiliki oleh mahasiswa ya. Kalau saya sebagai dosen sih kepinginnya setiap every meeting itu harusnya ketemu virtual gitu ya tapi tentu saja hal ini tidak mudah dilakukan dikampus kita karena keterbatasan yang saya sebut tadi itu karena ini berbeda dengan kampus-kampus lainnya yang sudah menggunakan google meeting, sudah menggunakan zoom pada setiap pelaksanaan perkuliahan sehingga ya balik lagi pada kesepakatan saya dan mahasiswa ya tentunya dengan catatan tidak memberatkan mereka."

"For the learning platform, I don't have many choices, I can't use other options except using E-learning and WAG because it's in accordance with the rector's circular that is in effect and also an agreement with students because students have difficulties with quotas, on the network and so on so that The limitation is actually more about the quota package that students have. As a lecturer, I want every meeting to have a virtual meeting, yes, but of course this is not easy to do on our campus because of the limitations that I mentioned earlier because this is different from other campuses that have used Google Meetings, already using zoom on every lecture, so yes, it's back to the agreement between me and the students, of course, with a note that it doesn't burden them."[17]

From the explanation of Mrs. Kristanti above we know that the student has limited quota so that beside the rules of the campus that forbid the lecture to use learning platform that consume much quota, based on that situation Mrs. Kristanti also makes a deals with the student so that it will not burden them. Although the student gets a quota purchase subsidy of one

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[17] Interview with Mrs. Kristanti Ayunita on 23 February 2022 at 15:55 O'clock

hundred thousand rupiah from the campus, this is not enough to meet the quota needs for one semester so this is still a problem for students as state by Sri Wahyuni statement, a TBI student of D class.

Picture 12. Interview with Sri Wahyuni

"bagi saya sendiri sebenarnya kuota itu tidak jadi masalah ya mbak karena saya pakai wifi di rumah, tapi ada temen-temen yang masih ngeluh soal kuota. Sebenarnya kita dapat subsidi pembelian kuota 100. 000 kan ya mbak tapi mungkin itu tidak cukup untuk satu semester. Ya emang tidak cukup sebenarnya sih mbak."

"For me, the quota is actually not a problem, sis, because I use wifi at home, but there are friends who are still complaining about the quota. Actually, we can subsidize the purchase of a quota of one hundred thousand rupias, right, sis, but maybe that's not enough for one semester. Yes, it's really not enough, sis."[18]

c. Device.

The device that is used in online learning here it can be Smartphone or laptop. In this case both of student and lecturer

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[18] Interview with Sri Wahyuni on 7 March 2022 at 10:30 O'clock

has not difficulties in that. They have enough device to support

their learning. As state by Mrs. Azizah.

> "untuk masalah device sendiri saya fikir mahasiswa sekarang sudah punya smartphone semua ya jadi saya pikir itu tidak jadi masalah dan selama ini belum ada keluhan masalah itu."

> "As for the device itself, I think all students now have smartphones, so I don't think it's a problem and so far there have been no complaints about that problem."[19]

This support with Ach.Naufal's statement, a TBI student of

B class.

Picture 13. Interview with Ach.naufal Azimi
"oh kalau itu saya pikir aman ya mbak karena insya Allah mahasiswa sudah memiliki smastphone yang support. Walaupun kadang storage hp yang suka jadi kendala tapi untuk yang blended learning kemarin aman ya soalnya kan banyakan offline juga sebenarnya bak."

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[19] Interview with Mom Siti Azizah on 24 February 2022 at 14: 33 O'clock

"Oh, I think it's safe, sis, because God willing, students already have a Smartphone that supports it. Although sometimes cell phone storage is a problem, but yesterday's blended learning is safe, because most of them are offline too, really like."[20]

Naufal explains that device is not being a problem again because in blended learning they do the offline learning more than online learning so that it is not make a trouble of their Smartphone storage.

2. **How the TBI Lecturer of IAIN Madura Solve all the Difficulties They Faced in English Teaching Learning Process on Pandemic Covid-19 era?**

Based on the interview with the lecturer there are some ways they done to solve the problem they faced.

a. Solution of Internal Problem

The internal problem that faced by four basic English skill lecturers is the problem related to the teaching skill especially in controlling the class. In this case to manage the interaction with the student whereas the student who are active is the same one and they are slow respond and sometimes they still do not understand to the material, the lecturer tries to make question and says that will note who is the active one so that the student tries to be active in the class. This is influence to the time management because when the student gets active in the class the time will be more managed. As Mrs. Nina said.

