

CHAPTER I

INTRODUCTION

A. Background of study

The Covid-19 pandemic, which began in late 2019 and has since spread around the world, has posed a significant problem to the educational system, with all schools being forced to close in order to break the Covid-19 chain. With all of the government's choices, educational institutions are searching for other methods to keep the teaching and learning system going, even if they intend to make learning available online throughout the epidemic

Making the decision to move teaching and learning online is a difficult one since it presents educators with a new challenge. This is backed up by Mohamed Hassan¹, who claims that online learning has a slew of issues that make it difficult to achieve educational fulfilment. Finding unique and creative teaching approaches is one way to establish a positive educational atmosphere. As a result, instructors must be able to expand their knowledge and insights, particularly while teaching online, in order to produce new learning.²

¹Mohamed Hassan, "Online Teaching Challenges during COVID-19 Pandemic," *International Journal of Information and Education Technology* 11, no. 1 (2020): 41–46.

²Mohamed Hassan, "Online Teaching Challenges during COVID-19 Pandemic" *International Journal of Information and Education Technology*, vol. 11, no. 1 (2020): 41–46 DOI:[10.18178/ijiet.2021.11.1.1487](https://doi.org/10.18178/ijiet.2021.11.1.1487).

SMK Nurul Huda Baros is one of the schools where learning has switched to online learning. By maintaining professional and educational abilities as a teacher, the learning system must be able to function properly, even if it needs to be online. That said, this is a new situation and teachers need to rethink how they can convey their teaching strategies to their students without having to be in the same room. In line with Diana in her study, she state that teachers' ability to innovate in materials and technology matching resources, learning methods, and application creation and manufacturing is the key to conducting online learning in this situation of the Covid 19 pandemic. Creativity is not a psychological burden, but the key to a teacher's success in motivating students to maintain an interest in online learning.³

Before writing this proposal, the researcher carried out preliminary study by interviewing the English teacher and doing field observation. From the preliminary study, the researcher obtained the real information about the English teacher's challenge in teaching online during pandemic period.

Based on the interview, the English teacher reveals that the replacement of the learning system from direct learning to online learning made her has to reorganize the teaching materials and teaching media that will be used. She also has to learn to understand and master digital

³ Novita Diana, "Tantangan Guru Bahasa Inggris Dalam Proses Belajar Mengajar Selama Pandemi Di Pidie," *Seminar Nasional Multi Disiplin Ilmu* 1 (2021): 80–81.

technology that will be used in online learning such as zoom meet, google meet, google classroom, etc. So that when learning takes place, it does not take a long time for small mistakes such as not understanding about sending assignments, not understand about making zoom links and so on.

In addition, in the process of giving assignment and even mid-semester test, sometimes she uses google forms as a medium to make it easier for students to access these assignments. For the assessments system in this online teaching, she mostly gives assignments and conduct individual assessments because it is difficult to make assignments and assessments in group in an online teaching.

Moreover, she also states that the biggest challenge in online teaching is that it is very difficult to build good communication between teachers and students, such as during the direct learning, to reward students who are active or who have answered questions in class, sometimes she often gives appreciation by applauding for the student but in this online learning, she can only give a "thumb" button with the meaning that the student has correctly answered the questions given. And this makes students bored and less interested in online learning.

Based on classroom observation, the researcher becomes an observer when the teacher teaches by using a WhatsApp group. Based on field observation when the learning took place and the teacher was giving the material, only a few students were seen responding to the teacher, while

the others do not exist. In terms of responding to what the teacher explained, the students did not appear that they were excited with the learning, this was seen by the late response and when the teacher gave questions, none of the students tried to answer the question. Thus, researchers can conclude that in online learning there are many obstacles faced by teachers such as lack of attention from students, many students who are not present during the learning process because they do not have internet quota or reason that their cellphone signal is bad. Lastly, the teacher cannot confirm whether the students understand the material that is conveyed online.

Based on data from documentation, researcher collects data in the form of lesson plans, examples of assignments that have been made by teacher, assesments and also learning evaluation.

Based on the previous statements, the researcher interests in investigating the **“EFL Teachers’ Pedagogical Challenges in Online Teaching during Pandemic Period”**. This study will be carried out systematically and in depth for one semester in order to be able to portray the English teacher’s efforts dealing with online teaching processes.

B. Identification of problem

Based on prior background of problem, the researcher can identify the teacher challenges in online teaching as follows:

1. Teacher have the difficulty to find the appropriate online learning medium and learning method for online teaching
2. Teacher have difficulty in building the communication process with students during online learning
3. Teacher still find the students who have low motivation in online learning

C. Limitation of study

Due to the researcher faces some obstacles and have limitation in conducting this study. So, this study only concern to investigate comprehensively on **EFL teachers' pedagogical challenges in online teaching during pandemic era especially in the aspect of education learning activities and assessment and evaluation.**

D. Statements of problem

Based on the background of study and limitation of problem, the researcher proposes two research questions as follows:

1. What pedagogical challenges are faced by EFL Teacher in online teaching?
2. How EFL teacher overcome the pedagogical challenges dealing with online teaching?

E. Objectives of study

In line with statements of problem, so the objectives of study can be drawn as follows:

1. To investigate the pedagogical challenges faced by EFL Teacher in online teaching
2. To find out EFL teacher overcome the pedagogical challenges dealing with online teaching

F. Significant of study

The benefits of this research in two, namely theoretically and practically. On one hand, theoretically, this study hopefully can enrich the treasure of knowledge dealing with teacher's pedagogical challenges in online teaching. The contribution of this study seen obviously in terms of description how teacher design lesson plan, implement learning method, build rapport with students, prepare learning materials and student worksheet as well as learning evaluation during pandemic period.

On the other hand, practically the significant of study will give valuable contribution for some parties, such as:

1. The research of this studied expected to provide new innovation for English teachers in terms of implementing pedagogic competencies when teaching online.
2. The second, for the students' this study can help the students to mastery learning optimally even in online learning
3. The last, for the other researchers this research can be used as material consideration if the researchers will investigate the

same subject. So that ways, the researcher tries to give the best contributions.

G. The Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I is introduction, this chapter consists of the background of study, identification of problem, limitation of study, statement of the problem, objectives of study, significant of study, and the organization of writing.

Chapter II is theoretical framework, this chapter consists of the theories from some experts such as definition of online teaching, advantage and disadvantage of online teaching, personality competence, professional competence, social competence, pedagogical competence, indicator of pedagogical competence, effective indicator of online learning such as: management of learning implementation, communicative processes, students responses, learning activities and learning outcomes, and the last is previous study.

Chapter III is research methodology, this chapter consists of the research method, the site and time of study, data collecting technique and data analysis.

Chapter IV is finding and discussion, this chapter consists of explanation of the data description and the analysis of data.

Chapter V is closing, this chapter consists of conclusions and suggestions.