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[20] Interview with Moh. Naufal on 4 March 2022 at 14: 55 O'clock

"Saya buat pertanyaan dan saya mengatakan saya catat yang aktif biar mahasiwa tergerak untuk aktif. Dan setiap mahasiswa yang menjawab saya respon sehingga yang lain juga semangat. Hal ini akan berpengaruh juga terhadap keefektifanwaktunya. Karena kalau mahasiswa slow respond ya maka akan semakin lamapembelajarannya jadi itu bisa out of time. Sama halnya ketika mereka tidakpaham terhadap materi maka saya harus menjelaskan berulang ulang-ulangsehingga itu memakan waktu ya jadi diharapkan ketika mereka lebih aktif makamereka juga lebih cepat paham."

"I made a question and I said I wrote down what was active so that students were moved to be active. And every student who answered me responded so that the others were also enthusiastic. This will also affect the effectiveness of the time. Because if students are slow to respond, it will take longer to learn so it can be out of time. It's the same when they don't understand the material, so I have to explain over and over again so that it takes time, so hopefully when they are more active they will also understand faster."[21]

From the statement above we know that Mrs. Nina tries to post some questions to the student to provoke their activeness and then she always gives respond to the student who answer her question in order that the other student feels spirit too and being active in the class. This is supported by Cindy Nur Hidayah, a TBI student of A class.

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[21] Interview with Mrs. Nina Kayatul Virdyna on 1 March 2022 at 10: 52 o'clock

Picture14. Interview with Cindy Nur Hidayah

"Biasanya sih dosen ngasik pertanyaaan gitu mbak biar dijawab, ada juga yang langsung dipanggil untuk menjawab sehingga yang jawab tidak orang yang itu-itu saja.Ya kadang juga dikasih motivasi biar tetap semangat belajarnya mbak."

"Usually, lecturers ask questions to be answered Sis, some are immediately called the certain student to answer so that the answer is not the same person. Then, sometimes they are also given motivation to keep the spirit of learning Sis."[22]

From Cindy's statement is known that to make the student be more active in the class the lecture gives the student some question and sometimes directly choose a student to answer the question besides the lecturer also give motivation to the student to stay spirit although the class is done by online.

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[22] Interview with Cindy Nur Hidayah on 1 March 2022 at 13:30 O'clock

b. Solution of External Problem

The external problem that face by four basic English skill lecturers are the problem related to class and campus characteristic and tools or media of teaching.

1) Class and Campus Characteristic

The learning atmosphere of online learning is seem not too good where the student less concentrate, not active, slow respond and less interested in the lesson. Howover this bad atmosphere impact to the lecturer in controlling the class. So how the lecturer solves this situation is nearly the same with the point of solution of controlling class problem above. That is support by Mrs. Lasmi's statement.

> "jadi saya siapkan bagaimana cara kita memberi instruksi kepada mahasiswa mulai dari, ya seperti didalam kelas ya mulai dari absensi, kemudian guiding to material, selain penyampaian materi kemudian yaitu file dimana itu butuh penjelasan. Jadi bagaimana sih proses interaksinya. Memang kita harus memikirkan cara entah sesekali kita berikan emoji, sesekali kita harus memanggil mahasiswa tersebut karena kita gak tau apakah dia tertidur atau bagaimana kan begitu. Sesekali juga kita juga harus bisa appriciate jadi menghargai saat mahasiswa tersebut merespon atau menjawab pertanyaan ya pokoknya kita mencoba membuat kelas tetap menarik walau online."

> "So I prepared how we can give instructions to students starting from, yes, like in class, starting from attendance, then guiding to material, in addition to delivering material later, namely the file where it needs an explanation. So what is the interaction process? Indeed, we have to think of a way whether we give emoticon sometimes, sometimes we have to call the student because we don't know if he fell asleep or what, right? Every now and then we also have to be able to

appreciate it so we appreciate it when the student responds or answers questions." [23]

Based on the statement above, Mrs. Lasmi tries to make the learning interesting as like the learning in offline class.

While regarding to the rule of the campus about restriction in using learning application that spend much quota, the lecturer could not offer any solutions. The limitations of using the platform are beyond the control of the lecturers themselves because the campus is the one who regulates everything. The lecturers only follow the rules given by the campus.

2) Tools or Media of Teaching

In this case the lecturer does not have any problem with the devise but the internet connection and the quota being problem that cannot be denied. Limited internet quota and unstable internet network are often experienced by students. To overcome this, the lecturer provides time tolerance as well as a warning to be in a place with a good network. It is supported by Mrs. Kristanti Ayunita's statement.

> "Beberapa materi ada yang menggunakan video sekitar2-3 dalam satu semester namun saya berikan kebijakan kepada mereka, tidak memaksa ya istilahnya, silahkan videonya dibuka ketika ada wifi atau ketika kalian punya kuota yang cukup itu aja.Kemudian untuk jaringan internet sebelumnya saya selalu mewanti-wanti, H-1 atau minggu sebelumnya, saya mewanti-wanti mereka untuk selalu berada di tempat yang jaringannnya bagus.Pastikan jaringan internet di tempat kalian bagus meskipun anda harus pindah tempat

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[23]Interview with Mrs. Lasmi Febrianingrum on 24 February 2022 10: 05 O'clock

sekalipun untuk memastikan jaringan internetnya bagus ya silahkan karena itu bagian pengorbanan kita mencari ilmu.Memang kuliah itu butuh perjuangan ya termasuk juga mencari jaringan internet yang bagus agar pembelajaran onlinenya tidak tersendat-sendat dan berlangsung sesuai dengan yang diharapkan."[24]

"Some materials use videos about 2-3 in a semester but I give them a policy, not forcing them, the term, please open the video when there is wifi or when you have enough quota. Then for the internet network, previously I always warned them, D-1 or the previous week, I warned them to always be in a place with a good network. Make sure the internet network at your place is good, even if you have to move places to make sure the internet network is good, yes please because that's part of our sacrifice to seek knowledge Indeed college requires struggle, yes, including finding a good internet network so that online learning does not falter and proceeds as expected."[25]

The statement above shows that the lecturer gives tolerance for time freedom regarding some videos they have to download which may require a lot of quota. As for the internet network, students are reminded beforehand to ensure that when the learning process takes place, the network does not have problems even if they have to move places to get a good signal. This is supported by Masduki's statement, a TBI student of B Class.

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[24]Interview with Mom Kristanti Ayunita on 23 February 2022 at 15:55 O'clock
[25] Interview with Mrs. Kristanti Ayunita on 23 February 2022 at 15:55 O'clock

Picture 15. Interview with Ach.Masduki

"Iya biasanya dosen memafhumi sih bak. Kita biasanya juga kan laporan kalau lagi ada kendala sama jaringan atau kuota. Ya mau bagaimana lagi ya dosen hanya mengingatkan saja untuk kemudian cari tempat yang bagus sinyalnya kuotanya juga di chek sebelum masuk kelas ya intinya ngingetin gitu bak. Tapi masalahnya sekalipun sedang berada ditempat yang jaringannya bagus tapi kalau pas hujan deras gitu bak ya sinyalnya sering putus-putus gitu bak."

"Yes, usually the lecturer understands, right. We usually also report if there are problems with the network or quota. What can I do, the lecturer just reminds me to then look for a good place, the signal is also checked before entering class, the point is to remind you like that But the problem is that even if you are in a place with a good network, when it rains heavily, it's like the signal is often intermittent like that."[26]

Masduki's statement above shows that the lecturer reminds

the student to stay in the place that has strong internet connection

and make sure that the quota is enough for join the class. But

sometimes the weather is not support although the student stays in

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[26] Interview With Ach. Masduki on 4 March 2022 at 15: 20 O'clock

the strong internet connection place so that the lecturer can understand that situation.

B. Discussion

This section concern to two major discussion referred to statement of the problem in chapter one. They are the lecturer difficulties on online teaching of English on pandemic covid-19 Era in the third semester 2021/2022 academic year and how the lecturer solve all the problem they faced on online teaching of English on pandemic covid-19 Era in the third semester 2021/2022 academic year. The researcher discusses about the result of this research compare with the theory dealing with this study.

1. **The Lecturer Difficulties on Online Teaching of English on Pandemic Covid-19 Era in the Third Semester at TBI of IAIN Madura 2021/2022 Academic Year.**

   The term problematic comes from English, namely "problematic" which means problem. Meanwhile, in the Indonesian dictionary, problem means something that cannot be solved; which causes problems. Problems exist in every life caused for example from the urge to always improve the results of work, from reading books, from other people, from yourself and so on, large or small, a little or a lot everyone must have a problem. In the implementation of learning, sometimes it arises an unexpected problem in the first place. So that will be a barrier to the smooth implementation of learning. Then a teacher must think about time planning a learning system

design, possibly the emergence of that problem. With the hope that at least it can predict and find a way out of the solution.

There are some difficulties/ problems that faced by TBI lecturers of IAIN Madura in online teaching of English in on Pandemic Covid-19 Era. They are as follow:

a. Internal Problem

The internal problems experienced by teachers/ lecturers generally revolve around their professional competencies. Competencies are the skills and knowledge that enable teacher to be successful in teaching.

Teachers must have several components of teaching skills so that the learning process can be achieved, including; mastering materials, managing teaching and learning programs, managing classes, using media or resources, managing teaching and learning interactions, assessing student achievement for the sake of the teaching and so on.[27]

In this case, the lecturers got difficulties in controling the class namely in managing the time and managing interaction between the lecturers and the students. As state by Mrs. Nina, she said that it was difficult to manage the time well because the slow responds from the student and sometimes student still does not understand the material well so that she needs more time to explain the material. Besides teaching without showing and seeing expression each other also make her difficult to see either the student has already really understood or

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[27]Iskandar Agung, *Meningkatkan Kreativitas Pembelajaran Bagi Guru*, (Jakarta: Bestari Buana Murni, 2010), 54.

not because the learning is done asynchronously where it also make her difficult to manage the interaction with the student. This is in line with the point of interview with Mrs. Azizah. She gets difficulties in controlling student attendance and activeness in the class and also it is difficult for her to know student characteristic.

This is also experienced by English teacher of SMPN 1 Batipuh. The teacher experience lack of interaction between teacher and the students. It was explained that the teachers can not interact directly with students so that the student difficult to understand the learning provided by the teacher. In face-to-face learning in the classroom the teacher can directly correct what is wrong with the student, whereas in online learning the teacher will find it difficult to correct the student's mistakes directly. Then student learning outcomes that are done directly by students without Google's help will be lower than usual because students cannot copy what is on Google. In online classes students tend to have good grades but not with student output.[28]

Based on the findings above the teachers/ lecturers are difficult to control the class well so that is not easy to get quality of learning out come. Controlling the class or classroom management has purpose to improve the quality of learning. The quality of learning will be achieved, if the learning objectives achieved.[29]

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[28] Septia Hardiman Fauziah, "Teachers Problem in Conducting Online Teaching (A Case Study of English Teachers at SMPN Batipuh Tanah Datar Regency)", (Thesis, State Institute for Islamic Studies (IAIN) Batusangkar, 2021). 32

[29] Pupuh, Fathurrohman, *Strategi Belajar Mengajar*, (Bandung: Refika Aditama, 2007), 104.

b. External Problem

External problems are problems that come from outside the lecturers themselves. In this case the researcher find the lecturers get difficulties with the learning atmosphere and rule of campus and also with error internet connection and limited internet quota.

1) Learning Atmosphere and Rule of Campus

A conducive learning atmosphere is a supportive atmosphere to the implementation of a comfortable and enjoyable learning process. The unpleasant class atmosphere can hinder the process quality learning. Creating a learning atmosphere is not easy, because the teacher will deal with diverse attitudes, abilities, learning styles, desires, the needs and interests of each student.[30]

In this case the researcer finds that the learning atmosphere especially student's activeness, concentration and interest in learning in online class reduced.

From the point of interview with Mrs. Kristanti, the students find it difficult to concentrate during online learning and not many of them are willing to actively participate in the class. They are only enthusiastic at the beginning of learning and when they are in the middle of learning they begin to disappear and then reappear at the end of learning after filling in the absences. It is support with the interview with Darratul Fawaidah, she says that after

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[30] Rudy, Gunawan, *Pendidikan IPS Filosofi, Konsep, dan Aplikasi,* (Bandung: Alfabeta, 2013), 47.

interviewed some of her friends, that is known that there are many students who are not really focus on the learning. They tend to be lazy, they study while laying down and sometimes fall asleep and sometimes only play the voice note sent by the lecturer without get the point just for recorded that they play it.

The similar condition experienced by the English teacher of SMPN 1 Batipuh. The teacher feels that the student was less interesting in learning. This known from the attendence of the student, not all student attent to class and also there are some of the students that only fill in the attendance list and did not join the learning, they did not watch the video that sent by the teacher because they only have WhatsApp quota.[31]

This condition shows that the student is not enthusiastic in joining online learning so that it impact to their activeness in the class where there are only some students that active in the class.

Meanwhile campus discipline causes problems for lecturers in their teaching process. Restrictions on the use of learning platforms that consume a lot of quota here make it difficult for lecturers to monitor their students directly.   From the point of interview with Mrs. Fadilah, she says that in this campus, IAIN Madura, forbid all the lecturers to use the learning application that consume much quota and they are provided with E-learning as learning

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[31] Septia Hardiman Fauziah, "Teachers Problem in Conducting Online Teaching, State Institute for Islamic Studies (IAIN) Batusangkar, 2021. 42

platform but she thinks that it is not enough, that it is impossible for the student get the knowledge effectively then she decides to use other applications to avoid misunderstanding between the lecturer and the student such us YouTube and WhatsApp group because she can explain the material by voice note or troughed the video. It is supported by Khairotun Nisa's point of interview, she says that most of the lecturers explain the material trough WhatsApp and they do not use zoom, one of application that waste much quota, because it is forbidden.

From the explanation above it is known that the rule of the campus impact to the lecturer's performance in teaching. Malayu in Abdul Rasyid said that, the high and low quality of education in schools is greatly influenced by managerial variables which in this case the principal's managerial ability in making decision or policy to be applied in implementation learning at the school. Weekness in term of education management and in appropriate policies or desicions of the principal are one of the main causes of the unsatisfactory quality of education. One element important in school management is decision making in the form of policy which is the main task for a leader (manager). The making of decision/ policy is processed by the decision maker who is produce decisions. This decision will lead to activities so that the

management process can carry out. This decision will result in activity and or end activity.[32]

2) Error Internet Connection and Limited Internet quota

The learning process however takes shape interactions that occur in it, definitely use a tool or media as a complement. Impossible for the teacher do not use tools when teaching in class, a teacher should not use it arbitrarily. Because the use of educational tools will have consequences the soul of the students, where the mistakes of the teacher in using tools or media in education cause the mental development of students is not in accordance with what is expected.[33]

In online teaching the tool that is needed are internet connection, internet quota, and some device that support to internet connection as like Smartphone and laptop. As state by Ratnasari in Septia, Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers.[34]

A stable internet network and enough internet quota are very much needed for smooth online learning during the current pandemic. But apparently this is also an obstacle that often arises during this online learning. This is in line with Abidin et al. they

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[32] Abdul Rasyid, *Kebijakan Kepala Sekolah dan Kinerja Guru,* (Thesis, UIN Alauddin Makassar, 2010)

[33] Syaiful Bahri Djamarah, *Guru danPeserta*, 210.

[34] Septia Hardiman Fauziah, "Teachers Problem in Conducting Online Teaching, IAIN Batusangkar, 2021), 11.

said that some problems faced when doing online teaching are internet access (data package) and limitations of internet access by teachers and students.[35] This is experienced by the lecturer and the student in the third semester of TBI of IAIN Madura. Based on the interview with Mrs. Lasmi, she said that she ever got trouble with internet connection especially when bad weather as like when heavy rain and also when power outage. She also add that some of her student that stay in areas that difficult to reach internet connection so that it will be always a trouble in online learning. While based on the interview with Mrs. Kristanti she says that some or her student complain about quota. They told her that they did not have enough quota so that she gave relief to their student to access the video she sent after they have enough quota.

This is in line with the problem experienced by teachers at SMAN 4 Banda Aceh. Several teachers at SMAN 4 Banda Aceh had poor internet access. The teachers lived in areas not well covered by network signal, and they had problems with the internet data packages, so they could not access the internet. They said that some of their students could not easily get the materials and had problems in understanding materials delivered by the teachers because of a lack of internet access. It was also difficult for the students to submit their assignment to the teachers. The limitation

[35] Zainal Abidin et al. Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19, *Jurnal Ilmiah Profesi pendidikan* 5, no.1 (May, 2020): 64-70. Doi:10.29303/jipp.v5i1.111

in accessing internet also happened because they were from economically-disadvantaged family background. The students who were from this kind of families found difficulty in having such appropriate facilities as smartphone and internet package.[36]

Based on the discussion above it's known that the eror internet network happened because of the power outage, bad weather as like heavy rain, and the area of user who come froms lack internet support so that it always be trouble. Besides the internet quota also be a problem because there are some of student that cannot buy enough quota.

2. **How the Lecturer Solve the Problem They Faced in Online Teaching of English on Pandemic Covid-19 Era in the Third Semester at TBI of IAIN Madura 2021-2022 Academic Year.**

There are some ways that done by TBI lecturer of IAIN Madura in solving their problems. They are as follow:

a. Solution of Internal Problem

The internal problem that faced by four basic English skill lecturers is the problem related to the teaching skill especially in controlling the class.

From the point of interview with Mrs. Nina to solve that problem, she makes questions to be answered by students and she also says that she will record who are active in her class and do not forget she also

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[36] Siti Wulandari et al, Problems in Teaching and Learning English Online During the Covid-19 Pandemic, *English Education Journal* 13, no. 1 (March, 2022): 152. https://doi.org/10.24815/eej.v13i1.21702

respond to each student's answer so that other students are also move to be active and enthusiastic about learning. She hopes that if the students are active and eager to learn, they will quickly understand the material so that learning time runs according to the time. This is supported by the point of interview with Cindy, she says that usually the lecturer gives some question and sometime directly call the specific student to answer the question so that not only the same student who active in the class. Besides the lecturer also give motivation to the student to being spirit although it is online learning.

b. Solution of External Problem

The external problem that face by four basic English skill lecturers are both the problem related to class and campus characteristic and tools or media of teaching.

1) Learning Atmosphere and Rule of Campus

The learning atmosphere of online learning is seemed not too good where the student less concentrate, not active, slow respond and less interested in the lesson. This bad atmosphere impact to the lecturer in controlling the class. So how the lecturer solves this situation is nearly the same with the point of solution of controlling class problem above. Based on the interview with Mrs. Lasmi, she tries to make the online class as interesting in offline class by making the as interactive as possible, give positive energy and give feedback of the student respond such as send them an

Emoticon. While regarding to the rule of the campus about restriction in using learning application that spend much quota, the lecturer could not offer any solutions. The limitations of using the platform are beyond the control of the lecturers themselves because the campus is the one who regulates everything. The lecturers only follow the rules given by the campus.

2) Error Internet Connection and Limited Internet quota

In this case the lecturer does not have any problem with the devise but the internet connection and the quota being problem that cannot be denied. Limited internet quota and unstable internet network are often experienced by students.

From the point of interview with Mrs. Kristanti, for some of videos that she sent to her student because it may take more quota or will spend her student quota more so she does not force the student to download it directly but she let her student to download the videos when they can connect to wifi or have enough quota. While for bad internet network connection she always reminds her student before the meeting to have good internet connection although they must move on to the place that has good internet connection along the learning for the sake of learning success. This is suitable with the point of interview with Masduki, he says that the lecturer reminds the student to stay in the place that has strong internet connection and make sure that the quota is enough for join

the class. But sometimes the weather is not support although the student stays in the strong internet connection place so that the lecturer just can understand that situation.

There are also some solution that explain by Revaldo et al. they are as follow:[37]

a) Giving Free Quota

From some of the problems described above, there are several solutions that have been provided by the government, namely the flexibility of using BOS funds to subsidize teacher and student quotas, which is one of the policies issued by the government in overcoming the high cost of quotas in the context of implementing distance learning.

b) Provision of WI-FI Services in Schools

The services that have been taken by the school include providing Wi-Fi and school computer LAB for teachers who have problems with laptops, cellphones, quotas and internet networks. And has also provided all Covid-19 protocols in the form of masks, Anti-Septic, clean environment and rooms and limited the capacity of students in class (maintaining distance) for students who have network problems and come to school.

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[37] Revaldo Wales et al, Problems with The Distance Learning System in Learning English at Smp Negeri 2, *JoTELL Journal of Teaching English, Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado* 1, No. 3 (March, 2022) p. 386-401

c) Create Online Learning

    Media There are several media that can be used for online learning media, the media can be in the form of videos and power points but if there are some parents of students who do not have cell phones, they can be given materials in the form of modules to students so that students do not miss learning materials.

d) Communication with Student Parents

    Communication with students' parents or guardians is very necessary because in order to be able to socialize the role of parents in helping students to learn online and also parents can find out about the future development of children in online learning.

e) Make a Learning Summary

    A summary of material that contains the essence of the material is necessary for students to understand learning so that teachers can provide several summaries of material to students from several sources to support active and creative learning.